

The Partnership for Los Angeles Schools

Meeting of the Board of Directors

November 19, 2009

Decision topics

- Approve current plans for Partnership growth
- Approve audited financial statements for 2008-09

Approve Current Plans for Partnership Growth

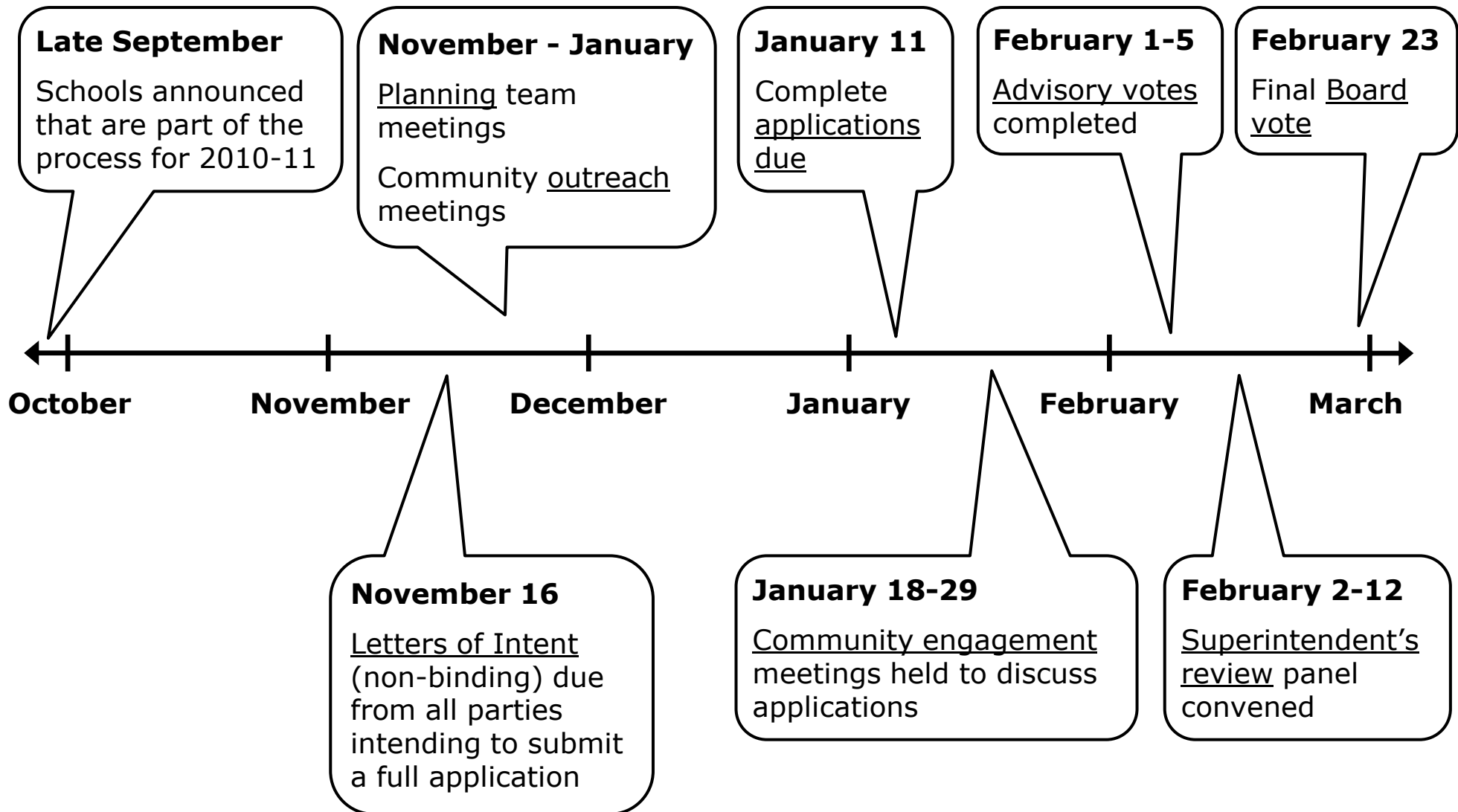
Goals for this discussion

- Present our current projected growth plan for 2010-11 and the rationale behind this plan
- Discuss potential challenges and how we plan to mitigate them
- Discuss next steps
- Secure Board approval to proceed with next steps
- Return at our next Board meeting in January to secure final Board approval for our expansion plans in 2010-11

School choice resolution

- On August 25, 2009, the LAUSD Board of Education passed the “Public School Choice” resolution, which
 - Invites school operators, communities, labor partners and others to submit plans to operate the District’s new schools and PI 3+ schools
 - Requires plans to address how to improve outcomes at the schools while serving all students in the required attendance area
 - Requires “advisory votes” from all stakeholders, including parents, teachers, students, staff, administrators and community members
 - Requests that the Superintendent provide recommendations to the Board about which plans to approve

School choice resolution process



List of schools in this year's proposal process

12 "Focus" schools

- Existing LAUSD schools
- PI 3+
- API growth of 0 or negative
- <21% proficient in ELA or Math

3 Elementary

- Griffith Joyner
- Hillcrest Dr
- Hyde Park

3 Middle

- Burbank
- Carver
- San Fernando

6 High

- Gardena
- Garfield
- Jefferson
- Lincoln
- Maywood Academy
- San Pedro

24 New schools*

- New schools opening in the 2010-11 school year

15 Primary/Elementary

- Gratts PC
- Valley Region ES #6
- Valley Region ES #7
- Valley Region ES #8
- Valley Region ES #9
- Valley Region ES #10
- Central Region ES #13
- Central Region ES #15
- Central Region ES #16
- Central Region ES #17
- Central Region ES #18
- South Region ES #1
- South Region ES #2
- South Region ES #3
- South Region ES #4

4 Middle

- South Region MS # 2A
- South Region MS # 2B
- South Region MS # 2C
- South Region MS #6

5 High

- Esteban Torres HS #1
- Esteban Torres HS #2
- Esteban Torres HS #3
- Esteban Torres HS #4
- Esteban Torres HS #5

* Excludes the four schools at the former Ambassador hotel site since they have already completed a proposal process

Criteria applied by the Partnership in identifying potential schools to support

- The Partnership management team conducted a two tiered analysis to identify the schools it would potentially pursue
 - **Identify Potential Schools:** Determine which schools the Partnership was interested in supporting
 - **Analyze Partnership Capacity:** Determine if the Partnership has the capacity to support all schools identified
- The following criteria were applied to identify schools for which the Partnership would potentially submit Letters of Intent
 - **Existing Families of Schools:** the Partnership is focused on serving its existing families of schools more effectively
 - **High academic need:** the Partnership serves and supports the lowest performing schools in LAUSD
 - **Focus on turnarounds:** the Partnership's primary focus is on turning around schools that have historically struggled

After applying these criteria, the Partnership identified 4 potential schools

School Name	Criteria for selection			Other
	Family of Schools	Academic Need	Turn-arounds	Enrollment
1. Joyner ES	• 100% feed Markham	<ul style="list-style-type: none"> • API: 637 • >proficient ELA: 20.7% • >proficient math: 33.0% 	• Existing school	934
2. ES # 18	• Students feed Clinton and Adams (Santee's main feeders)	• n/a (new school)	• New school	460
28 th Street (relieved)		<ul style="list-style-type: none"> • API: 670 • >proficient ELA: 25.7% • >proficient math: 41.7% 	<div style="border: 2px solid black; border-radius: 15px; background-color: red; color: white; padding: 10px; text-align: center;"> <p>Represents ~30% growth in number of students</p> </div>	
20 th Street (relieved)		<ul style="list-style-type: none"> • API: 717 • >proficient ELA: 32.5% • >proficient math: 48.4% 		
San Pedro St. (relieved)		<ul style="list-style-type: none"> • API: 769 • >proficient ELA: 45.2% • >proficient math: 61.3% 		
3. Carver MS	• Students feed Santee (~30%) and Jefferson (~70%)	<ul style="list-style-type: none"> • API: 541 • >proficient ELA: 13.8% • >proficient math: 11.6% 		• Existing school
4. Jefferson HS	• Santee was opened to relieve Jefferson	<ul style="list-style-type: none"> • API: 515 • >proficient ELA: 19.4% • >proficient math: 22.5% 	• Existing school	1970

Analysis of Partnership capacity

Analysis conducted	Reason important	Results of analysis
Impact on current school initiatives	<ul style="list-style-type: none"> Delivering on our supports and commitments to our existing schools must be our priority 	<ul style="list-style-type: none"> Partnership believes that it can deliver on supports to current schools and grow effectively with an increase in staff
Required resources	<ul style="list-style-type: none"> Growth will require additional funding (\$1.5 - \$2.0 million see next page for detail) 	<ul style="list-style-type: none"> The Partnership believes it can raise necessary funds but will need an intense effort from all key stakeholders
Impact on current school culture	<ul style="list-style-type: none"> Some current school employees may be concerned about our growth 	<ul style="list-style-type: none"> We will actively reach out to our school stakeholders and consult them before plan submission
Impact on LAUSD transformation	<ul style="list-style-type: none"> Part of the Partnership's mission is to continue to serve an overall leadership role in transformation 	<ul style="list-style-type: none"> Serving more high need schools that wouldn't be supported otherwise helps the entire system

Estimate of target new funding for growth

Partnership for Los Angeles Schools Estimate of funding needed for growth

	<u>2009-10 estimate</u>	<u>2010-11 estimate</u>	<u>Total</u>
PARTNERSHIP STAFF (FTEs)			
Assistant Superintendent	0.33	1.00	
Coordinator of School Improvement	0.33	1.00	
FACE* Associate	0.33	1.00	
Instructional Associate	0.33	1.00	
Operations Manager	-	1.00	
SUB-TOTAL PARTNERSHIP STAFF COST	140,000	525,000	665,000
SCHOOL SITE COSTS			
Professional development		200,000	
Transition team costs	75,000	-	
Technology		250,000	
School staffing support		50,000	
School site staff		120,000	
Building school culture		200,000	
Scholarly uniforms		150,000	
Student interventions		150,000	
Transportation		25,000	
Family engagement		50,000	
SUB-TOTAL SCHOOL SITE COST	75,000	1,195,000	1,270,000
TOTAL COSTS	215,000	1,720,000	1,935,000

Notes

- These are estimates and subject to change
- We are not requesting that the Board currently approve this budget
- Estimates are based on costs of current turnarounds
 - We will work with each school to determine specific needs
 - Estimates are conservative and there are areas that could be decreased if necessary

* FACE stands for Family And Community Engagement

Next steps

- Develop detailed plan to submit to LAUSD for the 4 schools by January 11, 2010
- Meet with key LAUSD leadership to discuss our expansion plans
- Meet with other organizations that submitted Letters of Intent for identified schools to potentially coordinate our efforts
- Work with our current school communities to discuss our expansion plans and gauge their level of support
- Meet with identified school stakeholders to build teacher, parent, student, and staff support
- Develop a fundraising plan to meet the needs for expansion
- Return to the Board in January to secure final Board approval for our expansion plans in 2010-11

Approve Audited Financial Statements for 2008-09

Guest advisor for the audit review

O'Donnell Iselin

O'Donnell Iselin is a financial consultant with a 30 year career in large and small companies. Mr. Iselin served as Chief Financial Officer of Cadiz Inc. from 2005 until 2009, and Treasurer of Southwest Water Company from 2004 to 2005. Prior to Southwest Water, Mr. Iselin had a 15 year career at the DIRECTV Group, Inc. and its predecessor, Hughes Aircraft Company, with assignments in corporate finance, strategic planning, financial planning and corporate development. As Director, Treasury, Mr. Iselin was responsible for all of Hughes' domestic and international corporate finance and banking activities and financed the growth of the DIRECTV business. Prior to Hughes, Mr. Iselin was employed by General Motors Corporation and Dynamic Disk, Inc. Mr. Iselin has a bachelor of arts degree from Harvard University (cum laude) and a master's degree in business administration from the Amos Tuck School at Dartmouth College.

The Partnership for Los Angeles Schools

Meeting of the Board of Directors

November 19, 2009

Discussion Topics

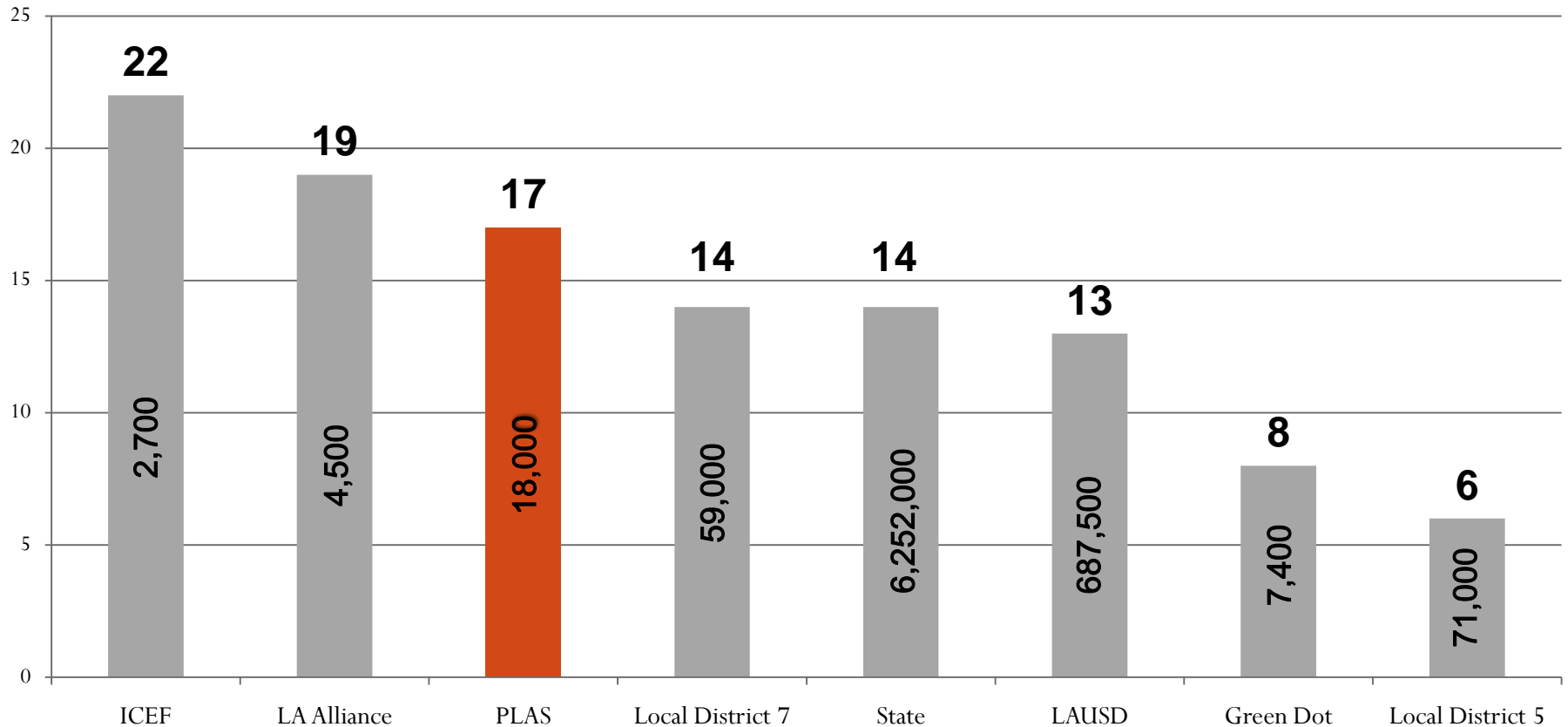
- School update
- Update on QEIA waiver
- Update on Partnership financials

School Update

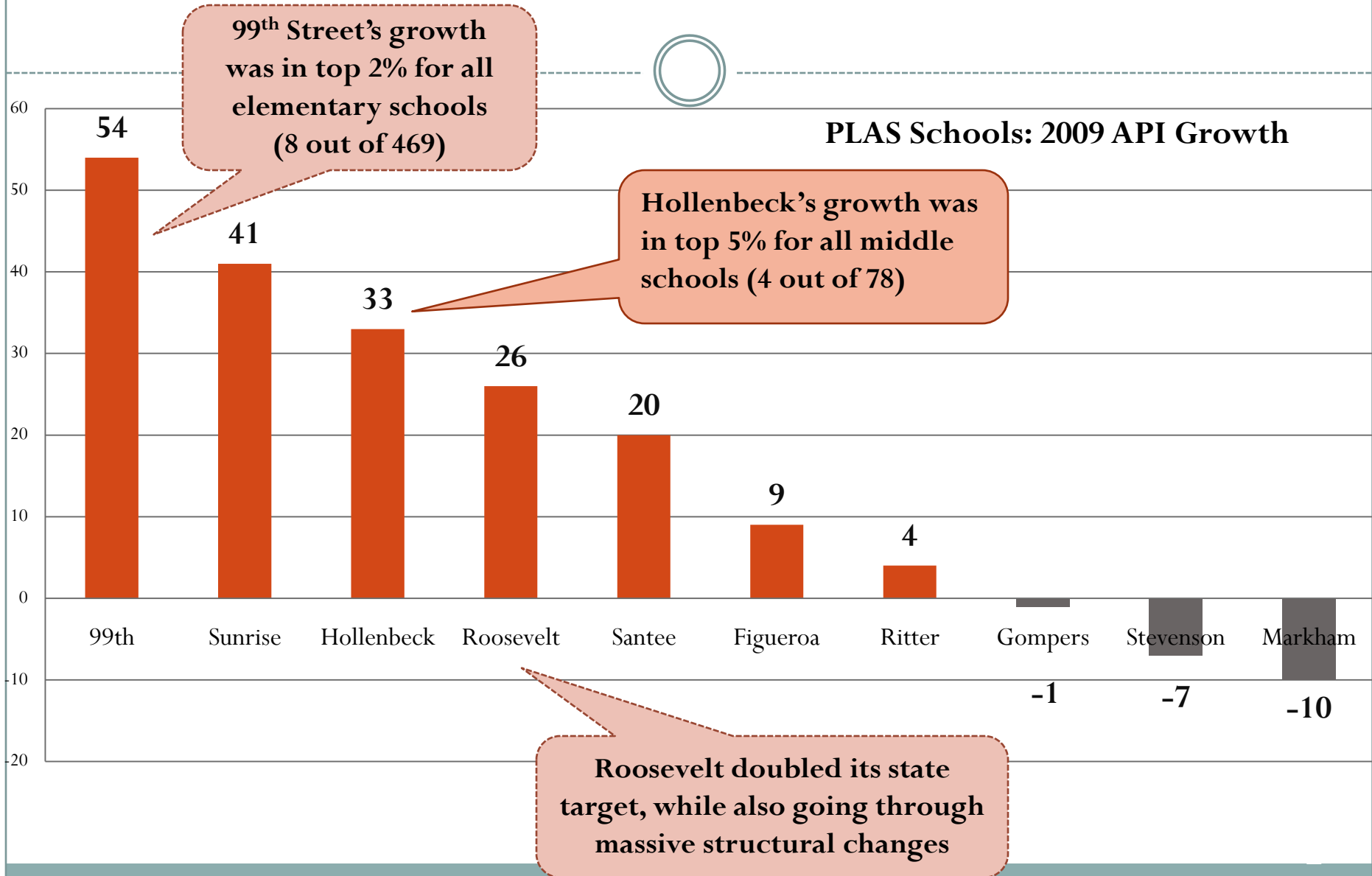
Partnership API Growth Compared to Other Los Angeles School Operators



2009 Average API Growth



Academic Performance Index (API) School Level Data



Partnership for Los Angeles Schools Leadership Conference

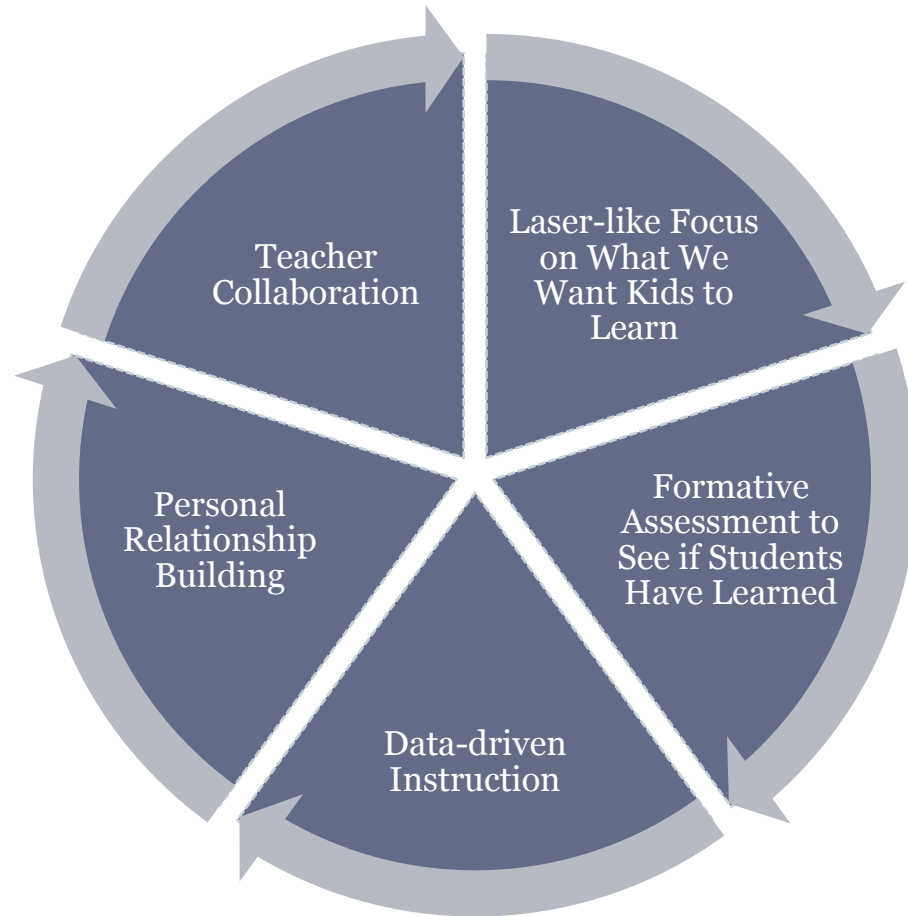
September 23, 2009



***“From: It’s Being Done
to How It’s Being Done!”***



Elements of Effective Schools



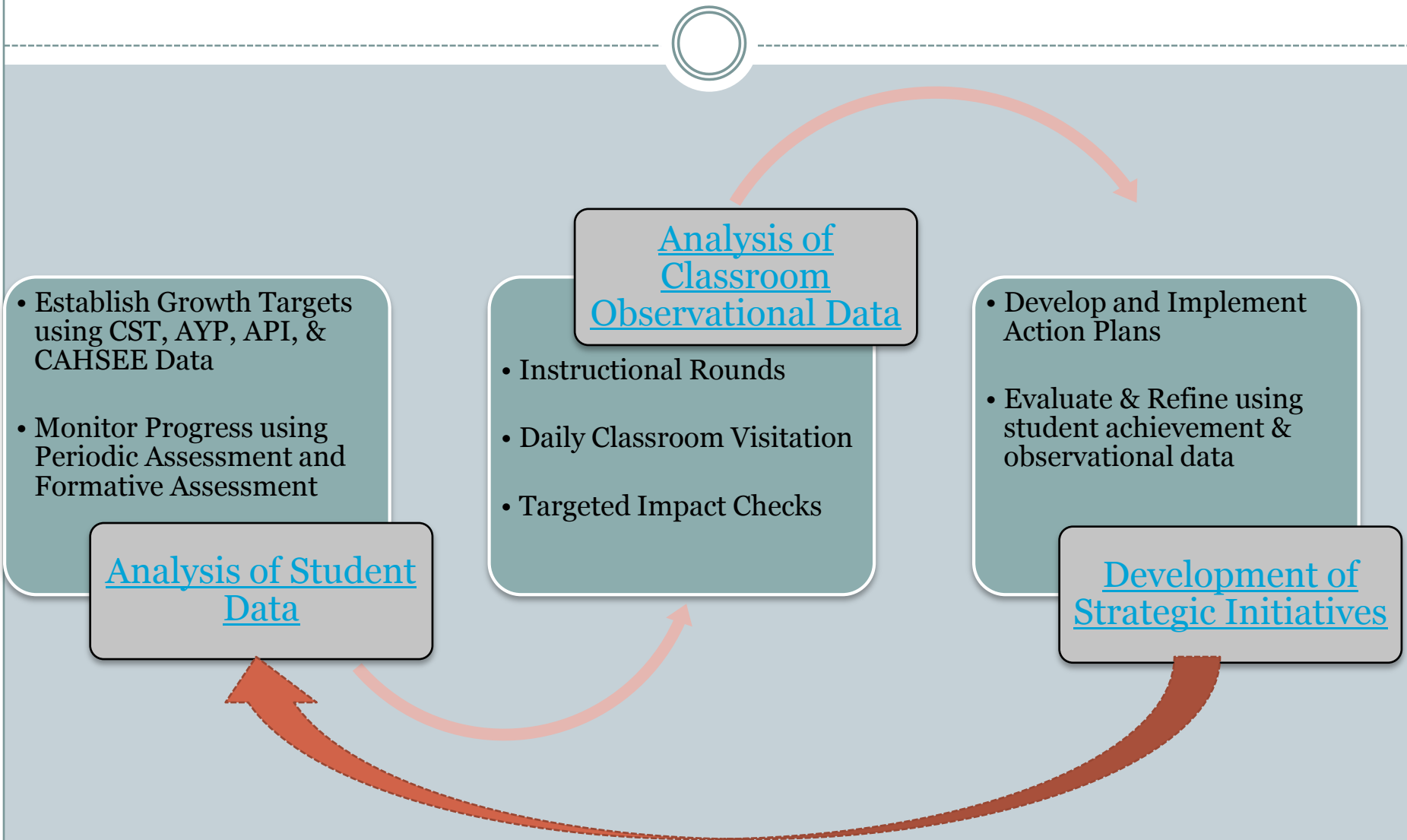
Leadership Conference

Goals for the Year



1. To equip instructional leaders with information, skills, and strategies to transform schools into high performing communities.
2. Provide high quality leadership development that models for instructional leaders how to shape a learning community that places student achievement and teacher development at the center.
3. Model a results-oriented, service focused, and a reflective approach to leading, that instructional leaders will then emulate and use to drive excellence in their schools.

Continuous School Improvement Model



Analysis of Classroom Observational Data



On-going analysis of classroom instructional practice must be conducted to determine the professional development needs of teachers and staff using:

1. Full school landscape conducted by administrators 3x's per year
2. Daily classroom visits conducted by administrators
3. Instructional Rounds process conducted by administrators, teacher-leaders, coordinators, coaches, and parent-leaders

Observational Protocols

School Instructional Landscape

- Why: Assess dominant instructional practice
- Who: Administrators
- What: Elementary—30 min observations in each core areas
Secondary—20 min observation of every teacher
- When: October, March, & May
- Protocol: PLAS Rubric for Quality Classroom Instruction

Daily Classroom Visits

- Why: Monitor daily instructional practices & provide written teacher feedback
- Who: Administrators
- What: 15-30 min observations of all classrooms/content
- When: 3 hours per day
- Protocol: Site developed observational feedback form

Instructional Rounds

- Why: Identify & evaluate the strengths/weaknesses of the instructional program
- Who: Administrators, Teacher-Leaders
- What: Focus meeting, classroom observations, debrief, & action-planning
- When: Bi-monthly, Month
- Protocol: PLAS Instructional Rounds Model

School Instructional Landscape



Overall Purpose:

1. Identify and assess dominant instructional practices for learning across the school
2. Utilize the data collected to replicate best practices across the school
3. Utilize data collected to inform professional development needs of the school
4. Establish a process and protocol for classroom visitations and instructional rounds.

Instructional Landscape Protocol



1. The entire administrative team visits each classroom teacher assessing them using the PLAS Rubric for Quality Classroom Instruction
2. Each visit should last a minimum of 30 minutes at the elementary level and 20-30 minutes at the secondary level.
3. Instructional Landscape is conducted at all grade levels, core content subject areas, SLC's, PLC's, etc...
4. Compile, analyze, and review data to determine the dominant instructional practice on campus

Daily Classroom Visitation

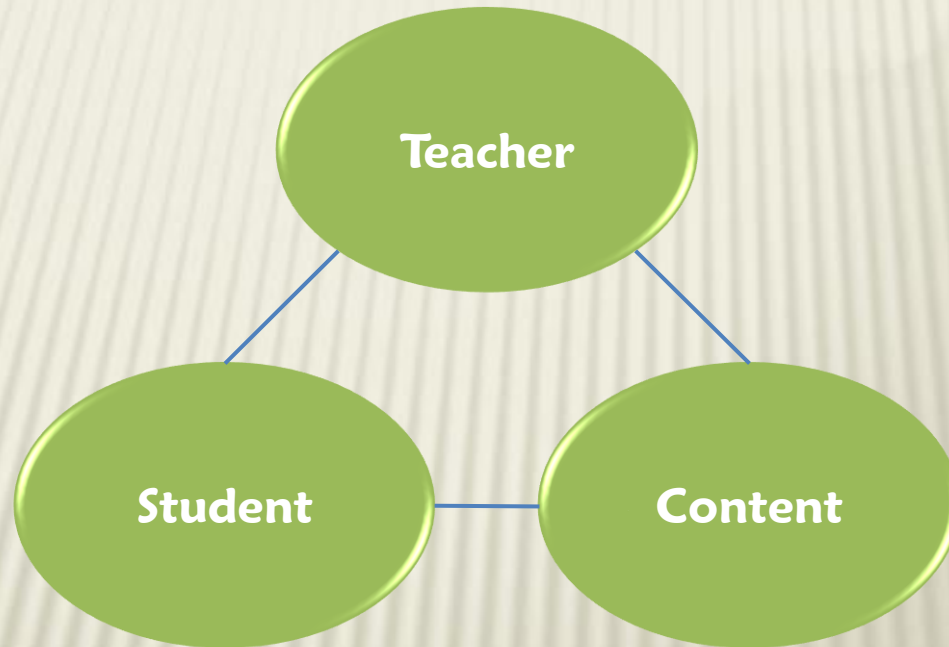
Results from recent study based on 1,500 classroom observations:

Classrooms with evidence of clear learning objectives	4%
Classrooms implementing high-yield strategies	0.2%
Classrooms in which higher-order thinking was evident	3%
Classrooms in which students were either writing or using rubrics	0%
Classrooms in which <u>fewer than one-half of students</u> were paying attention	85%
Classrooms in which students were using worksheets	52%
Classrooms in which <u>noninstructional activities</u> were occurring	35%

Daily Classroom Visitation

These daily visits are organized walks on a school campus and in classrooms with a **specific and strategic focus** on the instructional core:

THE INSTRUCTIONAL CORE



“Increases in student learning occur only as a consequence of improvements in the level of content, teachers’ knowledge and skill, and student engagement”

Daily Classroom Visitation

Overall Purpose:

1. Identify, foster, and replicate effective conditions for learning across the school
2. Lead, teach, and replicate effective best practices across the school
3. Identify professional development needs of the school based on classroom visitation data
4. Identify supports, needs, and resources necessary to improve classroom instructional practice and school performance, including intervention and acceleration

What to look for during instructional landscape and classroom visitations



- **Instructional Delivery**

3
R's

Rigor
Relevance
Relationships

3
E's

Expectations
Engagement
Environment

- **Lesson Design**
- **Student Supports**
- **Routines, Procedures, Resources**
- **Classroom Management**

Using Classroom Visitation Data

1. Principal's Weekly Bulletin highlighting best practice, instructional strategy, student work, teacher collaboration, and progress toward meeting growth targets
2. Professional development planning that uses classroom visitation data and student achievement data
3. Gather appropriate staff members and communicate the student learning pattern you are seeing. Plan a response to support students
4. Providing Group/Individual Feedback (1-3 commendations & 1 recommendation)

“What are “Instructional Rounds”

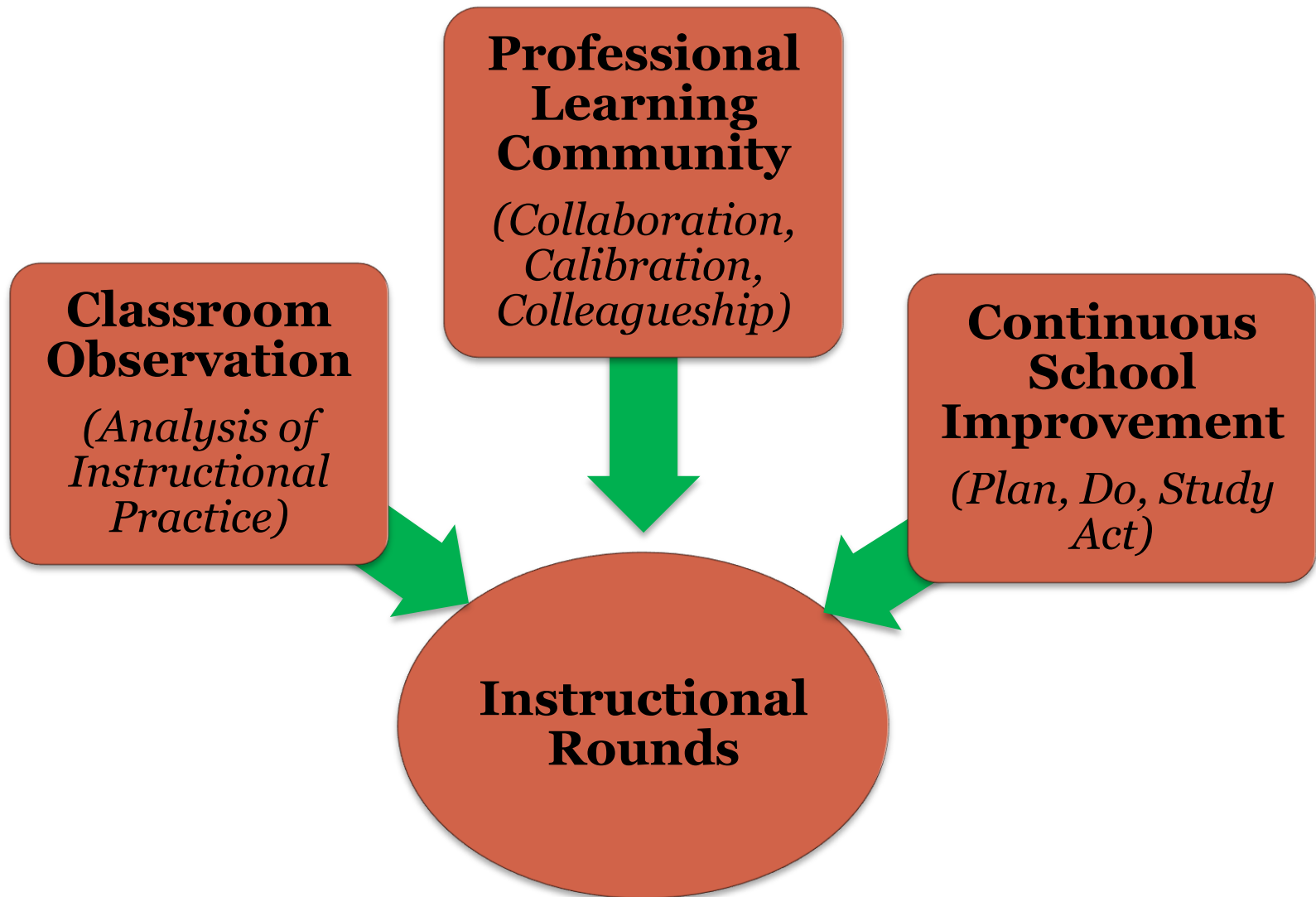
“The ‘rounds process’ is an explicit practice that is designed to bring discussions of instruction directly into the process of school improvement. By ‘practice,’ . . . We mean a set of protocols and processes for observing, analyzing, discussing, and understanding instruction that can be used to improve student learning at scale”

“Instructional rounds sit at the intersection of three current popular approaches to the improvement of teaching and learning—walkthroughs, networks, and district improvement strategies”

—City, Elmore, Fiarman, & Teitel, Instructional Rounds (2009)

Partnership for Los Angeles Schools

Instructional Rounds Graphic



Instructional Rounds: Teams

Level 1

- Members: Site Administrators, PLAS
- Frequency: Bi-Monthly

Level 2

- Members: Site Administrators; PLAS; Coordinators; & Coaches
- Frequency: Monthly

Level 3

- Members: Site Administrators; PLAS; Coordinators; Coaches; Department Chairs; Grade-Level Leaders; SLC Leads; Classified Staff; & Parents
- Frequency: Quarterly

Instructional Rounds: The 6D's of Inquiry

Pre-Planning

- **DEFINE:** *Define the focus. What is the problem and what are the perceived causes?*
- **DETERMINE:** *Are there teachers exhibiting best practice in this area of focus?*

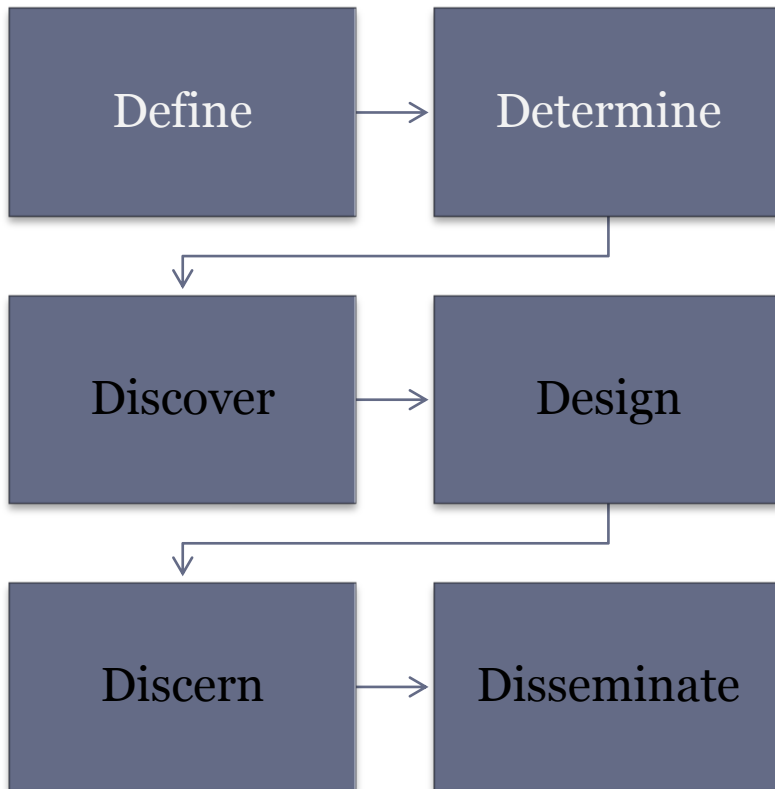
Classroom Observations

- **DISCOVER:** *What are the unique practices that enable others to outperform or find better solutions to problems than others?*

Debrief Action Planning

- **DESIGN:** *Design & Implement an intervention that enables others in the community to practice new behaviors*
- **DISCERN:** *Monitor & Evaluate the intervention*
- **DISSEMINATE:** *Widely publish the intervention*

The 6 D's of Inquiry for Instructional Rounds



Define

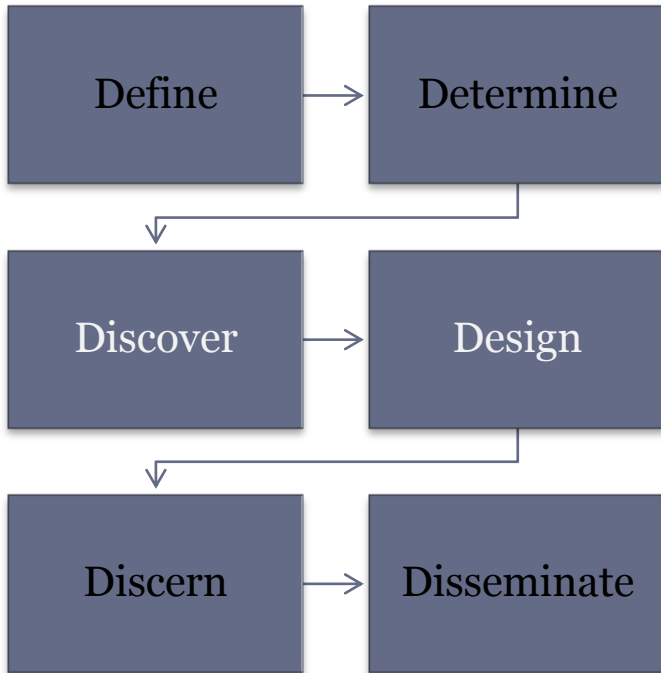
What is the problem and what are the perceived causes and the related community behavioral norms?

What would a successful solution/outcome look like (described as a behavioral or status income)?

Determine

Are there any individuals or entities in the community who already exhibit desired behavior or status (identification of positive deviants)?

The 6 D's of Inquiry for Instructional Rounds



Discover

What are the unique practices or behaviors that enable positive deviants to outperform or find better solutions to problems than others in their community?

Design

Design and implement an intervention that enables others in the community to experience and practice new behaviors (focus on doing rather than transfer of knowledge).

Update on QEIA Waiver

Update on proposed QEIA waiver

- The Partnership will apply (with LAUSD) for 2 QEIA waivers with the State Board of Education

Waiver #1: Mendez Learning Center

- Background
 - Approximately 800 students moved from Roosevelt to Mendez for the 2009-10 school year
 - Roosevelt was a recipient of the QEIA grant from the state for \$1,000 per student
 - The grant does not allow the funding to follow students from Roosevelt to Mendez
 - Roosevelt will lose the funding for the 800 students regardless of the waiver outcome
 - LAUSD got a 1-year waiver from the state using similar logic last year
- Purpose of the waiver
 - Allow QEIA dollars to follow students from Roosevelt High School to Mendez
 - Estimated value of \$800,000 to Mendez

Waiver #2: Roosevelt High School

- Background
 - Roosevelt is transitioning from 1 school to 7 small schools, with separate CDS codes
 - The QEIA grant is allocated to CDS codes
 - Therefore, by converting Roosevelt from 1 to 7 CDS codes, the Partnership will need a waiver to allocate the dollars to all 7 CDS codes
 - Green Dot got a permanent waiver using similar logic last year for Locke High School
- Purpose of the waiver
 - Allow QEIA dollars to follow students from 1 to 7 CDS codes at Roosevelt High School
 - Estimated value of \$3,500,000 to the 7 Roosevelt schools

Update on Partnership Financials

Update on the Partnership financials through 9/30/09

- The Partnership is in a solid financial position
 - Total cash in our bank account as of 9/30/09 is \$3.4 mm.
 - Fundraising is generally on track with projections
 - We have received approximately \$500,000 in funding a month earlier than anticipated.
 - One of our funders is moving part of their funding (\$250,000) to the 2010-11 year from the 2009-10 year. We believe we can offset this with lower expenditures this year.
 - In order to meet our budget in 2009-10, we still need to raise approximately \$500,000

- Through 9/30/09, major Partnership expenditures were lower than budgeted as follows:
 - **Salaries, benefits and consultants** - ~\$140,000 lower than anticipated due to late hiring of several staff
 - **Office supplies & operating services** - ~\$60,000 under budget due to cost savings in several areas
 - **Professional development** - ~\$100,000 lower but these funds will be spent
 - **Targeted school site spending** - ~\$350,000 lower because schools have not yet spent the funds
 - **Technology investments** - ~\$150,000 lower but these funds will be spent
 - **School site staff** - ~\$290,000 lower because payments were delayed
 - **Building school culture** - ~\$50,000 lower because payments were delayed
 - **Student intervention** - ~\$80,000 lower because payments were delayed

- The Partnership is actively fundraising to support the current year's budget, including
 - Solicitations from major donors and foundations
 - Launching a campaign to raise funding from the broader Los Angeles community

Partnership Balance Sheet as of 9/30/2009

Partnership for Los Angeles Schools Balance Sheet as of September 30, 2009 (In Whole Numbers)

ASSETS

Current Assets	
Cash	
Cash in Bank-Operating	3,373,031
Total Cash	3,373,031
Accounts Receivable	
Accounts Receivable	90,512
Due From Others	22,816
Total Accounts Receivable	113,329
Other Current Assets	
Prepaid Expenditures (Expenses)	76,654
Total Other Current Assets	76,654
Total Current Assets	3,563,013
Fixed Assets	
Computer / Equipment	62,798
Accumulated Depreciation-Computer	(12,712)
/Equipment	
Work in Progress	17,744
Total Fixed Assets	67,831
Total Assets	<u>3,630,844</u>

LIABILITIES

Current Liabilities	
Accounts Payable	
Accounts Payable (Current Liabilities)	189,361
Total Accounts Payable	189,361
Total Current Liabilities	189,361
Other Current Liabilities	
Other Current Liabilities	
Accrued Payables	78,142
District Staff on Loan	170,145
Total Other Current Liabilities	248,287
Total Other Current Liabilities	248,287
Long Term Liabilities	
Compensated Absences Payable	7,590
Total Long Term Liabilities	7,590
Total Liabilities	<u>445,239</u>
Equity	
Fund Balance Reserved	
Temporarily Restricted Fund	0
Total Fund Balance Reserved	0
Fund Balance Unreserved	
Beginning Fund Balance	2,245,504
Total Fund Balance Unreserved	2,245,504
Change in Net Assets	
	940,102
Total Equity	<u>3,185,606</u>
Total Liabilities & Equity	<u>3,630,844</u>

Partnership Budget vs. Actual, 7/1/09 - 9/30/09 (1/3)

Partnership for Los Angeles Schools Budget vs. Actual, July 1 2009 - September 30 2009

	YTD budget vs. actual			Total Budget
	YTD Actual	YTD Budget	\$ Variance	\$ Original
REVENUES				
Interest	828	0	828	0
Other revenue	908	0	908	0
Fiscal Sponsor	7,100	0	7,100	1,000,000
Grants	495,000	24,504	470,496	1,095,036
Individual Grants	2,500,000	2,500,000	0	4,500,000
TOTAL REVENUES	3,003,836	2,524,504	479,332	6,595,036
EXPENSES				
Staff Salaries				
Non-Clerical Salaries	485,488	589,736	104,248	2,375,750
Clerical/Technical/Office Staff Salaries	42,211	36,250	(5,961)	145,000
Total Staff Salaries	527,699	625,986	98,287	2,520,750
Employee Benefits				
Employee Benefits	103,900	146,218	42,318	585,023
Consultants				
Non Instructional Consultants	117,662	115,651	(2,011)	348,000
Sub-total - salaries, benefits and consultants	749,261	887,855	138,594	3,453,773

Partnership Budget vs. Actual, 7/1/09 - 9/30/09 (2/3)

Partnership for Los Angeles Schools Budget vs. Actual, July 1 2009 - September 30 2009

	YTD budget vs. actual			Total Budget
	YTD Actual	YTD Budget	\$ Variance	\$ Original
Supplies				
Office Supplies	5,182	7,500	2,318	30,000
Software & Financial Systems	20,416	18,000	(2,416)	27,000
Computer Hardware	0	6,000	6,000	24,000
Non Capitalized Equipment	16,084	3,000	(13,084)	12,000
Total Supplies	41,682	34,500	(7,182)	93,000
Operating Services				
Travel & Conferences	12,630	17,000	4,370	26,000
Mileage	3,123	10,500	7,377	42,000
Parking	12,218	18,000	5,782	72,000
Dues and Memberships	532	300	(232)	1,200
General Insurance	4,921	5,550	629	53,500
Operation and Housekeeping Services	0	1,500	1,500	6,000
Electricity	200	1,500	1,300	6,000
Building Rent*	72,717	65,000	(7,717)	65,000
Equipment Lease	1,121	9,864	8,743	39,452
Vendor Repairs	0	9,561	9,561	38,240
Legal / Audit Fees	0	0	0	10,000
Advertisement / Recruitment	1,174	11,099	9,925	43,172
Professional/Consulting Services	0	0	0	0
Training & Development	2,696	6,000	3,304	24,000
Other Fees / Bank Charges /Credit Card Fees	4,918	11,207	6,289	44,830
Fundraising Cost	524	3,000	2,477	12,000
Telephone Expense	11,983	14,325	2,342	57,300
Internet Expense	3,210	10,500	7,290	42,000
Postage Expense /UPS/ FEDEX	2,683	3,000	317	12,000
Printing & Copying	164	3,000	2,836	12,000
Marketing	779	3,000	2,221	12,000
Total Operating Services	135,593	203,906	68,314	618,694
Sub-total - materials and operating services	177,275	238,406	61,132	711,694

* Includes expenses related to the Partnership office space move.

Note: financials are unaudited and subject to change

Partnership Budget vs. Actual, 7/1/09 - 9/30/09 (3/3)

Partnership for Los Angeles Schools Budget vs. Actual, July 1 2009 - September 30 2009

	YTD budget vs. actual			Total Budget
	YTD Actual	YTD Budget	\$ Variance	\$ Original
School Site Support				
Professional Development	174,064	270,875	96,811	500,800
Transition Team Planning	0	0	0	0
Targeted School Site Funding	274,896	641,850	366,954	1,496,598
Data and Surveys	58,317	86,804	28,487	104,700
Technology and data system investments	8,446	158,745	150,299	184,982
School staffing support	90	10,000	9,910	10,000
School site staff	263,828	552,806	288,978	1,038,801
Building School Culture	191,799	246,037	54,238	336,037
Scholarly Uniforms	0	0	0	0
Student Interventions	122,316	204,261	81,945	324,976
Facilities Improvements	0	0	0	0
Transportation for Field Trips	0	900	900	3,600
Total School Site Support	1,093,756	2,172,278	1,078,522	4,000,494
Connecting Communities				
Parent and community meetings	33,405	36,000	2,595	128,540
Seed funding for collaboratives	0	0	0	0
Pre-k and after school	0	8,700	8,700	19,800
Outreach for next academic year	0	0	0	0
Total School Site Support	33,405	44,700	11,295	148,340
Other Expenses				
Teach for America	0	0	0	1,000,000
Fiscal Sponsor	7,008	0	(7,008)	0
Total School Site Support	7,008	0	(7,008)	1,000,000
TOTAL EXPENSES	2,060,705	3,343,239	1,282,535	9,314,301
NET INCOME	943,131	(818,735)	1,761,867	(2,719,265)

Note: financials are unaudited and subject to change