

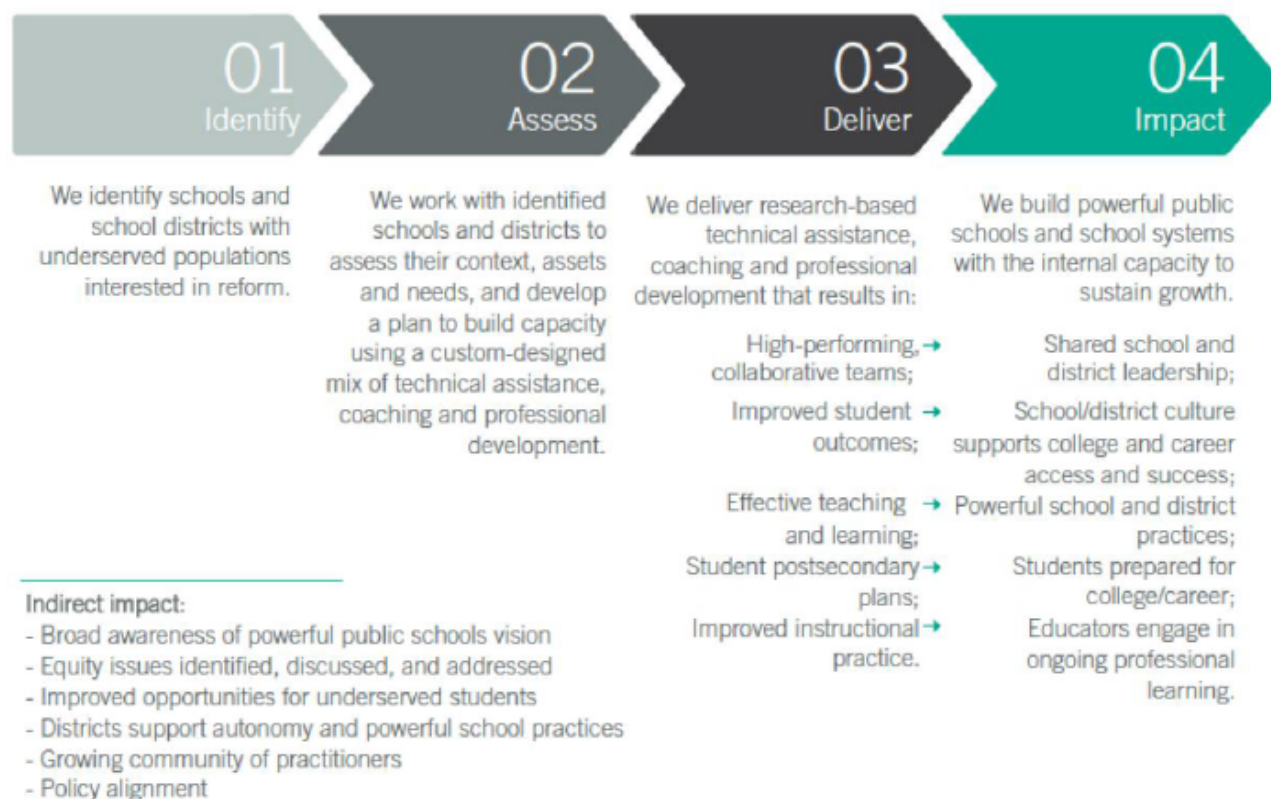
Program Elements

The Center for Powerful Public Schools' proposed Partners for Student Success Services and Programs can be implemented at elementary schools, middle schools, span schools, high schools, continuation and option schools. The Center works directly with each school's administration and instructional leadership team to custom design and implement a combination of professional development, coaching and technical assistance to build the capacity of teachers and school leaders to create powerful public schools.

The Center's Theory of Change illustrates our overall methodology:

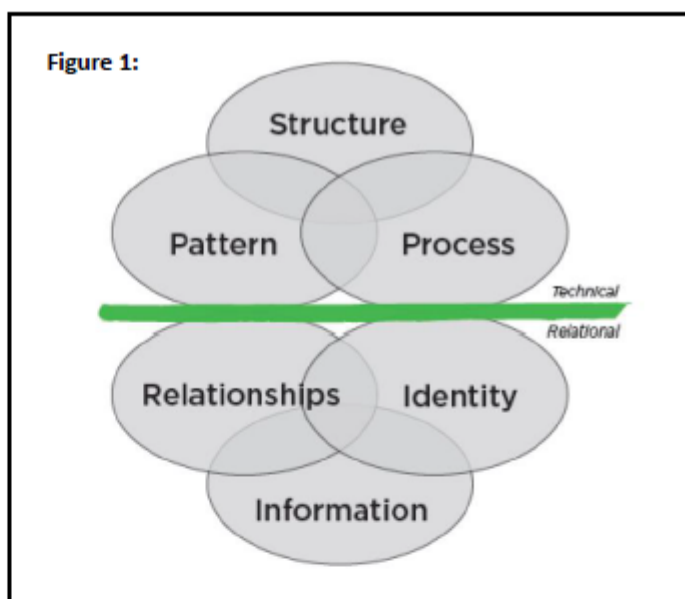
CENTER FOR POWERFUL PUBLIC SCHOOLS: A Catalyst for Equality, Access and Choice

Center for
**POWERFUL
PUBLIC
SCHOOLS**



In order to establish equitable schools that can improve student outcomes, the Center follows the work of Margaret Wheatley, Tim Dalmau and Richard Knowles in designing effective interventions. As indicated in Figure 1 below, there are two components of change structures -

above the green line is a technical component that includes processes, patterns/strategies and structures similar to the guidance from the federal Department of Education and ESSA implementation planning based on a process of continuous improvement. Yet, effective, systemic change in schools cannot be made without attention to the social constructs that are in the lower half of the diagram. Trusting relationships, a shared sense of identity and an open flow of information are the foundation on which successful school interventions can be implemented and accelerated.



With these principles in mind, the Center offers comprehensive school services in five phases. Schools can select from a range of packages from one or more phases to support their goals.

The following chart is an example of a comprehensive package of support services.

Example of Comprehensive Center Support	
Phase 1: Relationship Building ID Assets and Needs	Specific Activities
<ul style="list-style-type: none"> • Research potential school partner • Establish relationships • Identify local assets and needs • Gather community input • Identify shared student outcomes • Provide leadership coaching 	<ul style="list-style-type: none"> • Examine publicly available school info including California School Dashboard, school website, Single Plan for Student Achievement and LAUSD School Experience Survey • Initial meeting with school and district leadership to understand hopes, challenges, goals for students and staff • Identify school assets and needs/Acknowledge what's working • Gather community input through shareholder surveys and focus groups • Identify key influencers and conduct one-on-one interviews • Hold school community town hall to identify agreed-upon student outcomes posing the question: "What skills, knowledge and attribute do you want your students to have when they matriculate/graduate?" through small group discussion/large group vote and consensus building. • Create support plan for school leadership and provide coaching and support throughout each phase
Phase 2: Establish Student Outcomes ID Evidence-Based interventions	Specific Activities

<ul style="list-style-type: none"> • Set agreed-upon student learning outcomes (North Star) • Examine what stands in the way of achieving outcomes/root causes • Identify relevant evidence-based interventions 	<ul style="list-style-type: none"> • Based on data collected in Phase 1, work with school leadership to establish 5-7 measurable student learning outcomes • Vet plan with school community, establish communication flow • PD workshop series on root cause analysis to identify implementation roadblocks • Assess adult learning culture/provide Community of Practice PD co-lead by school staff • Identify evidence-based interventions from the Center and vendors that support agreed-upon student outcomes
Phase 3: Create Implementation Plan	Specific Activities
<ul style="list-style-type: none"> • Conduct reciprocal strategic planning • Provide professional development 	<ul style="list-style-type: none"> • Develop logic model and driver diagrams • Support updating Single Plan with information from Phase 1 & 2 and create well-defined measurable annual goals to address root challenges and achieve student outcomes • Co-create implementation plan that includes timeline, roles and responsibilities and resources needed and involves all shareholders • Provide coaching for subject area, grade level and student support teams tied to implementation plan • PD on school culture co-lead with faculty • PD on data-based instruction • PD on social emotional support
Phase 4/5: Implementation and Performance Monitoring	Specific Activities
<ul style="list-style-type: none"> • Provide agreed-upon interventions • Provide coaching and professional development • Monitor progress toward goals 	<ul style="list-style-type: none"> • Implement and monitor agreed-upon interventions • Provide one-on-one instructional coaching, project-based learning coaching, ELA and Math coaching, and other interventions • 10-week check-ins on interim progress and make adjustments to implementation • Data collection and PD on looking at student data • Ongoing leadership support • Ongoing development of teacher-led PD to build internal capacity and ownership

The Center's overarching goals include:

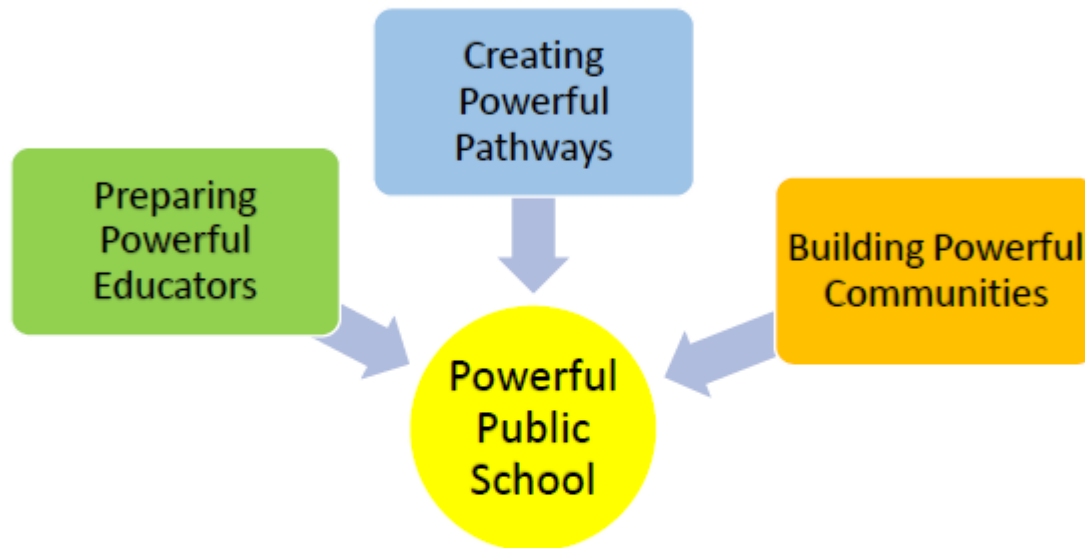
Greater Equity — Closing the opportunity gap so that our region's most underserved students and under-resourced schools can achieve at a high level.

Greater Access — Ensuring students have access to rigorous 21st-century college-preparatory curricula and to the expanded learning resources they have historically lacked, in order to prepare them for higher education and meaningful work.

Greater Choice — Providing students with high-quality educational choices and preparing them to select post-secondary educational opportunities that lead to successful adulthood.

We will pursue these goals through our three core focus areas: 1) Preparing Powerful Educators, 2) Creating Powerful Pathways, and 3) Building Powerful Communities. Together these focus areas create powerful public schools. Research supports this with results that show improving educational performance requires a broad array of efforts — from enhancing professional development for teachers, to creating more supportive campus environments, to collaborating with school communities and more (Generation Ready, American University and others).

Our proposed Partners for Student Success offerings provides schools with an array of services within our three focus areas. These programs and services utilize and incorporate the same strategies and activities that helped to establish successful pilot schools throughout LAUSD.



PREPARING POWERFUL EDUCATORS

Strong teacher leaders make for more successful schools. A recent report from the Consortium for Policy Research in Education, for example, shows that schools with higher levels of teacher leadership (such as teacher-led pilot schools) produce greater student achievement. Thus, the research notes, the teacher-powered model is a win for students and teachers alike (Ingersoll et al., 2017). However, there is currently no additional certification, licensure or training required to become an educator in a teacher-led school — and many teachers working in teacher-led schools report that they do not feel sufficiently trained, or are otherwise unprepared to participate in a teacher-led environment (The Boston Foundation). A 2015 survey found that while 86 percent of schools have teacher leader roles, less than a third offered specialized leadership training for teachers stepping into those roles (Council of Great City Schools).

Of course, while teachers' role in school leadership is important, research shows that effective teaching is the most important school-related factor in student achievement (The Bill & Melinda Gates Foundation). Yet many teachers indicate that they lack training in essential instructional strategies to support the development of critical thinking, collaboration and other skills required for student success in college and career (Education Insight Center).

Powerful educators are able to deliver high-quality education, focused on preparing students for college, career and life. Our work will build the skills and experience of instructional leaders in our network, empowering them to implement proven teaching practices that help students achieve their academic goals.

The Center has significant experience creating powerful educators through coaching and professional development services, serving both teachers and administrators. Our work to date has included single-day and weeklong workshops, as well as one-on-one support. Our services have focused on a broad variety of topics, including, for example, assessment, leadership development, instructional practice, project-based learning, school culture and more.

A Powerful Educator begins with an equity lens intentionally addressing the needs of underserved students by removing barriers to and providing access to high level of learning.

We have identified three main categories of educator proficiency: Instruction, Classroom Climate, and Professional Disposition.

A Powerful Educator is one whose:

Instruction: Strategically plans culturally relevant outcome focused lessons and grading system that ensure equitable achievement for all students which include:

- ✓ Real world application
- ✓ Appropriate scaffolds and differentiation
- ✓ Varied participation structures and facilitation strategies
- ✓ Regular use of rubrics and work samples (models)
- ✓ A culture of inquiry around rigorous questions, text and projects
- ✓ Providing students with individual assessment data and coaching to help them monitor progress
- ✓ Effective integration of technology

Classroom Climate: Consistently sets a high standard for the learning environment that effectively leverages students' identities, cultural backgrounds, abilities and experiences.

- ✓ Provides a safe space for all students to learn and thrive
- ✓ Seeks daily input from and develops relationships with all students
- ✓ Routinizes daily administrative tasks and transitions to maximize learning time
- ✓ Facilitates daily student-directed and self-reflective learning activities that prioritize student voice and choice
- ✓ Features high-interest and culturally- relevant reading materials and resources.
- ✓ Professional Disposition
- ✓ Continuously improves practice by reflection and staying abreast of latest educational research and practices

Professional Disposition: Continuously improves practice by reflection and staying abreast of latest educational research and practices.

- ✓ Teacher consistently seeks ways to collaborate and learn with colleagues through peer observations, professional development, and/or coaching cycles.
- ✓ Teacher routinely connects with students and nurtures the reciprocal impact they have on each other

- ✓ Teacher is familiar with local resources and consistently utilizes them to enhance their practice and/or advocate for self, students, and their families.
- ✓ Teacher regularly engages family and community as partners in students' education

Over recent months, we have conducted a series of in-depth conversations and meetings with pilot school leaders in LAUSD, to obtain their input and buy-in to create our Powerful Educator Standard Package, which includes:

- Introductory Needs Assessment and Asset Map
- Customized goal setting and action plans
- 2 days on site coaching per month toward goals
- 5 custom designed professional development experiences
- Phone and email consultation as needed

Instructional leadership team members from all participating schools will attend an initial two-day kick-off symposium, to discuss goals and logistics for the year ahead. During this event, we will also provide participants with data to guide decision making and will facilitate initial discussions regarding a problem of practice they wish to address.

Following this initial symposium, the Center will continue to facilitate network activities, using a continuous improvement approach that includes rigorous assessment, training and support, as pilot school stakeholders work to address their selected problem/s of practice. Priority will be given to issues that have the potential to make the most positive difference on the identified problem/s of practice.

We will convene instructional leadership teams four times a year to share learning, and allow us to document competencies and conduct additional training. (As instructional leadership teams work to address problems of practice, between these convenings we will provide ongoing professional development services and coaching as needed to support their progress. In addition to addressing specific problems of practice, we will provide targeted professional development training to build participants' leadership skills.)

The Center will build on the proven six-step model of continuous improvement we have used in our work to date. This will involve:

- Needs assessment.
- Setting attainable goals.
- Observation and discussions of progress.
- Review of and reflection on goal-related data and overall impact on historically underserved students.
- Refinement based on review of progress in order to guide next action steps.
- Repeating the cycle.

We will also draw on our successful train-the-trainer model, which empowers instructional leadership team members to bring what they have learned back to their schools so that they can, in turn, train their colleagues — exponentially increasing our impact.

CREATING POWERFUL PATHWAYS

A powerful educational pathway is one that addresses barriers to student achievement, provide students with the tools they need to overcome such barriers, and illuminates postsecondary opportunities — thereby creating a clear path from high school to college and career success.

We will use a multi-faceted approach to solving problems of practice and creating powerful pathways. The Center's Creating Powerful Pathways comprehensive package consists of three components: 1) Defining Pathways, 2) Establishing Pathways, and 3) Student Supports.

Defining Pathways: This component serves as the initial phase to creating powerful pathways. Through this 1-day program, Center staff will facilitate the identification of a pathway theme based on data, expertise, and opportunities, as well as identify a sequence of courses.

Establishing Pathways: Center staff will work with the school's teachers individually and in teams to revise and create courses, curriculum, assessments and systems that will establish the school's unique powerful educational pathway. School can choose from a range of services and activities such as:

- ✓ Competencies based curriculum revisions
- ✓ Competencies based curriculum development
- ✓ Designing pathway theme aligned Project-Based Learning
- ✓ Competencies based performance assessments
- ✓ Capacity building activities
- ✓ Developing a system for work-based learning

The duration varies depending on services selected and range from 1-day workshops to 14 coaching sessions over a course of seven months.

The Center can also provide services to help schools address identified problems of practice using research-based methods:

- Training on instructional practice specifically targeted at Career and Technical Education (CTE) instructional leadership team members.
- The Competencies-Based Approach to Professional Education (CAPE), through which we train teachers to infuse their curriculum with professional competencies needed for postsecondary education and for professions of interest to their students.
- Ongoing coaching and support as schools begin to implement what they have learned.
- Educator professional development conferences, at which Center staff will conduct presentations, followed by Q&A sessions to reinforce best practices and address any problems.

All Center professional development, coaching and technical assistance is interactive and provides multiple opportunities for formative assessment throughout. An important component of adult learning is building in significant time for reflection on new content and concepts and we incorporate this in every coaching or professional development session. In addition, we provide participants with multiple resources, including access to their coach for follow up questions. All participants are encouraged to continue an ongoing relationship with their coach and the Center by phone and email, as well as webinars that will be designed based on specific interventions.

One of the strengths of Center programs is that we customize to each specific group and their desired outcomes. In this way, we are able to provide best practices for a range of abilities and are prepared to differentiate in a way that a one-size-fits-all PD program cannot.

Facilitators conduct ongoing formative assessment throughout a workshop or workshop series to be sure all participants are being served. Because our staff are so well trained in facilitation, it is easy to switch approaches if a particular group, or subset of a training group require additional or different inputs. Workshops are collaborative, making use of the expertise in the

room, so that teachers have the opportunity to learn from each other as well as from the facilitator.

In addition, we will offer a valuable opportunity for instructional leadership team members to connect with peers at other campuses in a meaningful way — sharing successes and challenges, and working toward solving common problems of practice.

Student Supports: The Center's innovative and successful student support programs include Prep 4 Success and Roots for Success.

Prep 4 Success - Since 2012, the Center has helped schools and districts implement Prep 4 Success, a three-week summer bridge program that prepares incoming ninth-graders for high school's increased academic rigor and new culture. Research shows that students who feel they belong in high school are more motivated, participate more frequently, and perform better academically than their peers who feel socially and academically alienated (Newman et al., 2000). Our Prep 4 Success program prepares teachers to make students more familiar with their new high school, build their skills, enhance their sense of belonging and engage them in real-world learning — enabling them to perform better academically.

The program assists students in the transition from middle to high school, builds academic and social/emotional self-efficacy and gives students real-world experience by completing a project related to a career theme that is judged by a panel of industry experts and educators.

Following our training, teachers co-teach Prep 4 Success sessions along with upperclassmen — known as Summer Bridge Leaders — whom we also train. Center staff members also provide ongoing support to teachers and Summer Bridge Leaders as needed.

In 2018, the Center conducted Prep 4 Success trainings for 11 schools in LAUSD, training 38 teachers who subsequently served 832 students. External evaluation shows that all Prep 4 Success students improved their sense of belonging, academic confidence, communication skills and self-esteem. Three of the student groups most likely to drop out or fail — African-American males, Hispanic males, and gender non-binary students — showed the most significant improvements in these areas.

Roots 4 Success - Our Roots 4 Success program was developed as a result of feedback we gathered from students. Past trauma had led many of those surveyed to believe they were not worthy of success. Many also felt they did not belong in college because of their race, background or socio-economic status.

The Roots 4 Success program, introduced by the Center in 2018, trains teachers to use a trauma-informed approach, preparing them to deliver impactful classroom instruction that is mindful of the adverse childhood experiences, prejudices and other challenges faced by low-income students of color. The program helps educators and administrators create a safe environment that accepts and celebrates all cultures, makes students more comfortable with the notion that they will be welcome in a postsecondary setting and helps students overcome social-emotional barriers to academic success. It prepares school faculty to adopt tools and strategies that have been proven to address these concerns and to adapt their teaching approach to ensure that all students understand they deserve a high-quality advanced education.

BUILDING POWERFUL COMMUNITIES

Powerful communities are essential to improving student outcomes: Simply put, when everyone in a student's life works together, that student is more likely to succeed. As part of our network model, the Center will serve as a convener for a powerful community of educators, administrators and other stakeholders, all working toward the common goal of enhancing student learning and achievement. Taking a whole-child, whole-school, whole-community approach, we will promote the creation of a responsive learning environment for all students served.

As part of our holistic approach to education, the Center collaborates with nonprofits located in each school's community and working in relevant fields. We lead discussions that focus on ways to create better outcomes for community students and the teachers and administrators who serve them. For example, in working with Community Health Advocates School, we have partnered with Achievement Network, a nonprofit that is helping the school solve problems specifically related to math education. Through such experiences, we have witnessed how fostering a community of collaboration rather than competition leads to better teacher and student outcomes.

The Building Powerful Communities package consists of focus groups with various stakeholders (teachers, school leaders, students, parents, business and community partners), an analysis of the group data, and the facilitation and convening of community based organizations with the school to strengthen collaboration and support the school's unique educational pathway. Throughout, we will support and mentor participants so that school leaders can themselves ultimately take over the management of such community collaborations.

Proposed program must demonstrate proposer's understanding of the District overarching goals of:

- **Graduation, College and Career Readiness**
- **Attendance**
- **Proficiency for All**
- **Parent, Community, and Student Engagement**
- **Expanding Opportunities for Early Childhood Education**
- **School Safety and Positive School Climate**
- **Focus on Simplicity**
- **Whole Child Wellness Services**

Center for Powerful Public Schools programs and services satisfy all of the District's overarching goals. The Center's programs support the District's goal of **100% graduation**. The professional development and student supports are the same ones we implemented when establishing pilot schools utilized in our successful Pilot School Model with LAUSD, which has shown improved graduation rates. A 2018 study conducted by the UCLA Center for Community Schooling, in conjunction with the Center, found that these pilot schools have a higher graduation rate than LAUSD as a whole.

Our programs and services enable schools to develop pathways that **prepare students for success in college and careers**. The same UCLA study also found that pilot schools are sending more graduates to four-year colleges/ universities than LAUSD as a whole. Our Creating Powerful Pathways package provides students with the tools they need to overcome

barriers to student achievement, and illuminates postsecondary opportunities — thereby creating a clear path from high school to college and career success.

The Center helps schools develop personalized learning experiences that are relevant to their students. These relevant programs increase engagement and participation, which work towards the District's goal of **100% attendance**.

Programs like Prep 4 Success support the District's goals in graduation, college and career preparation and attendance. The transition from middle school to high school can be difficult for students: While research shows that student success in graduating from high school is largely determined during the freshman year (The Bill & Melinda Gates Foundation), this initial year in a new, larger and more diverse environment represents a time of heightened stress, as well as disorientation and alienation, for students. As a result, many ninth-grade students experience a significant decline in both grades and attendance (Public School Review).

In fact, according to a 2013 report, students are most vulnerable for dropping out of school during and immediately following their first year of high school, especially in high schools with a high percentage of students from low-income families (Center for Supportive Schools). Report authors concluded that a "high school transition program...is an important component of any comprehensive dropout prevention initiative." Programs offered during the critical first year of high school to help students become more comfortable with the academic and social changes of high school, and that involve current high school students serving as mentors, have been shown to enhance students' sense of belonging, reduce dropout rates and improve academic outcomes (Hanover Research, 2013).

The Center's overarching goal of greater equity work towards the District's goal of **proficiency for all**. Our programs and services are designed to work to close the opportunity gap so that our region's most underserved students and under-resourced schools can achieve at a high level.

In keeping with our focus on benefiting underserved students at the schools with which we work, we will also provide them and their families with a greater voice in their educational futures and increase **parent and student engagement**. Activities include:

- Engaging students and their family members and providing them with information about our process.
- Obtaining feedback from these stakeholders and learning about their educational goals.
- Conducting regular focus groups through which students and families will continue to help guide our work and ensure it is based on their needs and goals.

Our Building Powerful Communities package utilizes our extensive experience **engaging community** by serving as a coordinating body for organizations, groups and other stakeholders seeking transformative educational policy change. We participate in bodies such as ConnectEd and LARCLL to drive improved educational outcomes for underserved students, and serve in leadership positions in the Linked Learning Instructional Action Network (which we chair), and other collectives and organizations. The Center is also a lead partner in the Communities for LA Student Success (CLASS), a coalition of community group and education-related organizations.

Further contributing to the field, we regularly facilitate workshops and present at conferences throughout the United States. For example, at the 2019 California Association of African-American Superintendents and Administrators Professional Development Summit we led several sessions on topics including social-emotional agency for students of color, and retaining African-American school leaders.

All three focus areas support the goal of **expanding opportunities for early childhood education**. Early childhood education teachers, schools and classrooms can utilize our services and programs to create unique courses, activities, and pathways.

The Center's social-emotional learning curriculum and support align with the District's goal for **school safety and positive school climate**. Students served by our public schools face complex and overlapping socioeconomic inequities that limit their potential. A recent study involving a random sampling of several hundred LAUSD students, for example, found that almost nine in every 10 has experienced three or more traumatic events in life — and substantial research exists to show how such trauma negatively impacts cognitive, emotional and other development (Felitti et al., 1998). Additionally, trauma can result in a lower GPA, a higher rate of school absences, more suspensions, decreased reading ability and more (The National Child Traumatic Stress Network). To support success, educational efforts must address the psychosocial needs of students who are dealing with stress and trauma; however, teachers report that they are not adequately trained to do so (The Aspen Institute) and additional training in this area is urgently needed.

The majority of the students at LAUSD pilot schools are students of color, students from low-income families and/or students who have faced significant trauma, making our social-emotional learning curriculum an especially important option.

The Pilot Schools Model we helped develop with LAUSD in 2005 has enabled schools to increase levels of autonomy over their budget, staffing, governance, curriculum, and calendar — allowing them to operate with greater flexibility and less bureaucracy to best meet the needs of students. Through our programs and services, we help school **focus on simplicity** and develop efficient systems and processes.

The Center's Building Powerful Communities services bring together community organizations, corporate partners and other stakeholders to coordinate resources and services that support the District's **whole child wellness services** goal. Through our Building Powerful Communities, we will work with schools to bring in and engage medical, dental, mental and physical health, social and emotional development, academic supports, and resources for families and facilitate the coordination of these community partnerships.

Price Schedule

The Center for Powerful Public Schools offers a wide selection of services that will provide students with access to a range of opportunities and gives students a choice of postsecondary options. While schools can select stand-alone services, a comprehensive package will achieve the most impact and has proven to be the most effective.

Preparing Powerful Educators Standard Package (\$50,000)

Powerful educators are able to deliver high-quality education, focused on preparing students for college, career and life. Our work will build the skills and experience of instructional leaders in our network, empowering them to implement proven teaching practices that help students achieve their academic goals.

Service	Description	Cost
Powerful Educator Standard Package	<ul style="list-style-type: none"> ▪ Introductory Needs Assessment and Asset Map ▪ Customized goal setting and action plans ▪ 2 days of on site coaching per month toward goals ▪ 5 custom designed professional development experiences ▪ Phone and email consultation as needed 	\$50,000

Creating Powerful Pathways Comprehensive Package (\$75,000)

A powerful educational pathway is one that addresses barriers to student achievement, provides students with the tools they need to overcome such barriers, and illuminates postsecondary opportunities — thereby creating a clear path from high school to college and career success. The comprehensive package consists of three components: Defining Pathways, Establishing Pathways and Student Supports. All of the components and services are available for schools to select from to develop a tailored package that will create powerful pathways for their students.

Service	Description	Cost
Defining Pathways Component (\$3,000)		
<ul style="list-style-type: none"> ▪ Identifying theme ▪ Identifying sequence of courses 	1-Day Program that includes: <ul style="list-style-type: none"> ▪ Facilitated process to identify pathway theme based on data, expertise, and opportunities ▪ Identifying the sequence of courses 	\$3,000.00

Service	Description	Cost
Establishing Pathways Component (\$47,000)		
Competencies based curriculum revisions	Working with teams to revise courses aligned with Career and Technical Education (CTE) <ul style="list-style-type: none"> 1-Day 	\$ 3,000.00
Competencies based curriculum development	Working with teams to develop competencies-based course <ul style="list-style-type: none"> 5 days/course 	\$10,000.00
Designing pathway theme aligned Project-Based Learning	Workshops with Grade Level Teams to develop pathway theme aligned Project-Based Learning <ul style="list-style-type: none"> 3-Days 	\$9,000.00
Competencies based performance assessments	Workshops to develop performance assessments <ul style="list-style-type: none"> 2-Days 	\$6,000.00
Capacity building	Coaching individuals or teams to build capacity and sustainability <ul style="list-style-type: none"> 2x/month (7 months) 14 sessions total 	\$14,000.00
Work-based learning	Developing a system for work-based learning <ul style="list-style-type: none"> 1-Day workshop 2-Coaching sessions 	\$ 5,000.00
Student Supports Component (\$25,000)		
Prep 4 Success	Summer Bridge Program <ul style="list-style-type: none"> 2-3 weeks summer session 3-Days coaching 	\$ 10,000.00
Roots 4 Success	Year-long program including teacher professional development, curriculum, and 6 coaching sessions	\$15,000.00

Building Powerful Communities Comprehensive Package (\$23,000)

Powerful communities are essential to improving student outcomes: Simply put, when everyone in a student's life works together, that student is more likely to succeed. As part of our network model, the Center will serve as a convener for a powerful community of educators, administrators and other stakeholders, all working toward the common goal of enhancing student learning and achievement. Taking a whole-child, whole-school, whole-community approach, we will promote the creation of a responsive learning environment for all students served. The comprehensive package includes all of the following services, which are available

for schools to select to develop a tailored package that will help them to build powerful communities.

Service	Description	Cost
1) <u>Stakeholder Focus Groups</u> a. Teachers b. District/School Leaders c. Students d. Parents e. Business and Community Partners	Complete Focus Group session with each group of stakeholders 1-Day Per School	\$4,000.00
2) <u>Focus Group Data Analysis</u> <ul style="list-style-type: none"> Qualitative data analysis Present findings to leadership 	Analyze and present findings from focus group in cohesive manner aligned to the school's problem of practice. 1-Day Per School	\$4,000.00
3) <u>Community Based Organization (CBO) Facilitation</u> <ul style="list-style-type: none"> Convene all CBOs on a regular basis. Facilitate collaboration between CBOs 	Convene CBO's to establish working agreement on focus supporting school's PoP Convene CBOs quarterly to collaborate and report progress and supports being provided to school	\$15,000

Supplemental Services

Supplemental Add-Ons (not included in packages above)		
These services can be added to any package but are not stand-alone services.	Full day workshop	\$4,000
	Additional coaching days for teachers or administrators	\$2,500/day
	Curriculum Design <ul style="list-style-type: none"> UCCI approved Career and Technical Education Pathway <i>Only available with Establishing Pathways Component or Creating Powerful Pathways Comprehensive Package.</i>	\$25,000/curricula

Vendor Virtual Services Plan

Due to school closures, approved vendors on the Partners for Student Success bench that have a signed contract will need to submit their *Vendor Virtual Services Plan* to D'Sonya Oakley at dsonya.oakley@lausd.net from the Office of Partnerships and Grants. The plans will be vetted and shared with eligible schools to select the services they are interested in and follow up with vendors. Any new approved vendors that are in the process of signing their contract will also need to fill out the below form.

Things to Consider:

- Currently, certificated staff are required to supervise any services rendered to students by a third party.
- Recording and pictures of students is prohibited.
- District's [Code of Conduct](#) is expected when interacting with students

Vendor's Name: Center for Powerful Public Schools	Submittal Date: August 10, 2020
Schools Planning to Serve: Sotomayor Arts and Sciences Magnet, all LAUSD Pilot Schools , and any other school approved for Partners for School Success Matching	
List the services in your agreement that can be provided virtually:	Virtually convening and facilitating workshops and meetings Providing online resources for enhancing instruction Facilitating coaching sessions for teachers and administrators to improve instruction and leadership. Conducting virtual observations of classroom practice and providing feedback to teachers.
List the services in your agreement that cannot be provided virtually:	Classroom walk throughs and instructional rounds can be done, but will not be the same as in person. These will also be done in a more PD like manner- using the fishbowl strategy in to provide co-developed lessons with teachers...using the chat to talk through coaching and instructional moves.
List the platforms you plan to use for delivery of virtual services:	Zoom, Google Classroom, Microsoft Teams, depending upon school site preference.

Partners for Student Success – Partner Matching Fund

<p>Provide a brief description of how you plan to deliver each of your services virtually (i.e. coordinate with school to schedule 30 minute session once a week, etc.):</p>	<p>Each contract is unique. In general, both agenda planning sessions and coaching sessions will be done one on one with leaders or teachers.</p> <p>Convening of Pilot School network will involve meeting with PSO leaders to plan prior to each quarterly convening. Quarterly convenings will be 2-3 hours via online platforms.</p> <p>Professional Development workshop outcomes and agendas will be created in collaboration with ILT or school leadership, then facilitated via online platform in 2-3 hour segments with both synchronous and asynchronous learning time.</p>
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