



BELMONT PILOT SCHOOLS NETWORK

1545 Wilshire Blvd. Suite 800 Los Angeles, CA 90017
(213) 241-0890

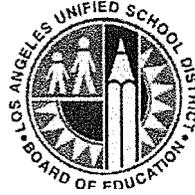
REQUEST FOR PROPOSALS
for the
**Establishment of One
Small, Autonomous K-5 Pilot School
In the Ambassador Schools Complex**
For School Year 2010-2011

Richard A. Alonzo
Superintendent, Local District 4
Los Angeles Unified School District

May 2009

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LOS ANGELES UNIFIED SCHOOL DISTRICT

Administrative Office
333 South Beaudry Avenue, 24th Floor
Los Angeles, California 90017
Telephone: (213) 241-7000
Fax: (213) 241-8442

RAMON C. CORTINES
SUPERINTENDENT OF SCHOOLS

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. To date, five Pilot high schools have opened and we are seeing initial promising results. An additional two Pilot schools, both K-12, are scheduled to open in September 2009. With this letter, Design Teams that include teachers, students, parents, and external community partners are invited to apply for the opportunity to create and develop a Pilot K-5 elementary school to start up in September 2010 at the Ambassador Learning Complex using the attached Request For Proposal (RFP). Design teams must submit a letter of intent by June 8, 2009, 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) 241-0890 edmundo.rodriquez@lausd.net, Jeanne Fauci, Executive Director of the Los Angeles Small Schools Center, at (213) 389-8935 jfauci@lasmallschoolscenter.org or Rachel Bonkovsky, Director of the Los Angeles Pilot Schools Initiative at the Center for Collaborative Education, at (213) 389-8932 rbonkovsky@ccebos.org.

Sincerely,
Ramon C. Cortines
Superintendent of Schools

"The teachers, administrators, and staff of the Los Angeles Unified School District believe in the equal worth and dignity of all students and are committed to educate all students to their maximum potential. "

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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 (LAUSD) Superintendent and 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. They are being assisted in this initiative 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 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 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, including preparing students to meet the A-G curriculum requirements.
 - Student learning is purposeful, and provides multiple pathways to understanding. 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 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 two K-12 Pilot schools, each enrolling 800-900 students, one 6-12 school enrolling 700 students, two Pilot high schools, each enrolling from 400-500 students, and one K-5 school enrolling 360-420 students. This Request for Proposals seeks proposals for the K-5 school, which 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 Steering Committee.

Student Enrollment and Assignment

The K-5 school will enroll 360-420 students. All Pilot Schools are responsible for recruiting students for their programs based on an agreed upon process established within the larger District 4. All Pilot schools are expected to enroll the representative racial and income diversity of Local District 4 and Local District 3, as well as mild to moderate special education students and English Language Learners at all ELD levels. Students may not be transferred into another Pilot School or any other school during the course of the year.

Eligible Applicants

Design Teams must include educators, parents, students, and community representatives. The participation of community representatives should indicate a commitment by at least one community institution (higher education, business, community) to partner with the school.

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.

Curriculum

All Pilot schools are required to provide to every student an academically challenging curriculum.

Student Assessment

All Pilot Schools are required to administer 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 per pupil budget. 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

The Los Angeles Unified School District (LAUSD) requests proposals for the creation of a K-5 Pilot School at the Ambassador Education Complex 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. 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 (if rolling out, schools must start with at least two full grades).

2. School Vision (8 points)

- A. Describe the Pilot School's vision, mission, and philosophy.
- B. Describe a day in the life of a 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. Describe the continuity and coherence of the curriculum K-5.
- E. What community and work-based learning opportunities will be provided to students (e.g., community service or school-based enterprises), 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?

4. Schedule (8 points)

- A. Describe the school calendar and daily schedule for both faculty and students.
- 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?
- 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 school's decision-making bodies and each body's general areas of decision-making responsibility (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)

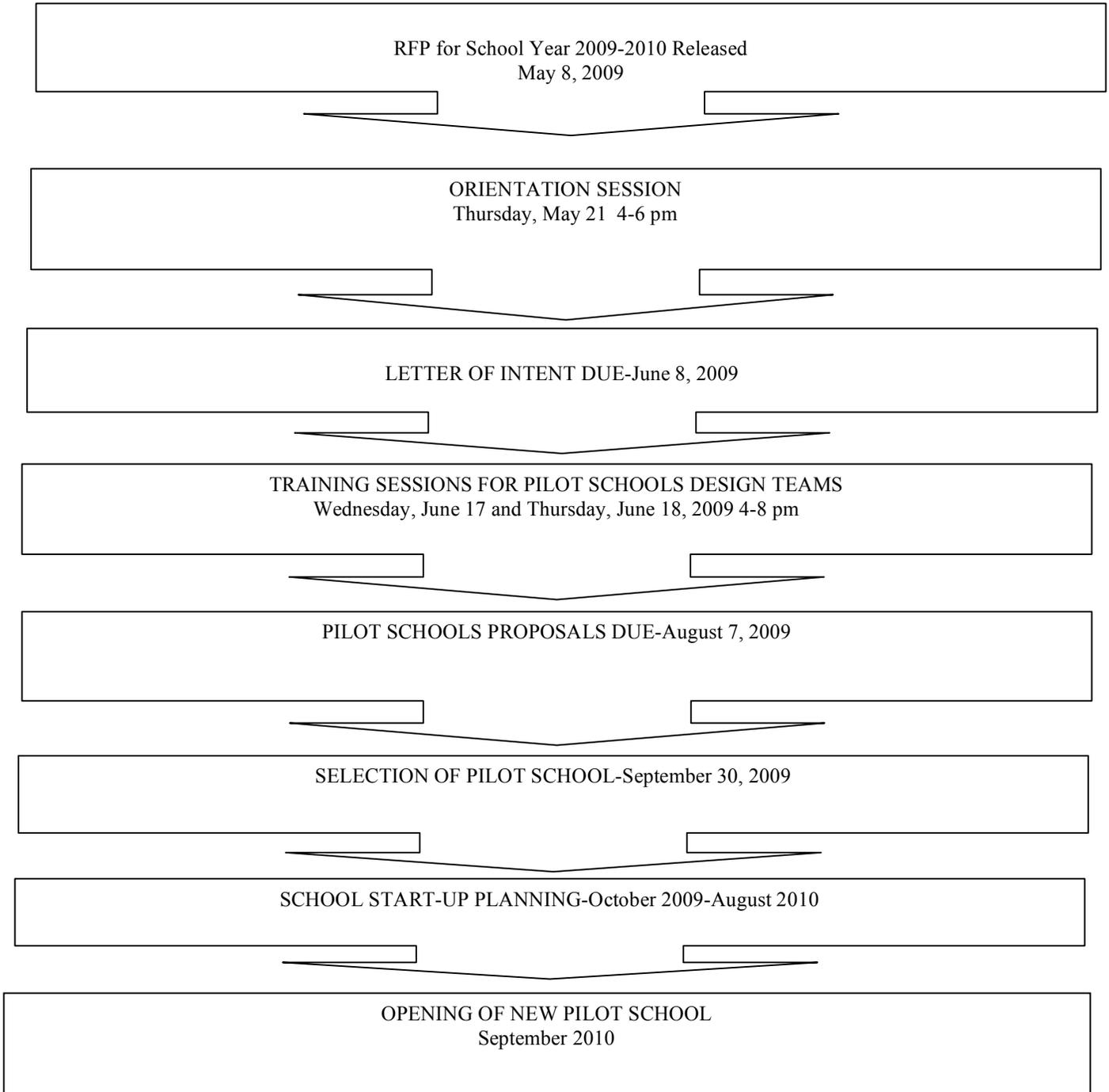
- A. Describe family engagement in your school. How will families be involved in their child's education?
- B. What will community engagement look like at your school? How will community organizations (business, higher education, community) be meaningfully involved? What partnerships will the school have?

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, SELECTION PROCESS AND TIMELINE

Applications are due **August 7, 2009** for start-up in September 2010. **A letter of intent to submit a proposal is due June 8, 2009.** 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 one elementary school 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 September 30, 2009 to provide maximum time for the chosen Design Team to prepare for their intended start date.



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.

Thursday, May 21, 2009 4:00 - 6:00 p.m.
Central American Resource Center
2845 West 7th Street, 2nd Floor
Los Angeles, CA 90005

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 17, 2009, 4:00 - 8:00 p.m.
Central American Resource Center
2845 West 7th Street
Los Angeles, CA 90005

Thursday, June 18, 2009, 4:00 - 6:00 p.m.
Central American Resource Center
2845 West 7th Street
Los Angeles, CA 90005

SECTION IX. CONTACT INFORMATION

Send Letter of intent and proposals to:

Edmundo M. Rodriguez
Director
Belmont Pilot Schools Network
Los Angeles Unified School District
Local District 4
4201 Wilshire Blvd. Suite 200
Los Angeles, CA 90010
(213) 241-0890

For technical assistance, contact:

Jeanne Fauci
Executive Director
Los Angeles Small Schools Center
for Collaborative Education
2845 West 7th Street
Los Angeles, CA 90005
jfauci@lasmallschoolscenter.org
(213) 389-8935

OR

Rachel Bonkovsky, Director
Los Angeles Pilot Schools Initiative
Center for Collaborative Education
2845 West 7th Street
Los Angeles, CA 90005
rbonkovsky@ccebos.org
(213) 389-8932

SECTION X. APPENDICES

- A. RFP Rubrics**
- B. Application Checklist**

REVIEWER NAME:

Scoring Rubric for Pilot Elementary 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 and/or there are some concerns
- 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**

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 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 fifth grade culmination, including proposed grade level outcomes				
◆ The core academic curriculum and the electives curriculum				
◆ Real world learning is embedded in the curriculum, as well as 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:				

Attachment B

Application Checklist

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

Application Organization

- 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**