



BELMONT PILOT SCHOOLS NETWORK

1055 WILSHIRE BLVD. SUITE 5 LOS ANGELES, CA 90017
(213) 207-2290

REQUEST FOR PROPOSALS

FOR THE ESTABLISHMENT OF TWO SMALL AUTONOMOUS K-12 PILOT SCHOOLS AT CENTRAL L.A. LEARNING CENTER #1 (AMBASSADOR HOTEL SITE)

FOR SCHOOL-YEAR 2009-2010

MAY 2008



Los Angeles Unified School District

LOCAL DISTRICT 4

4201 Wilshire Blvd., Los Angeles, CA 90010
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David Brewer, III
Superintendent of Schools

Richard A. Alonzo
Local District Superintendent

Edmundo M. Rodriguez
*Director, Belmont Pilot Schools
Network*

May 2, 2008

Dear Members of the Educational Community:

The importance of educational performance has never been more important for the students in our school community, their families, and our nation as a whole. The lack of educational achievement in secondary schools is comprised of many performance gaps and inseparable from the larger scope of social, political, and economic conditions existing in large urban cities across the country. The elimination of the achievement gap in our school can help to narrow other gaps in young people's lives.

The educational reform movement toward Pilot Schools in Local District 4 is driven by the mutual concern of students, parents, educators, community-based organizations, and teachers'/ administrators' collective bargaining units over the growing epidemic of low academic achievement in our high school as reflected in the high dropout rate; low college-going rates; low achievement levels and test scores; college completion rates; and, level of participation in high skill/high wage jobs and careers.

Research continues to show that Pilot Schools have the necessary elements to counteract the inherent negative effects of poverty and poor academic achievement for low-income and/or students of color. National research also proves that huge, impersonal institutions are the worst possible places in which to educate young people. A major premise of the transformation into Pilot Schools is that these issues will be addressed and solved through visionary changes in public education.

To help mitigate these conditions in our secondary schools, our school community--teachers, students, parents, and in partnership with UTLA AALA, and community organizations--have the opportunity to create ten high performing Pilot Schools. I am pleased to announce that the first two Belmont Pilot High Schools have been selected by invitation to open this past September 2007, with three more planned to open in September 2008, and up to six more approved for September 2009. With this letter, Design Teams that include teachers, students, parents, and external community partners are also invited to apply for the opportunity to create and develop two additional Pilot Schools – two K-12 grade schools – at the Ambassador Schools Complex in Local District 4, using the attached Request For Proposal (RFP). Design teams must submit a letter of intent by June 13, 2008, signaling the intent to apply for Pilot School status.

For further information, please contact Edmundo Rodriguez, Director of the Belmont Pilot Schools Network at (213) 207-2290 or edmundo.rodriquez@lausd.net or download copy at http://www.lausd.net/District_4/News.htm

A handwritten signature in black ink that reads "Richard A. Alonzo".

Richard A. Alonzo
Superintendent, Local District 4

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SECTION I: INTRODUCTION

Pilot Schools in Local District 4

Pilot Schools were first established in Boston, Massachusetts in 1995. The result of a partnership among the Boston Mayor, School Committee, Superintendent, and Boston Teachers Union (BTU), the Boston Pilot Schools were created to promote increased choice options within the school district, largely in response to 1994 state legislation creating first-time charter schools and the potential loss of Boston students to area charter schools. The Pilot Schools were explicitly created to be models of educational innovation and to serve as research and development sites for effective urban public schools.

In Los Angeles, the Los Angeles Unified School District Local District 4, the Office of the General Superintendent, the Los Angeles School Board, United Teachers Los Angeles (UTLA), Association of Administrators Los Angeles (AALA), and the Belmont Education Collaborative (BEC, a coalition of community organizations based in the Belmont attendance area) have all committed to create a Local District 4 Pilot School Network of small schools by September 2009. Assistance in implementing this initiative is provided by the Center for Collaborative Education, a nonprofit organization located in Boston, and the Los Angeles Small Schools Center.

The Pilot Schools represent a fundamentally different approach to transforming urban public education: provide schools with maximum control over their resources in exchange for increased accountability, all within the economies of scale of an urban school district. In Los Angeles, by virtue of a unique agreement between LAUSD, UTLA, AALA and the Belmont Educational Collaborative, Pilot Schools have charter-like control over budget, staffing, curriculum, governance, and schedule. In the Pilot model, both the district and the unions agree to allow approved Pilot Schools to be free from constraints in order to be more innovative. Pilot Schools are exempt from district policies and mandates. Teachers who work in Pilot Schools are exempt from teacher union contract work rules, while still receiving union salary, benefits, and accrual of seniority within the district. Teachers voluntarily choose to work at Pilot Schools; when hired, they sign what is called an "elect-to-work agreement," which stipulates the work conditions in the school for the coming school year. This agreement is revisited and revised annually with teacher voice in decision making.

The Pilot model is essentially a model of teacher and community empowerment. Fundamental to the Pilot concept is that those who live and work within the school community should be those that are making the decisions about how a school operates each and every day - faculty, parents, students, community members, and administrators together. By their very nature, Pilot Schools strive to create collaborative cultures, in which faculty and administrators work hand in hand to create schools which best meet students' and families' needs.

Pilot Schools' governing boards have increased authority over traditional school councils. The governing boards set the school's vision, hire and annually evaluate the principal (with the local district superintendent having final authority), determine the annual elect-to-work terms for UTLA members, and approve the annual budget. Pilot governing boards will include representation from administrators, faculty, parents, students, and community representatives (i.e. community-based organizations, institutions of higher education, members of the business community). In this way, all school members will have substantial decision making voice in determining a school's vision, programs, professional development agenda, and work conditions.

SECTION II: PILOT SCHOOLS ' VISION AND PRINCIPLES

Local District 4 Pilot Schools are driven by a common vision and set of principles of autonomy that are framed around equity, access, and excellence for every student. Pilot Schools use their autonomies to put into practice their beliefs around teaching and learning.

Vision Statement

The Belmont Pilot Schools Network envisions education as a way to achieve a more just, democratic, and equitable society. Pilot Schools engage their students in rigorous and meaningful learning experiences. We aim to prepare students to become thoughtful and reflective individuals who construct and apply knowledge. The Network believes that a primary purpose of education is to empower all students to succeed in higher education and to contribute to their communities.

Principles and Practices

- **Unifying Vision and Mission:** Each school has a unifying vision and/or mission that is reflected in all school practices and structures, including curriculum, policies, schedule, professional development, and family engagement.
- **Equity:** Patterns of achievement across race/ethnicity, gender, language, disabilities and socioeconomic status are examined in order to allow schools to become inclusive communities and identify practices that provide all students opportunities to reach high levels of achievement.
- **Curriculum, Instruction, and Assessment: Teaching and learning are characterized by the following attributes:**
 - High expectations are explicit for every member of the school community.
 - Student learning is purposeful. Teachers empower students to be responsible for their learning, thereby increasing student engagement. Instruction is differentiated. Students use creative problem solving and active use of knowledge.
 - A rigorous core academic curriculum is provided to all students.
 - Assessment occurs in multiple ways, including exhibitions and portfolios, in addition to standardized tests. Students are expected to demonstrate their understanding of key competencies, and their relevance to the world.
- **A Commitment to Small:** Optimal school size is no more than 450 students. Small schools enable teachers and students to build strong relationships and a safe environment.
- **Professional Collaborative Culture:** Teachers share their practice and work in teams in order to sustain a professional collaborative culture. Schools place an emphasis on shared decision-making and shared responsibility for student achievement.
- **Leadership:** The people closest to the students make school and policy decisions, including teachers, administrators, support staff, families, community partners, and students themselves. Governing boards have increased decision-making power over the school's vision, budget approval, principal selection and evaluation, and policies.
- **Family and Community Engagement.** Relationships are focused on respect, trust, and collaboration. Families are expected to participate as partners in each school. Schools form partnerships with community organizations in order to expand learning opportunities and support services for students and their families.

SECTION III: PILOT SCHOOLS' PRINCIPLES OF AUTONOMIES

Staffing: Pilot Schools have the autonomy to select and replace their staff in order to create a unified school community. In Pilot Schools, teachers also play a significant role in staff hiring. Pilot Schools can decide on the staffing pattern that creates the best learning environment for students. Pilot Schools can hire staff who best fits the needs of the school, regardless of their current status (members of the district, or not, although every teacher hired must be properly credentialed and becomes a member of the UTLA bargaining unit). Pilot Schools may reassign teaching staff (into the district pool) who do not fulfill the needs of the school. Pilot Schools provide due process to all staff and are responsible for corrective action.

Budget: Pilot Schools have a lump sum per pupil budget, the sum of which is equal to other LAUSD schools within that grade span. A lump sum per pupil budget allows the school to decide on providing the best programs and services to students and their families. As well, Pilot Schools may choose either to purchase identified central/local district discretionary services or to not purchase them and include them in the school's lump sum per pupil budget.

Curriculum and Assessment: Pilot Schools have the autonomy to structure their A-G curriculum and assessment practices, as long as they are equal in rigor to or better than the District's, to best meet students' learning needs. While acknowledging that all Pilot Schools are held accountable to state and district required tests, these schools are given the flexibility to best determine the school-based curriculum and assessment practices that will best prepare students for state and district assessments.

- Schools have autonomy from central office curriculum requirements. They can choose what content to cover and how to cover it.
- Promotion and graduation requirements are set by the school, not by the district, although they must be commensurate or greater in rigor to the district requirements.

Professional Development: Pilot schools have the autonomy to decide on the professional development in which faculty engage.

Governance: Pilot schools have the freedom to create their own governance structure that has increased decision-making powers over budget approval, principal selection, and programs and policies, while being mindful of state requirements on school councils.

- The school's Governing School Council takes on increased governing responsibilities, including the following: principal selection, supervision, and evaluation with final approval by the Local District Superintendent in all cases; setting of school policies; and budget approval.
- The Pilot Schools have flexibility to be freed from district policies and set their own policies that the school community feels will best help students to be successful. This includes policies such as promotion, graduation, discipline, and attendance as long as they are in alignment with state and federal laws.

School Calendar: Pilot Schools have the autonomy to set longer school days and calendar years for both students and faculty in accordance with their principles or school reform models as permitted by their budget. In particular, research supports a correlation between increased faculty planning time spent on teaching and learning and increased student achievement.

SECTION IV: WHAT YOU CAN EXPECT AS A PILOT SCHOOL

From the Los Angeles Unified School District:

- ◆ Waived from district mandates
- ◆ A lump-sum per pupil budget
- ◆ A start-up budget
- ◆ Professional development support
- ◆ Facilities
- ◆ Human resources services
- ◆ Discretionary services as you request and purchase

From the United Teachers Los Angeles (UTLA) and Associated Administrators of Los Angeles (AALA)

- ◆ Continued tenure for teachers and administrators within the district
- ◆ Waived from historical union agreements

From the Los Angeles Small Schools Center and the Center for Collaborative Education (Pilot Schools Intermediary Organizations)

- ◆ Planning assistance
- ◆ Ongoing leadership/teacher coaching and professional development
- ◆ Research and data to assist in decision making and instruction
- ◆ Aspiring principal credentialing program
- ◆ Development of Pilot Schools leadership and teacher networks
- ◆ Advocacy
- ◆ Other school-based assistance, as needed

What the District, Unions, and Community Will Expect of You

- ◆ Increased accountability
- ◆ Evidence of improved student achievement and engagement
- ◆ High quality teaching and learning environments
- ◆ A belief that every student can attend and succeed in college
- ◆ Increased parent and community engagement
- ◆ High quality programs that address the needs of English language learners and special education students

SECTION V: PILOT SCHOOL APPLICATION GUIDELINES

Overview

The Ambassador Education Complex will house three K-12 Pilot schools, each enrolling 800-900 students, and two to three Pilot high schools, each enrolling from 400-500 students, depending on enrollment projections (see Appendix for a visual chart of the complex). In order to ensure that all students are known well, each of the three K-12 Pilot schools must divide their school into smaller units of no more than 400-450 students, each with their own leaders and faculty (e.g., lower and upper schools). K-12 schools will open in September 2009 with the opening of the K-3 building. In 2010, the 4-12 building will open and provide separate contiguous space for each of the K-12 schools and high schools to roll-out over time.

One of the three K-12 Pilot schools has already been selected by the Local District 4 Belmont Pilot Schools Steering Committee – the Bruin Community School, a school designed and led by the University of California, Los Angeles (UCLA). This Request for Proposals is solely intended to identify two K-12 Pilot schools for the remaining two K-12 slots. A future RFP will be released in Fall 2008 for the two-three Pilot high schools that will open in September 2010.

History of the Ambassador Education Complex Site

The Ambassador Hotel opened in 1921 and is situated at 3400 Wilshire Boulevard in Los Angeles—in the predominantly Latino Wilshire Center/Koreatown community. The 500-room hotel operated for 68 years, and was a site in which national and international leaders came to stay, star entertainment performed, and Academy Award ceremonies were held. On June 5, 1968, Senator Robert F. Kennedy was assassinated at the Hotel. The hotel closed in bankruptcy in 1989.

Over a period of 13 years, LAUSD engaged in purchasing the Ambassador site, finally completing settlement of property ownership in late 2001. In 2005, Superintendent Roy Romer appointed an Advisory Commission of historians, community members, and engineers and design professionals to provide recommendations on how to memorialize Senator Kennedy, including the disposition of the pantry in which he was shot. In recognition of RFK's vision and contribution toward bettering the world, the Commission recommended that the schools to be housed within the new complex should all be expected to embed a social justice curriculum that encourages a sense of responsibility for the world around us, an understanding of the causes of inequality, and a personal and societal commitment to resolving them. The Commission has been working with the Local District 4 Superintendent Richard Alonzo, the Constitutional Rights Foundation and Center X at UCLA's Graduate School of Education in the planning process. An ongoing advisory committee will continue to provide guidance in the development of social justice curriculum for the schools at the Ambassador site and work with them to help students engage in the larger world beyond.

Social Justice Theme

Every school within the Ambassador Schools Complex, while having complete autonomy as separate schools, will be united by the common expectation of having a social justice philosophy embedded in their respective mission/vision, in their curriculum, and throughout the school structures and practices. This social justice philosophy is in keeping with the history of the Ambassador Hotel and embodies the memory of the late Robert F. Kennedy who was assassinated on this site. Only design team proposals that integrate a social justice mission/vision into their design will be approved by the Local District 4 Belmont Pilot Schools Steering Committee.

Multiple Pathways Approach

In addition to a theme of social justice, each school should embrace a multiple pathways philosophy and approach to preparing students for college, career, and civic participation.

As stated by ConnectEd: The California Center for College and Career, a multiple pathways approach is defined as follows:

“Multiple Pathways are multi-year, comprehensive programs of academic and technical study organized around broad industry sectors (e.g., biomedical and health sciences, construction and building design,

agriculture and renewable resources, and arts, media, and entertainment) that prepare high school students for career and a full range of postsecondary options, including 2- and 4-year college or university...

A pathway program consists of, at a minimum, four components:

- **An academic core** that meets the “a–g” eligibility requirements for admission to the University of California (UC) and California State University (CSU)
- **A technical core** of four or more courses providing knowledge and skills that can give young people a head start on a successful career
- **A series of work-based learning opportunities** that begin with mentoring and job shadowing and evolve into intensive internships, school-based enterprises, or virtual apprenticeships
- **Support services** including supplemental instruction in reading and mathematics that help students master the advanced academic and technical content necessary for success in college and career

A multiple pathways approach relies on teachers to increasingly blend academic and technical curriculum in ways that connect theoretical knowledge and real-world applications. Integration can occur in two directions—infusion of academic concepts into technical courses to provide a theoretical foundation, and application of technical skills into academic courses to bring relevance. For example, when a carpentry instructor teaches students how to calculate volume in order to determine how many sacks of cement are needed to lay a foundation of a house, the teacher is reinforcing the geometry standards that students must master. Similarly, when a geometry teacher directs students to study architectural plans to figure out how much sheetrock is needed to line the walls and ceilings of a new home in order to master their understanding of surface area, the teacher makes mathematics more relevant and understandable. Students are able to answer the question, “Why do I need to know this?”

That said, there is no expectation that every academic and technical teacher will integrate 100 percent of the curriculum. Rather, teachers should attempt, in a realistic way, to make connections whenever possible, which may be periodically in their day-to-day lessons or during an end-of-term project. Curricular integration is difficult and time-consuming. It relies on available curriculum and requires teacher training.”

In particular, this RFP seeks to create K-12 Pilot high schools that focus on career themes within one of the following industry sectors:

- ◆ Arts, Media, and Entertainment: media and design arts, performing arts, production and managerial arts
- ◆ Building Trades and Construction: engineering and heavy construction, mechanical construction, and residential and commercial construction
- ◆ Health Science and Medical Technology: biotechnology research and development, diagnostic services, health informatics, support and therapeutic services
- ◆ Engineering and Design: architectural and structural engineering, computer hardware and networking engineering, engineering design and technology, environmental and natural science engineering
- ◆ Energy and Utilities: electromechanical installation and maintenance, energy and environmental technology, public utilities
- ◆ Information Technology: information support and services, media support and services, network communications, programming and systems development
- ◆ Finance and Business: accounting and banking services, business financial management

While certainly the focus on multiple pathways will be more explicit in the secondary grades, the school should seek to integrate multiple pathways themes into the elementary curriculum as well (for example, integrating recycling into an environmental science curriculum).

Student Enrollment and Assignment

Ambassador’s three K-12 schools will enroll 800-900 students. The two-three Pilot high schools will enroll approximately 500 students, depending on enrollment projections. All Pilot Schools are responsible for recruiting students for their programs based on an agreed upon process established within Local District 4.

All Pilot schools are expected to enroll the representative demographics of Local District 4 and Local District 3, that include mild to moderate special education students and English language learners at all ELD levels.

Eligible Applicants

Design Teams must include educators, parents, students, and community representatives.

Compliance with State and Federal Laws

Every approved Pilot School must comply with all federal and state laws and regulations and court orders, including those relating to diversity of students and teachers, special education, and English Language Learners. Their operating agreements shall acknowledge LAUSD's responsibilities to ensure the quality of education offered, protect the rights and interests of students and staff, and oversee the expenditure of public funds.

Accreditation

Approved Pilot high schools must apply for and receive Western Association of Schools and Colleges (WASC) accreditation.

Curriculum

All Pilot schools are required to provide to every student a college preparatory curriculum that meets UC/CSU A-G requirements, guided by a multiple pathways approach that recognizes the value of career or intern-based education as well as college readiness. Students must graduate from pilot schools prepared to succeed in college, careers, and civic participation. Pilot schools are free to create UC-certified alternatives to A-G coursework and will be supported by the district to gain such certification.

Student Assessment

All Pilot Schools are required to administer the California High School Exit Exam (CAHSEE) and the California Standards Test (CST). Pilot Schools may opt out of district-required assessments, as long as they have assessments in place that are commensurate to the district assessments in tracking student progress. Pilot Schools are strongly encouraged to adopt performance-based assessments such as portfolios and exhibitions.

School Accountability and Quality Reviews

All Pilot Schools will engage in an accountability process that has three components, the first two of which will be based on a set of Pilot benchmarks which articulate the criteria for a high-performing Pilot School:

1. **Half-Day or One-Day Walk-Through.** In the spring of the first year, and thereafter in every year in which there is not a school quality review scheduled, a walk-through will be conducted in order to provide the school with an assessment of its progress. A team of internal and external members will sit in on classrooms, observe teachers, conduct focus groups with teachers and students. Feedback will be provided by the team at the conclusion of the walk-through.
2. **School Quality Review.** All schools are required to engage in a School Quality Review (SQR) after the first three years of operation (school self study in the spring of Year Three and external review in the fall of Year Four), and then every five years thereafter. This review involves all school community members in conducting a Self-Study process, which entails collecting evidence, in the form of a school portfolio, to document progress toward attaining the Pilot Schools benchmarks. Once completed, an external team conducts a comprehensive three-day school visit. The external team submits a final report to the school including findings and recommendations, and then, along with a response letter from the school, to the Local District 4 Pilot School Steering Committee for review. Based on this review and other considerations, the general superintendent may renew the school's Pilot status for an additional five years.
3. **Data Monitoring.** The progress of every Pilot School will be tracked longitudinally on, at minimum, the following indicators: attendance, suspensions, transfers, grade retentions, graduation, college-going rates, and CST/CAHSEE exams. With Pilot autonomy, flexibility over resources, and small size, it is LAUSD's expectation that every Pilot school will exceed the district school averages on these indicators.

Budget and Funding

All Pilot Schools will receive a lump sum budget that is factored using the district's Innovative Schools budget formula. The actual total funds dispersed to a school will be based on the actual enrollment of students. Pilot Schools will receive a lump sum per pupil start-up budget. In calculating their budgets, Pilot Schools will budget the actual salaries of faculty that they hire.

Pilot Schools will also receive access to central discretionary services, and have the ability to select the services or instead receive the per pupil amount for the service added to their lump sum budget. As well, Pilot Schools will have access to any special initiative funds and programs, as long as they adhere to the requirements that are attached to the initiative.

Salaries and Work Conditions

Administrators, teachers, guidance counselors, substitutes, and all other employees at Pilot Schools who fall under the jurisdiction of the UTLA or AALA and their respective contracts will be members of the appropriate UTLA or AALA bargaining unit. These employees will accrue seniority in the system and will receive, at a minimum, the salary and benefits established in the UTLA or AALA contract.

UTLA and AALA employees in Pilot Schools will be required to perform and work in accordance with the terms of the individual Pilot School proposal and annual election-to-work agreement. Pilot School governing bodies may make changes to their election-to-work agreements during the school year.

Employees will work in Pilot Schools on a voluntary basis and may excess themselves at the end of the school year. No UTLA or AALA member may be laid off by LAUSD as a result of the existence of Pilot Schools.

The Los Angeles Unified School District retains the right to close a pilot school at any time if malfeasance, fiscal irregularities, or violation of the District's nepotism policy is proven to have taken place.

SECTION VI: APPLICATION NARRATIVE

Local district 4's Belmont Pilot Schools Network requests proposals for the creation of Pilot Schools in accordance with the conditions stipulated in the Pilot Schools Overview and Guidelines. The proposals, which should not exceed 25 pages, should be organized in the following format:

1. Overview of the Pilot School

- A. Name of the school
- B. Grade span served
- C. Describe whether the school will roll out by grade or open with full enrollment; if the school will roll out enrollment over more than one year, indicate the proposed timetable.

2. School Vision (8 points)

- A. Describe the Pilot School's vision, mission, philosophy, and theme (if any).
- B. Describe a day in the life of a student (for K-12 proposals, select a day in the life for both an elementary and a secondary student).

3. Curriculum and Assessment (40 points)

Curriculum and Instruction

- A. Describe the school's instructional philosophy. How will the curriculum be culturally relevant, connect to the lives of enrolled students, and include a theme of social justice?
- B. How will your school use curriculum and instruction autonomy to maximize student learning?
- C. What will students be expected to know and be able to do upon graduation from your school?
- D. Describe the core academic curriculum. How will your school meet A-G requirements? (Describe the continuity and coherence of the curriculum K-12.)
- E. What community and work-based learning opportunities will be provided to students (e.g., community service, internships, school-based enterprises, or apprenticeships), and at what grades?
- F. Describe the electives curriculum.
- G. Describe the school's approach to literacy and numeracy instruction for diverse learners. How will literacy be embedded across the curriculum?
- H. How will you involve community resources to enhance the curriculum?
- I. How will your school close and ultimately eliminate the race achievement gap?
- J. How will the curriculum address the needs of English language learners, and students with special needs?

Assessment

- K. Describe your school's philosophy on student assessment.
- L. How will your school use assessment autonomy to maximize student learning?
- M. Describe your proposed plan to assess student performance beyond the California Standards Test. What formative and summative measures will you use to determine student progress and success?
- N. What data, including ISIS, will the school collect to measure student progress? How will this data be used to assess student needs, intervene with students who need additional help, and improve instruction?
- O. Describe the proposed graduation requirements. How will you measure student progress to determine whether they are ready for graduation?

4. Schedule (8 points)

- A. Describe the school calendar and daily schedule for both faculty and students. (For K-12 schools, describe the schedule at the elementary, middle, and high school levels.)
- B. How will you use scheduling autonomy to maximize collaborative planning and professional development time for faculty as well as learning time for students?
- C. How will students and faculty be grouped for instruction?
- D. What are your target class sizes and teacher-student loads?

5. Professional Development and Support (8 points)

- A. *How will you use professional development autonomy to build an adult collaborative community in which faculty have ample time to collaborate in improving instructional practice and student learning?*
- B. Describe the proposed plan for providing faculty with professional development, including on the school's social justice theme, and the schedule in which professional development will occur.

6. Staffing (12 points)

- A. *How will you use staffing autonomy to create optimal learning cultures for students?*
- B. What is the proposed staffing plan for the school? (For K-12 schools, describe the staffing patterns at both the elementary and secondary levels.)
- C. What will be your staffing pattern to ensure adequate instruction and services to special education students and English Language Learners?
- D. Describe the evaluation process for teachers.
- E. How will school recruit and select staff and leadership?

7. Governance (12 points)

- A. *How will you use governance autonomy to create a culture of shared leadership and decision making focused on high student performance?*
- B. What is the proposed leadership structure? Describe the decision-making bodies and general areas of decision-making responsibility for each body that will exist in the school (e.g., governing school council, principal, leadership team, interdisciplinary teams). Describe the process for gaining faculty input into decisions.
- C. Describe the composition of the Governing School Council, and how members will be selected. How will the school comply with the Title I Advisory Council's requirements as well as the state's requirements for School Site Councils?
- D. Describe the Governing School Council's process for annually evaluating the principal.
- E. How will the Governing School Council oversee the budget to ensure financial stability?
- F. Describe the process by which policies such as promotion, discipline, and attendance will be decided.

8. Budget (8 points)

- A. *How will the school use budget autonomy to maximize student performance and a professional collaborative learning community?*
- B. What will be the process for developing the annual school budget, ensuring maximum input?
- C. What is the school's plan for additional fundraising?

9. Student Support (12 points)

- A. How will you ensure a safe and secure campus?.
- B. How will you build in students an appreciation of diversity, civic participation, and conflict resolution?
- C. What will be the additional academic services that your school will provide to students who need it, including English language learners and students with special needs?
- D. How will you provide access to social support and health services (e.g., nursing, counseling, truacy)?

10. Family and Community Engagement (8 points)

- A. What will family engagement look like in your school? How will families be involved in their child's education?
- B. What will community engagement look like at your school? How will community organizations be meaningfully involved in your school?

11. Design Team Profile and Planning Process (4 points)

- A. Who constitutes the Design Team that is proposing to establish the Pilot School?
- B. Describe the planning process for developing this proposal?
- C. Attach letters of support from key partner organizations.

SECTION VII: APPLICATION PROCESS AND TIMELINE

Applications are due **September 29, 2008** for start-up in September 2009. **A letter of intent to submit a proposal is due June 15, 2008.** Proposals must demonstrate the feasibility of opening by the target date. All proposals will be reviewed first by review teams, and semi-finalist design teams will be interviewed by the Local District 4 Pilot Schools Steering Committee. The Steering Committee will recommend two K-12 proposals to be selected to the Local District and General Superintendent. It is anticipated that Design Teams that submit proposals will be notified of their status by November 5, 2008 to provide maximum time for chosen Design Teams to prepare for their intended start date.

RFP for School Year 2009-2010 Released
May 2, 2008

ORIENTATION SESSION
Tuesday, May 28 4-6 pm

LETTER OF INTENT DUE-June 13, 2008

TRAINING SESSIONS FOR PILOT SCHOOLS DESIGN TEAMS
Wednesday, June 18 and Thursday, June 19, 2008 4-8 pm
and Saturday, June 21, 2008 9am-4pm

PILOT SCHOOLS PROPOSALS DUE-September 26, 2008

SELECTION OF PILOT SCHOOLS-November 21, 2008

YEAR-LONG INSTITUTE-November 2008-August 2009

OPENING OF NEW PILOT SCHOOLS
September 2009 for the Lower School (K-3), and September 2010 for the Upper School (4-12)

SECTION VIII: ORIENTATION & TRAINING SESSIONS

The following orientation session is scheduled to assist interested parties in preparing proposals for Pilot Schools at the Ambassador Schools Complex. Participants will receive an overview of Pilot Schools, and a walkthrough of the RFP, application process, available facilities, and timeline for rollout of Pilot Schools. A question and answer period will follow.

Wednesday, May 28, 2008 4:00 - 6:00 p.m.
Local District 4 Headquarters
4201 Wilshire Blvd. Conference Room 204
Los Angeles, CA 90010
(213) 207-2290

The following training sessions are for Design Teams that expect to submit a Pilot School proposal for the Ambassador Schools Complex. Design Teams must attend all three sessions and send a team of a minimum of four members. The goals of the training sessions are as follows:

- Train Design Teams in the Pilot autonomies and planning for high performing schools
- Provide preliminary proposal development technical assistance for design team members
- Ensure that A-G requirements are included in each team's plans

Wednesday, June 18, 2008, 4:00 - 8:00 p.m.
Local District 4 Headquarters
4201 Wilshire Blvd. Conference Room 204
Los Angeles, CA 90010
(213) 207-2290

Thursday, June 19, 2008, 4:00 - 6:00 p.m.
Local District 4 Headquarters
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Los Angeles, CA 90010
(213) 207-2290

Saturday, June 21, 2008, 9:00 a.m. - 4:00 p.m.
Local District 4 Headquarters
4201 Wilshire Blvd. Conference Room 204
Los Angeles, CA 90010
(213) 207-2290

SECTION IX: CONTACT INFORMATION

SEND LETTER OF INTENT AND PROPOSALS TO:

**EDMUNDO M. RODRIGUEZ
DIRECTOR
LOCAL DISTRICT 4
LOS ANGELES UNIFIED SCHOOL DISTRICT
BELMONT PILOT SCHOOLS NETWORK
4201 WILSHIRE BLVD. SUITE 200
LOS ANGELES, CA 90010
edmundo.rodriquez@lausd.net**

(213) 207-2290

FOR TECHNICAL ASSISTANCE, CONTACT:

**JEANNE FAUCI
EXECUTIVE DIRECTOR
LOS ANGELES SMALL SCHOOLS CENTER
jfauci@wildwood.org**

(310) 466-0122

Or:

**RACHEL BONKOVSKY
DIRECTOR
LOS ANGELES PILOT SCHOOLS INITIATIVE
CENTER FOR COLLABORATIVE EDUCATION
rbonkovsky@ccebos.org**

(213) 202-5364

MEMORANDUM OF UNDERSTANDING BETWEEN
LOS ANGELES UNIFIED SCHOOL DISTRICT AND
UNITED TEACHERS LOS ANGELES

BELMONT PILOT SCHOOLS AGREEMENT

FEBRUARY 22, 2007

Introduction: The Los Angeles Unified School District (LAUSD) and the United Teachers Los Angeles (UTLA) are sponsoring the establishment of innovative pilot schools within LAUSD. The purpose of establishing pilot schools is to provide models of educational excellence that will help to foster widespread educational reform throughout the Los Angeles Unified School District. The Pilot Schools Network of teacher empowerment, parent engagement, and student achievement is a voluntary model. The parties hope to improve dramatically the educational learning environment and thereby improve student performance. Pilot schools will be open to students in accordance with the LAUSD student assignment plan.

- I. **Scope:** There will be established up to ten (10) pilot schools in the Belmont Pilot Schools Network by September 2010, unless the parties agree in writing to establish more, and/or to a different timeline for the establishment of the agreed upon number of Pilot Schools.
- II. **Status of LAUSD Employees Who Work In Pilot Schools:** All UTLA bargaining unit members who elect to work in Pilot Schools shall maintain their full status as members of the UTLA Bargaining unit and as employees of the District.
 - A. These employees shall continue to receive, at a minimum, the salary and all health and welfare benefits set forth in the negotiated Agreement between the District and UTLA ("Agreement"). The parties agree this constitutes authority to establish non-uniform salaries pursuant to Government code 3543.2(e).
 - B. These employees shall continue to be subject to the rights, protections, obligations and duties applicable to certificated employees under the California Education Code, including, but not limited to, the membership in the State Teachers Retirement System. These employees shall continue to accrue seniority as provided in the California Education Code.
 - C. These employees shall continue to attain and maintain "status and classification" as set forth in the California Education Code (e.g., temporary, probationary, permanent, substitute, intern, etc.).
- III. **Working Conditions in Pilot Schools:** All employees shall work in Pilot Schools on a voluntary basis and may request a voluntary transfer to another district school at the end of any school year. If a teacher is released from a Pilot School (e.g. due to programmatic changes at the school site) during the

district school at the end of any school year. If a teacher is released from a Pilot School (e.g. due to programmatic changes at the school site) during the term of this agreement, the teacher shall be transferred to a vacancy for which that teacher is qualified at a school within the geographic area in which the Pilot School is located, or if no such vacancy exists, shall be transferred to another geographic area. Pilot schools shall continue to follow state and federal laws and regulations, but shall otherwise strive for a model of collaboration and shared decision-making at the school site, embodying freedoms from locally imposed constraints. To that end, Pilot Schools shall be exempt from all Board Rules and District policies and shall likewise be exempt from the provision of the Agreement except as is specified below. No UTLA member may be laid off as a result of the existence of Pilot Schools.

- A. As expressly set forth below, certain provisions of the LAUSD-UTLA collective bargaining agreement shall remain in full force and effect at all times during this agreement. In addition to those referred to in section II above, the following provisions of the Agreement, however, cannot be waived or in any way modified by the Governing School Council, and shall continue to apply with full force to unit members who work in Pilot Schools:
- Leaves (Article XII)
 - Reduction in Force (Article XIII)
 - Evaluation (Article X), Peer Evaluation (Article XXVII, Section 3.2(e)) and Discipline (Article X)
 - Peer Assistance and Review (Article X-A)
 - Dues Deduction (Article IV-A)
 - Safety (Article XXXVIII)
 - Holidays (Article XVII) (9 legal holidays, 8 winter recess holidays and 5 spring recess holidays)
 - Election of Chapter Chair (Article IV, Section 8.0(a) through (c))
- B. The foregoing Articles shall continue to be subject to the Grievance provisions of the Agreement. All other matters shall not be subject to the contractual Grievance provisions and, instead, are subject to review, etc. exclusively through the Internal Appeals Process set forth below.
- C. The Provisions of this Belmont Pilot Schools Agreement are not intended to narrow or expand the rights of the District or UTLA to be less or greater than that provided by law, except as specifically set forth in this Memorandum of Understanding ("MOU"). If there is a conflict between a specific provision of this MOU and legal requirements, all other non-conflicting sections of this MOU shall remain in full force and effect.
- IV. **Work Year, Workday, etc.**
- A. The matters set forth in III above shall be reduced to writing in an "Election to Work Agreement" that shall be provided to each Pilot School employee at the inception of his/her employment at the Pilot School and no later than April 15 annually thereafter. All employees are required to sign such document as a condition of working or continuing to work at the Pilot School. This document shall include the following information:

- 1 The length of the instructional day, school day and workday.
- 2 The length of the instructional year and work year and school calendars.
- 3 The amount of time an employee is required to render service beyond the instructional/school/work year or day set forth in the Agreement.
- 4 Any additional required duty time, such as during summers, school breaks, etc.
- 5 Any additional teacher evaluation measure which enhances the pilot school.

B. The Governing School Council shall establish the length of the unit member work year, the length of the instructional and duty day, the school calendar, the amount of professional development to be provided in and outside of school, and summer work. These matters shall be part of the RFP submitted for approval/modification as set forth above.

C. Notwithstanding the provisions of this section, Pilot Schools shall, at a minimum provide at least the number of student instructional days and the amount of instructional minutes as other District schools.

D. Employees in Pilot Schools will be required to work the full workday/work year (or the proportionate amount required by their less than full-time assignment), and to perform and render service as prescribed by the terms of the approved Pilot School RFP (subject to modification as set forth above).

E. The parties agree that the Election to Work Agreement (including length of work year, length of work day, professional development time in and out of school, summer work), shall be created by the Governing School Council and shall be given to affected staff no later than February 15 of the previous school year. By a 66 2/3% vote, affected UTLA Bargaining Unit staff may vote to override the Election to Work Agreement, sending it back to the Governing School Council for possible re-working. If the Election to Work Agreement for an upcoming school year has not been approved by March 15 the previous year's Election to Work Agreement shall remain in place.

V. **Governance of Pilot Schools:** Each Pilot School shall be governed by a Governing School Council, the composition of which shall comply with the School Site Council Model as established in the approved RFP. The responsibilities of the Governing School Council are as follows: set the school vision, approve the annual budget, approve the annual election-to-work agreement, and recommend the selection of the school leader (with the Superintendent having final authority). The Governing School Council also is responsible for managing the Internal Appeal Process. Refer to District Bulletin 1231 Advisory Committees and School Site Councils, dated September 15, 2004 for complete information regarding policies and state guidelines related to the composition of School Site Councils. (An example of a School Site Council membership at a secondary school, with a council of

twelve members: 1 principal, 4 teachers, 1 other staff, 3 students, and 3 parents/community.)

VI. Establishment of Pilot Schools

- A. Establishment of Pilot schools shall be accomplished through an RFP process.
1. The RFP process will be developed by LAUSD and administered by the Steering Committee, the composition and operation of which are set forth below.
 2. Completed RFPs will be reviewed by the Steering Committee, which shall thereafter determine which proposals are approved.
 3. No Pilot School shall be established without the approval of the Steering Committee and the LAUSD School Board as set forth herein.
 4. Pursuant to California Department of Education regulation and policy, the Board of Education must authorize the formation of a new school through the CDS code approval process.
- B. Modification of RFP: Any modification to the terms and conditions of the approved RFP shall be valid only if approved through the process set forth in section VI A, 2 and 3 above.

VII. Pilot Schools Steering Committee: This Committee is charged with reviewing and approving all initial RFPs to establish Pilot Schools, and all proposals to later modify initial RFPs.

- A. The Committee shall contain representatives from the following organizations:
1. Los Angeles Unified School District: 2 *
 2. United Teachers Los Angeles: 2
 3. Belmont Education Collaborative: 2
 4. Associated Administrators Los Angeles: 1

*The Belmont Pilot Schools Director shall be one of the LAUSD representatives.

The Committee shall conduct its business according to rules and procedures adopted by the Committee.

VIII. Funding of Pilot Schools: Pilot schools shall be funded through a lump sum per-pupil budget, as well as central and local discretionary services, plus a start-up supplement.

IX. Internal Appeals Process

- A. The Governing School Council of each Pilot School shall develop an Internal Appeals Process ("IAP") which may be utilized by unit members at Pilot schools to allege a violation or misapplication of the terms and conditions governing the Pilot School.

- B. A complaint under the IAP is limited to allegations that the written terms and conditions governing the Pilot School as specifically set forth in the RFP and/or written decisions of the local Governing School Council have been violated or misapplied.
- C. Each Pilot School's IAP must be submitted to the Steering Committee for approval.
- D. If a Pilot School cannot agree on an IAP, the process set forth in section IXG below shall be deemed to be the IAP at that School. Such IAP shall also apply if the Steering Committee rejects a locally developed IAP and the Pilot School does not agree to a revised procedure, or if the Steering Committee rejects a revised procedure.
- E. Every Pilot School employee shall receive a written copy of the IAP.
- F. Every locally developed IAP shall provide that if a complaint cannot be satisfactorily resolved at the Pilot School level, a final decision will be made jointly by the Superintendent of Schools/designee and the President of UTLA/designee.
- G. This IAP shall be used at Pilot Schools only under the circumstances stated in section IXD above. A "complaint" for purposes of this IAP is defined as set forth in section IXB above. A "day", for purposes of the timelines of this IAP is defined as any day of the calendar year except Saturdays, Sundays, legal or school holidays, or District-unassigned days (e.g., Day after Thanksgiving). The time limits of this IAP are intentionally expedited to achieve early resolution, and are expected to be adhered to by all parties. Time limits may be extended or waived, but only by mutual written agreement.

The Steps of this IAP are as follows:

1. Informal Meeting Between the Grievant and School Leader: Within five (5) days after the aggrieved employee became aware (or should have become aware) of the occurrence of the event(s) upon which the grievance complaint is based, the aggrieved employee must request an informal meeting with the school leader (and the department chair if the matter involves the department chair), to discuss the matter and attempt in good faith to resolve it. That meeting shall be conducted within five (5) days of the request.
2. Second Meeting, With Chapter Chair Included: If the dispute has not been resolved within five (5) days of the above-described Informal Meeting, the employee shall have up to an additional five (5) days in which to request a second meeting, this one to include the persons from the Informal Meeting, and also the chapter chair for the site, and may also include a designee of the school leader. The purpose of this meeting is for the school leader and the chapter chair to attempt in good faith to resolve the dispute. This meeting

shall be conducted within five (5) days of the request. If the matter is not resolved within five (5) days of the Second Meeting, then this step is deemed completed. Provided, however that if the chapter chair may be personally affected by the outcome, and there is no designated co-chair, the matter shall automatically proceed to the next step.

3. **Third Meeting: Governing School Council:** If the dispute has not been resolved within five (5) days of the above-described Second Meeting, the employee shall have up to an additional five (5) days in which to request a meeting with the Governing School Council. This meeting shall be conducted within five (5) days of the request. If the dispute has not been resolved within five (5) days of this meeting, the employee may submit the claim to the Alternate Claim Panel set forth below.
4. **Submission to Alternate Claim Panel:** If the aggrieved employee and the chapter chair wish to pursue the matter further, the chapter chair shall have five (5) days to submit the claim to the school leader, with copies to the Office of Staff Relations and to UTLA's Director of Staff Services. This filing shall cause the dispute to be referred to a two-member Joint Panel (see Section 5 below) for final resolution. The assigned members of the Joint Panel shall convene the parties to learn the facts and hear the parties' contentions, and then shall use all of their best mutual efforts to reach agreement upon the appropriate final decision. It is anticipated that they will be able to do so. However, in the event that they are deadlocked, Staff Relations and UTLA shall designate one of the Panel Members as the designated decision maker (and the other as advisory), based upon the principle of alternating between the District designee and the UTLA designee for succeeding deadlocked panels on a District-wide basis. (The members of the particular Joint Panel shall not be advised as to which would be so designated until such time as it becomes necessary to make the designation.) Joint Panel decisions are final and binding, but shall be applicable solely to the specific dispute, and shall be non-precedent setting.
5. **Joint Panels:** The District and UTLA shall each designate an equal number of retired District employees to serve as a pool of Joint Panel members. Such appointments shall be made each March for the ensuing school year. The total number of such appointees shall be determined by the District and UTLA each year based on anticipated needs, but shall not be fewer than eight (four each). The District and UTLA shall each make all reasonable good faith efforts to select their designees on the basis of perceived school experience, reputation for fairness and judicious character. Such appointees shall then be divided into two-member teams to serve together on an ongoing basis as a Joint Panel.

X. **Monitoring and Intervention:** In order to ensure continuing accountability, each school will undertake a Quality Review Process in year three, and every five years thereafter. The Quality Review Process will be established by the Steering Committee, with final accountability to the Superintendent. The RFP process for establishing pilot schools will contain metrics for student achievement to be measured in the Quality Review Process.

- A. Either party to this Agreement may at any time request an "intervention" from the Steering Committee or its designated monitor.
- B. Procedures for establishing an intervention, including written requests, etc., shall be established by the Steering Committee.

XI. **Duration of MOU:**

- A. This MOU shall take effect immediately upon approval by the District and UTLA and shall remain in effect through June 30, 2012.
- B. Thereafter, this MOU shall automatically continue in effect subject to section XI C below.
- C. Either party wishing to modify or terminate this MOU after June 30, 2012, may cause negotiations to commence over this matter by notifying the other party in writing by December 1 of the year prior to the year in which such modifications or termination is sought.
- D. The parties agree that any negotiations conducted under this paragraph XI shall be subject to the public notice and impasse procedures of the Educational Employment Relations Act (Government Code sections 3547 through and including 3548.3.)

Date of Agreement 2/22/07

Los Angeles Unified School District:

By: Linda Del Cueto
Linda Del Cueto, Assistant Superintendent
Office of Staff Relations

United Teachers Los Angeles:

By: A. J. Duffy
A. J. Duffy, President
United Teachers Los Angeles

Adopted and approved by the Board of Education on February 27 2007.

By: Marlene Canter
Marlene Canter, President
Board of Education

REVIEWER NAME:

Ambassador Education Complex

Scoring Rubric for Pilot School Proposals

Rating Guidelines:

- 4 Exemplary:** Detailed and contributes to creating a high performing school
- 3 Good:** Detailed and contributes to creating a high performing school, although more detail or conceptualization could be helpful
- 2 Partial Explanation:** Some of the needed detail and conceptualization is present, but additional detail or conceptualization is needed
- 1 Concerns or Undeveloped:** Not enough detail or concerns with conceptualization

1. Overview of the Pilot School

Name of School: _____

Type of School: _____ Start-Up School _____ Conversion _____ Charter

Rolling Out By Grade?: _____ Yes _____ No

Scoring (a possible 100 points)

2. Vision	1	2	3	4
The proposed vision, mission, philosophy, and social justice theme (and for single gender schools, their commitment to single gender focus) will result in a school in which students achieve at high levels.				
The description of a day in the life of a student portrays a dynamic school in which students will receive a high quality education.				
Subtotal = _____ out of 8 possible points				
Notes:				

3. Curriculum and Instruction	1	2	3	4
The proposal adequately describes the following components, and they are of high quality:				
◆ The school’s instructional philosophy and how the curriculum will be culturally relevant, connect to students’ lives, and embed a social justice theme				
◆ How the school will use its curriculum and instruction autonomy to maximize student learning				
◆ What students will be expected to know and be able to do upon graduation, including preparing students for college and career, including proposed graduation requirements				
◆ The core academic curriculum, and how it meets A-G requirements, and the electives curriculum. For K-12 schools, a coherent K-12 curriculum				

◆ Community and work-based learning opportunities for all students, as well as other ways in which community resources will enhance the curriculum				
◆ The school's approach to literacy and numeracy instruction, and how literacy will be embedded across the curriculum				
◆ How the race achievement gap will be closed, and how the curriculum will provide for the needs of diverse learners, including ELL students and students with special needs				
◆ The school's philosophy on student assessment and how the school will use assessment autonomy to maximize student learning				
◆ A plan to assess student performance through formative and summative assessments				
◆ A plan to collect and assess data to inform instruction and student needs				
Subtotal = _____ out of 40 possible points				
Notes:				

4. Schedule	1	2	3	4
A school calendar and schedule is provided for both faculty and students. Scheduling autonomy is used to maximize collaborative planning and professional development time for faculty and learning time for students				
Student groupings, class sizes, and teacher-student loads will maximize learning for all students				
Subtotal = _____ out of 8 possible points				
Notes:				

5. Professional Development and Support	3	6	9	12
Professional development autonomy will be used to provide faculty with quality time to collaborate in improving instruction and student learning.				
A coherent professional development is proposed, that includes an emphasis on the school's social justice theme.				
Subtotal = _____ out of 8 possible points				
Notes:				

6. Staffing	1	2	3	4
Staffing autonomy is used to create a staffing plan that creates optimal learning cultures for students.				
The staffing plan ensures adequate instruction and services to English Language Learners and students with special needs.				
A thoughtful teacher evaluation process as well as staff and leadership hiring process is proposed.				
Subtotal = _____ out of 12 possible points				

Notes:

7. Governance	1	2	3	4
Governance autonomy is used to create a culture of shared leadership and decision making focused on high student performance.				
The leadership structure, decision making bodies (including the Governing School Council) and areas of decision making are clear and make sense, and there is a sound process for gaining faculty input into decisions. The composition and membership selection of the Governing School Council are clearly described.				
The proposed evaluation process for the principal is thoughtful.				
Subtotal = _____ out of 12 possible points				

Notes:

8. Budget	1	2	3	4
Budget autonomy is used to maximize high student performance and build a professional collaborative learning community.				
There is a clear process for developing the budget with maximum input, as well as a plan for additional fundraising.				
Subtotal = _____ out of 8 possible points				

Notes:

9. Student Support	1	2	3	4
The school's culture will be safe and personalized, and help build in students an appreciation of diversity, civic participation, and conflict resolution.				
A strong array of academic services will be in place for students who need them, including for English language learners and students with special needs.				
Counseling and health services will be available for students who need them.				
Subtotal = _____ out of 12 possible points				

Notes:

10. Family and Community Engagement	1	2	3	4
A strong culture of family engagement is proposed in which families will be actively engaged in their children's learning in multiple ways.				
A strong plan of community engagement is proposed that will strengthen the school's curriculum.				
Subtotal = _____ out of 8 possible points				

Notes:

11. Design Team Profile and Planning Process	1	2	3	4
The design team had a diversity of constituents on it, and a thoughtful planning process took place.				
Subtotal = _____ out of 4 possible points				
Notes:				

Application Checklist

Use this checklist to ensure that your Pilot School's application is complete and submitted with all required documents:

1. **Overview of the Pilot School**
2. **School Vision**
3. **Curriculum and Assessment**
4. **Schedule**
5. **Professional Development and Support**
6. **Staffing**
7. **Governance**
8. **Budget**
9. **Student Support**
10. **Family and Community Engagement**
11. **Design Team Profile and Planning Process**