

Frequently Asked Questions from the Field

November 16, 2007



Contents

1. Background	Page 1
2. Roles, Relationships & Responsibilities	Page 5
3. Resources & Support	Page 9
4. Autonomy	
a. Financial	Page 10
b. Staffing & Hiring	Page 11
c. Instruction & Assessment	Page 13
d. Working Environment	Page 14
e. Governance	Page 15
f. Professional Development	Page 16
5. Accountability	Page 17
6. Special Programs	Page 19
7. Choice & Process for Year One	Page 20
8. Attachments	
a. Vision, Mission & Guiding Principles for LAUSD	
b. iDivision Organization Chart	

Background

Why an Innovation Division?

In July 2007, Superintendent Brewer outlined 5 guiding principles aimed at improving student achievement in support of the Los Angeles Board of Education's reform vision and the school district's mission statement. Principle #3 established innovation as a core element of LAUSD's transformation plan by calling on district officials to:

Improve the use of internally and externally derived innovations in order to drive a substantial and sustainable organizational change.

In order to realize this goal, the Superintendent has created the Innovation Division (iDivision) of the Los Angeles Unified School District as a separate office, reporting directly to the Superintendent of Schools. The iDivision will be accountable for contracts between LAUSD and Network Partners, who will oversee families of schools within the iDivision structure.

Innovation is occurring in many of our schools on a daily basis, frequently in spite of systems that are not organized to support the innovation. Meaningful reforms too often fade when charismatic leaders move or system rules change. We don't currently have a pathway to identify and replicate our most transformational schools. iDivision is structured specifically to



provide an alternative support system, identify and support strong transformational models, and make the information, tools and resources available to all LAUSD schools.

iDivision will focus on several key elements to support innovative models within LAUSD:

- ✦ An accountability framework developed to monitor, evaluate and improve student achievement, measure efficient organizational delivery of support services to school operations, and document promising practices for use across all LAUSD schools
- ✦ Long term commitments of external education management organizations (Network Partners) who bring additional resources, capacity and expertise to their contractual relationships with LAUSD and iDivision schools
- ✦ Strong engagement and participation of educators, parents, students and community members in critical decisions impacting their schools (autonomy plus accountability)
- ✦ Collaboration and engagement of unions in innovation; all iDivision schools remain LAUSD schools with full protection of salaries, benefits and rights
- ✦ Significant indicators of support from educators and parents to enter into the iDivision with a Network Partner for a minimum 5 year commitment; participation in iDivision will be via local choice
- ✦ Targeted and ongoing capacity building for development of transformational educational leaders and for collaborative, inclusive school governance
- ✦ Articulation between families of schools (pre-K through post-graduation) that recognizes the importance of the entire community of learners in supporting student transitions and progress
- ✦ Diversity as a strength in building high expectations for both students and educators
- ✦ Development of low performing schools to facilitate school wide improvement, and on high performing schools to accelerate excellence for all subgroups of students
- ✦ Participation in a network of iDivision schools, traditional LAUSD schools, charter schools and similar national innovative models to document and replicate Transformational Tools for the benefit of the entire LAUSD system
- ✦ Integration of Charter Division with iDivision management functions to overtly bring promising practices of high performing charters into the LAUSD system, as well as utilizing the strength of the charter movement to drive policy reform at the state level for the benefit of all LAUSD students

Who is in the iDivision?

For 2007-2008, the proposed iDivision team will consist of 7 senior level staff members and 4 support personnel (see attached organization chart and bios). iDivision team members



were chosen because of proven success in change management, urban school operations, educational theory, and instructional achievement. The intent of the iDivision is to model a thin support structure, and provide a career pathway for those individuals focused on sustainable instructional reform.

What are characteristics of iDivision schools?

iDivision schools aspire to developing some common characteristics:

- ✦ Long term commitment of external community, business, or organizational partnership as Network Partner/operator
- ✦ Strong parent & community engagement program
- ✦ Clear metrics for high quality instruction
- ✦ Leadership experienced in transformational & collaborative work
- ✦ Site autonomy for governance, budget, curriculum, working environment, professional development
- ✦ Participation in a network of LAUSD, charter, and iDivision schools to develop transformational and system tools for the benefit of all LAUSD schools

Where can we see this work already in progress & what are the results of those programs?

While the iDivision is a new initiative to Los Angeles, the plan is based on extensive research and experience by experts in the field of education. Other cities with similar socioeconomic and demographic challenges around the country have adopted similar strategies with substantial success.

For example, Chicago has adopted the Renaissance 2010 Schools Program, with a goal of creating 100 new schools with autonomy and a 5 year contract with the Chicago Public Schools System (see www.ren2010.cps.k12.il.us).

New York has also developed Empowerment Schools, where school sites have greater autonomy in exchange for agreeing to take on greater responsibility for producing results. Empowerment schools have different autonomy, goal setting processes, and support structures, but remain public schools that still provide services to all students. In addition, NYC Public Schools have developed a Marketplace where potential external partners and school operators are made available for school choice (see www.schools.nyc.gov/offices/empowerment/default.htm).

Boston has also adopted a similar program with its Boston Pilot Schools program, which serves 10% of the total Boston student population in a program that has operated for more than 12 years. 2007 evaluations of the pilot schools indicate that they consistently outperform their peers (see www.ccebos.org/pilotschools/bostonpilotschools.html).



Is this just more bureaucracy?

The iDivision was specifically designed to promote streamlined services to schools at a minimal level of staffing. In addition, the iDivision, in collaboration with its Network Partners and an engaged community, will advocate for reducing the compliance requirements attached to funding programs from the state that drive increased bureaucracy and hamper direct access to funds for students and the classroom.

How is this different from Site Based Management (SBM) & Los Angeles Educational Alliance for Restructuring Now (Learn)?

Both SBM and LEARN were efforts to bring greater autonomy to the local school site as well as greater control over budgets. These efforts met with some success. However, they ultimately lost momentum due to several challenges, including changes in LAUSD personnel, changes in state policies, and significant challenges in implementing local school budgeting. Many SBM schools never got past the conversations and challenges of determining governance structures. Full autonomy was never granted, and many elements of autonomy are dependent on year-to-year waivers (making long term strategic plans difficult to implement.) Most importantly, the system did not change in any way to support these reform efforts; both SBM and LEARN struggled under an outmoded structure designed to support the traditional processes for operating schools.

Nevertheless, many schools in Los Angeles still proudly fly the LEARN and SBM banners. Many of those schools steadfastly guard certain privileges regarding staffing, participatory management and a sense of autonomy. The intention of iDivision schools is to build on the successes and minimize the challenges of both LEARN and SBM. Research is clear that teacher and parent involvement in local decision-making, conducted in a transparent and informed manner, leads to energy, commitment and ultimately improved student achievement.

How do we know this innovation won't be stopped next year?

The contractual commitment between LAUSD and the Network Partners are an initial 5 year contract, based on successful achievement of accountabilities spelled out in each contract. These contracts will require the successful achievement of student outcomes developed at each school site.

Are these charter schools?

iDivision schools are not charter schools, but have many of autonomy elements of dependent or affiliated charters within LAUSD, such as freedom from LAUSD policies and greater responsibility to manage their own budgets, design their own school plans and hire their own staff. School staff who work in iDivision schools will remain LAUSD employees and will still be represented by their collective bargaining agreements.



Roles, Relationships & Responsibilities

What is a Network Partner?

A Network Partner's purpose is to serve and support schools and school communities. The Network Partner will work collaboratively with schools to seek out and make available the tools and resources schools need to best serve students. In this role, Network Partners will work with schools to develop and implement their visions for success; better connect schools with community resources; provide additional supports to schools; and help schools raise additional funds.

Each Network Partner will operate as a legal entity, with a full Article of Incorporation, Board of Directors and by-laws. Each partnership will be required to provide an annual financial report, and comply with all ethics requirements established by the LAUSD ethics office. This information will be made available to the public.

Contracts between LAUSD and each Network Partner are under development, and will not be complete and approved by the Board of Education prior to the vote by each school to join the iDivision. The schools will be included in the final review and presentation of the contracts to ensure that the agreement is consistent with representations.

Each Network Partner will be expected to have an Executive Director function, as well as a representative shared governance model that provides for active participation and input from their respective families of schools.

Network Partners commit to providing highly qualified personnel with experience in management and education, and to embrace the underlying values of autonomy and accountability in support of increased student achievement.

What is the relationship between schools, Network Partners, iDivision, the local district, & LAUSD?

iDivision schools will no longer report through the local district organizational structure; they will report to their Network Partner. Network Partners report to iDivision under an LAUSD contract approved by the LAUSD Board.

Will the Network Partners be able to tell schools what to do?

Schools will have active control of decisions regarding instruction, finance, staffing and hiring, professional development, and working environment through their School Site Governance structure. Network Partners and iDivision are committed to working relationships that empower school site decision making based on data and transparency.



Network Partners, along with the iDivision, will be responsible for ensuring that any legal or regulatory requirements are complied with in a timely and efficient manner. Network Partners are also responsible for providing support and removing barriers for the implementation of school plans, determined by the school community, that are focused on improving student achievement.

How will Network Partners help schools prepare for the change to school-based management?

Each Network Partner will provide the resources, services and supports necessary to help schools with the transition to school-based management. These supports will be provided immediately after schools decide to join the iDivision, and will focus on components of work that must begin prior to the start of the new academic year. These areas include collecting data; in-depth data analysis and information about the internal and external assets of each school; developing a shared-decision making process for collaboration; creating a formal communication process for information sharing among various stakeholder groups; developing a school governance model; and creating a shared vision and collective responsibility for student learning.

As schools develop their school management structures at their sites, they will have a collaborative process in place to make important decisions in other areas such as curriculum, programmatic funding, operations and student learning supports, among others. Each Network Partner will provide direct support or contract with other third party experts to support schools throughout this process of change.

Who pays for the Network Partner expenses; will this money come from the schools?

No funds will be diverted from the school site to pay for Network Partner expenses. Each Network Partner will be funded through their own fundraising mechanisms.

How are Network Partners identified?

For 2007-2008, a limited number of potential Network Partners were identified based on their existing commitment to education in Los Angeles, an existing relationship with a family of schools, and a willingness to engage in an expanded operating relationship under a five year contract with LAUSD spelling out specific accountabilities and outcomes.

For 2008 forward, potential Network Partners will provide capacity information in a process that will be modeled on the current LAUSD Charter Application (without specific school identification.) Interested schools will be able to select a Network Partner from this selected



group, within a limited number of new families of schools that will be engaged each year for the iDivision.

Are these schools still LAUSD schools?

All iDivision schools remain LAUSD schools.

Will our students still get to go to our school? What about permit students?

iDivision schools will continue to enroll students who are part of their attendance boundaries; no changes will be made to student enrollment policies, including students who are attending on permits (in compliance with the district's permit program.)

What is a family of schools?

A family of schools is defined as a high school and its feeder middle, and elementary schools. A family of schools may also include pre-K, early education centers, continuation schools and adult schools. Relationships with community colleges and universities are also encouraged. Schools become a family by choice. It is possible that a family may not initially include all of the schools in a particular feeder pattern.

Creating a network of schools sharing a geographical area and historical feeder pattern is important to providing consistency and coherence to children's educational experiences. For example, teachers between grade levels and between school levels can work together to ensure that children's educational needs are met as they move from one grade or level to the next. Working within a family can more effectively connect community and citywide resources to multiple schools in a geographical region.

What if some of the schools in a family of schools don't choose to go into iDivision?

Schools currently named on the list of the Superintendent's "high priority schools" would become part of LAUSD's high priority schools program. The Superintendent is expected to describe this plan to the LAUSD Board of Education in early December. Those schools not on the high priority schools list will still report to the local district and operate in the structure that they do today.

How do parents get involved in iDivision schools?

Parents will be actively involved in all iDivision schools. For example, parents will be critical in deciding how iDivision schools operate. The Network Partner, along with the iDivision, will look to community and parent leaders to help determine the appropriate parent representatives on the Governing School Council and other formal governing bodies.

Parents will also be provided opportunities to get involved that extend beyond formal governing authority. These include providing an active voice about classroom activities,



participating in the hiring process, volunteering at community events and other ways. Each school community will ultimately determine the precise activities in which parents will be active.

Teachers, administrators and support personnel in the iDivision will be encouraged and supported in actively reaching out to each child's home environment, providing easy access to communication around each child's needs and accomplishments. Parents and iDivision schools will work together to develop new kinds of mutually respectful relationships in the interest of students' growth and advancement.

How does the community get involved in iDivision schools?

Each Network Partner will be encouraged to develop relationships and partnerships with other community-based organizations, faith-based organizations, city and county agencies, higher education institutions, businesses and others to provide services to iDivision schools and to members of the communities in which iDivision schools are located. These partnerships will be the foundation of the community collaboratives that each Network Partner will establish around each family of schools. The community collaboratives will link services in the community to schools in order to help address all of the needs in the life of a young person and his or her family. For example, the community collaboratives could potentially lead to expanded services to youth in areas such as school policing, enrichment opportunities, transportation and summer bridge programs, among others, depending on what school communities determine.

Who do we call when we have questions once our school is in iDivision?

The Network Partner will be the day to day contact for any issues at any school. The iDivision is accountable for the Network Partner's operation of the schools working with them.

Who is liable for these schools?

iDivision schools are LAUSD schools, and will continue to function with all obligations and liabilities as an LAUSD school.

Will schools be able to change their union contracts?

No changes to union contracts will be mandated. However, if a school site determines that a modified contract would help achieve its vision and goals, then that may be possible.

There is some precedent for these types of changes to labor contracts in LAUSD. For example, UTLA has modified its collective bargaining agreements for teachers in the Belmont Zone of Choice. The Belmont Zone of Choice is a network of autonomous college-prep schools with wide autonomy in areas such as curriculum, staffing, budget,



governance, professional development and school calendars so they can best explore ground-breaking models to improve teaching and learning.

The iDivision is committed to working closely with all LAUSD bargaining units to ensure representative voice and participation in this innovative reform work.

Is UTLA supportive of the iDivision?

UTLA has passed a resolution stating the following:

“Resolved, that, if teachers and parents at a given school desire it, UTLA supports their decision to enter into the Innovation Division as a means of empowering teachers, parents, and other components of the school community, and to serve as an authentic reform alternative inside the District to the growing strength of independent charter school operator...”

UTLA supports, for the first year, the requirement that entrance into the iDivision be based on a 50% plus one minimum vote of certificated bargaining unit members assigned to the school.

Resources & Support

What additional resources will I get in my classroom?

Each Network Partner and the iDivision will be working to provide additional supports to the classroom, such as readily available and useful data for decision-making, collaborative time out of the classroom for teams of teachers on a regular basis, or professional services consultants with specific expertise identified as a school need. Our fundraising efforts will be focused on getting as many additional resources into the classroom as possible. Each school site will determine the priority of needs for resources that are requested from the Network Partner and iDivision.

Could we get additional staffing, like psychologists & counselors?

Norm tables, which determine the number of teachers, support personnel, and administrators at each school, will not apply in iDivision schools. However, inclusive of any state or legal requirements and funding availability, each school will need to establish clear roles and responsibilities for all staff members, and decide on the number of personnel that most appropriately meet the priorities established in the school plan in determining the specific personnel at each site.

What happens to our facilities maintenance?

The iDivision and the Network Partner will work aggressively with the LAUSD facilities team to



ensure that our facilities reflect a respectful and safe working environment.

Will we still get new schools built with bond funds?

Yes, the bond program is committed to a strategic plan for neighborhood schools.

We like our coaches; can we still use them from the local district?

Yes. Any services that are meeting the needs of school sites can and should be continued.

What if my school decides to eliminate services that are important to me in doing my job?

In developing the budget and spending priorities, iDivision schools need to balance the full needs of the school community. In the budgeting process, teachers, parents, administrators, and others will have a very active voice and input into the final decision.

Financial Autonomy

How much money will we get? Will it be more than now?

iDivision schools will be funded by LAUSD through a per pupil allocation for each student based on attendance. Building on the work done for the Belmont Pilot Schools, LAUSD and the Network Partners will begin working to determine the actual budget amount for each school once they are identified.

In addition, the iDivision and its Network Partners have mutually committed to extensive fundraising to support the needs of our schools beyond the per student funding available. We have also agreed that the results and commitments of our iDivision schools will be leveraged in Sacramento to begin to address the serious underfunding of our public schools by the State of California.

Does the Network Partner get funded from our school funds?

No. Each Network Partner is independently funded.

What will our budget look like?

For the first time, each iDivision school will have a transparent view of the funds provided to schools, and the expenses of the services provided to schools and students. iDivision will be working with each Network Partner to ensure that timely and accurate budget and expenditure reports are available to the entire school community.

Do we have to write grants?

The Network Partners and iDivision will be responsible for the additional fundraising for iDivision schools.



Should individuals or school teams identify potential grants that support their initiatives, we will assist school teams in the grant writing process. Any current grants in place will remain.

How will we decide what gets priority in how we use our funds?

Each school community will determine how their budget will be allocated based on the governance model established for that school site.

Will we still have to comply with state & federal rules on special funds?

Yes. All LAUSD schools, including iDivision, must comply with regulations for specially funded or mandated programs.

What services can we buy from outside of LAUSD?

Schools will have the ability, where permissible by law and collective bargaining agreements, to spend the budget on services that the schools determine they need. Schools will also be able to obtain contracted services from LAUSD or other third party providers, where allowable by law. Each Network Partner and the iDivision can support the school in this process by providing recommendations, but ultimately schools will have the authority to determine who should provide services to each school community in accordance with state and federal laws.

The specific intent of iDivision is to provide incentives to the service providers within LAUSD to provide competitive, customer oriented services to iDivision schools (and ultimately to benefit service to all LAUSD schools.)

Staffing & Hiring Autonomy

What happens to my benefits? Do I still have the protections of our union contract?

All staff electing to work in iDivision schools remain LAUSD employees and remain members of their unions. Employees will retain all rights to salary, pensions, healthcare and other benefits. Seniority will continue to be accrued and applicable in any traditional LAUSD school.

Will salaries be different in iDivision schools?

At a minimum, all salary schedules remain in effect. It would be at each specific school's discretion to provide additional salary compensation (within the limits of each schools budget); for example, if teachers determine that longer work hours are required it may be appropriate to provide additional compensation. Specific additional duties, such as recognition of highly qualified master teachers in a mentoring role, may be identified by the school community for additional stipends.

Who hires the principal?



Each school, Network Partner, and the iDivision will spend significant effort in reaching consensus about the hiring criteria and performance requirements for school leadership. At that point, a school site hiring committee will conduct interviews and make final decisions for principal selection. The process will extend to hiring all iDivision school staff, including but not limited to auxiliary staff, classified staff, teachers, etc. A representative from the Network Partner will be included on the hiring committee. The school community becomes an equal participant with the Network Partner and iDivision in ensuring the success of each member hired into the school community.

What if my school goes into iDivision but it is not what I want to do?

Every employee will remain an LAUSD employee, and will be afforded the right to transfer out to a traditional LAUSD school environment at designated times to align with the yearly staffing and placement of personnel. While iDivision can not create positions where none exist, efforts will be made to facilitate any requested transfers.

Do I have to reapply for my job?

No one currently employed at a school that moves into the iDivision will need to reapply for their job.

Who evaluates me?

iDivision schools will comply with all state requirements for evaluation of certificated personnel, and formal evaluations will need to be provided through the Network Partner to LAUSD in compliance with requirements that protect employee rights. It is anticipated that each school will develop a comprehensive, transparent, equitable and supportive evaluation process that includes multiple perspectives of performance for each member of a school staff.

Additionally, it is anticipated that each school community will develop reciprocal accountability and evaluations for students, Network Providers and iDivision.

Who will be working to attract & retain highly qualified teachers?

Both the iDivision and each Network Partner will participate in a comprehensive recruiting effort to ensure that iDivision schools have a talented pool of teachers to choose from to fill new positions. A fundamental charge for the iDivision is to work with LAUSD's Human Resources Department to streamline and expand initiatives to reach out to highly qualified teachers. Active support for programs designed to mentor and develop entry level teachers will be expanded.

Will my job description change?



Some job descriptions may change, depending on the school plan developed at the school site. For example, a high school that is wall-to-wall Small Learning Community (SLC) structure may choose to have an Assistant Principal dedicated to each SLC and a Chief Executive Officer position in lieu of a traditional Principal description. Classified support personnel may have expanded and more senior roles in supporting classroom functions. The iDivision will assist the Network Partners and each school in evaluating and determining the specific roles and responsibilities that best support the school plan for student achievement.

What if someone stays in an iDivision school, but does not participate in the work with the school & community under the new structure next year?

Each school will create, through its governing body and its evaluation processes, a method to request that personnel who do not fully engage in support of the school plan and mission opt for transfer into a traditional LAUSD environment at specifically designated times of the year. This process must be clearly documented, agreed to by the representative governing body, be fully transparent and equitable, and provide for due process. The iDivision will make all efforts to facilitate such transfers.

Instruction & Assessment Autonomy

Do we have to use LAUSD textbooks?

LAUSD utilizes textbooks from the California State Adoption lists that are aligned to the California State Standards. Legal restrictions exist on the use of state textbook funds and the materials that may be purchased. Alternative texts, with demonstrated alignment to the California State Standards, would also be allowed. If a school demonstrates an alternative means to providing curriculum, such as student portfolio models utilized by the Coalition of Essential Schools, it is possible to request a Williams Waiver based on the specific school plan. (A precedent for this was established with the recent opening of a Belmont Pilot School, Civitas.)

Do we have to take state required tests?

All LAUSD schools are required to take state mandated tests.

Does NCLB still apply to iDivision schools?

Yes. All LAUSD schools will continue to comply with any specific federal or state mandated or specially funded programs.

Will we still be required to use California state standards?

The California State Standards are a requirement for all iDivision and LAUSD schools. The California State Standards can be achieved through a variety of strategies and teaching methods, and the iDivision and each Network Partner will support school sites in the data-



driven decisions they make to most effectively meet the State Standards.

Will we be required to use programs such as Open Court?

Each iDivision school has the freedom to choose the curriculum it believes will best meet the needs of the students. The iDivision and the Network Partners will help support these decisions by providing recommended practices for curriculum (including a core K-12 curriculum provided to all LAUSD schools), and school experts to work in conjunction with schools in adopting curriculum and instructional practices that embrace and build upon the assets of the students, community and faculty to provide an enriched and rigorous learning experience for each child.

It will be up to the school to decide based on a data-driven process for selecting curriculum.

It is the intent of each Network Partner to build upon the achievements of current LAUSD curricula while giving teachers the freedom to design student projects, arts-based curriculum and interdisciplinary learning the builds meaning into skills. Funding available from the collective efforts of Network Partners and the iDivision could potentially extend and enrich student learning to longer days and challenging experiences outside of the traditional classroom.

Can we end social promotion?

The State of California has specific limits on social promotion. The iDivision and its Network Partners will strongly encourage each community to look at alternatives of prevention and intervention strategies for those students that are not yet achieving to grade level.

Are iDivision schools able to select the assessments they use with their students?

iDivision schools will have the ability to design the types of assessment tools they will use with their students in a similar way to selecting curriculum, described above. Network Providers will support schools by providing the recommended interim assessments, resources, coaching and professional development necessary for teachers to select and implement an assessment strategy that complements the curriculum.

Working Environment Autonomy

What about after school programs such as Beyond the Bell?

Unless mandated by law or special funded program restraints, all iDivision schools will have greater flexibility in selecting the services and staffing configurations needed to meet the needs of their students, teachers, support staff, administration, parents and school communities. Network Partners will work with each school to enhance their after school opportunities.



What about current athletics programs?

Each school site will work with their Network Partner to maintain their current athletics programs, and utilize fundraising dollars to expand athletics programs where identified as a core element of the school site plan.

Will we be able to lower class sizes?

As an iDivision school, you will have greater autonomy to make data-driven decisions that you feel will improve student achievement. Class size reduction is one of those decisions that can be determined by the school. Different models, including push-in models that provide more than one teacher in a classroom, will be provided for each school to review in determining which methods of reducing class size are most appropriate for physical space limitations, credentialed staff limitations, financial limitations, and most importantly priority in core subjects.

Will our school be able to move from a multi-track to single-track school?

The iDivision and our Network Partners will work hard to improve the space situation in iDivision schools by looking at creative ways of maximizing the use of the current school facility and working closely with the facilities division for alternative solutions. This may include looking at different configurations for portable classrooms, purchasing additional land, moving students by SLC into off-site satellite locations, or other creative ways of addressing the challenge. These tend to be longer term solutions involving many different entities and factors that are very specific to each school site.

Governance Autonomy

What happens to our current school site council (SSC)?

Current school site councils vary greatly from school to school, with some operating as the minimal compliance requirements of specific funded programs and some operating as a broader school governance model. No current school site councils within LAUSD, with the exception of a limited number of schools such as the Belmont Pilot Schools, have a full range of autonomy and accountability in their decision-making authority. At a minimum, the iDivision and the Network Partner would work with the school site council and entire school community to provide appropriate training and support for a new responsibility of full autonomy.

What does a school site governing council look like?

The Governing School Site Council will be ultimately responsible for key decisions regarding teaching and learning, hiring, budget, fundraising and scheduling. It is anticipated that each school will work with their Network Partner to evaluate different models of school governance and distributed leadership to develop the model that works best for their



specific school community. For example, recommendations might be made to establish committees for areas such as governance/management (e.g. budget, communications, fundraising, staff selection, scheduling); teaching and learning (e.g. professional development, curriculum, assessment); learning supports (e.g. classroom learning, student and family assistance); home and community (e.g. home involvement, community outreach); and technology. State requirements for a balanced governing model will be complied with, and the process for determining membership in each Governing School Site Council will be required to have transparency and equal access for all.

iDivision schools will have additional flexibility to create their own advisory groups in addition to those mandated by law. All iDivision schools will have a Governing School Site Council that at a minimum will have the same make up as an existing School Site Council. All members of the SSC are selected by their peers (principal, classroom teacher, other school personnel) and parents/community members elected by parents of the school. In high schools, students are also included in the parent/community group.

Professional Development Autonomy

Will we be required to attend local district or central district professional development?

Professional development offered by the local district or LAUSD that meet the needs of specific schools will be available to iDivision schools. In addition, there may be compliance or safety issues that are best delivered from a central structure. The iDivision, in collaboration with our Network Partners and Unions, will be providing ongoing training, mentoring, and development for Collaborative School Leadership and Governing Councils.

All timing and content of professional development will be determined at the school site, supported by the Network Partner, to support each schools achievement plan.

Can we reorganize the times that we meet to have professional development?

Yes, through the governing council structure that determines length & time of school days and professional development options.

What about current programs, like Achievement Solutions?

Program such as Achievement Solutions, which have a proven track record in developing capacity in LAUSD and other urban school settings, would be encouraged. No decisions on professional development programs will be made without a thorough understanding of student and teacher needs, based on data, and the decision-making process developed at each school site.

How will iDivision encourage cultural diversity?

The iDivision and each Network Partner are deeply committed to the understanding of



cultural and diversity issues among students, parents and staff. It is up to each school to decide on the types of cultural and diversity training they would like to provide to their teachers and other school staff that will help address sensitivity when working with a diverse student body and their families. Each Network Partner will work together with school sites to understand their unique needs and provide the most appropriate support.

Accountability

Will we still be a program improvement school?

Each school retain its current AYP/API scores and program improvement status upon entry into iDivision.

How will the Network Partners be held accountable? How will iDivision be held accountable?

An underlying value of iDivision schools is autonomy must be accompanied by clear and transparent accountability measures. Accountability without consequences is not accountability.

Every school community must hold its schools and families of schools accountable for student progress and achievement. The accountability system for the families of schools served by the iDivision will be built in layers from each school up to the District level. iDivision will provide external resources to support each Network Partner and iDivision school in development of accountability measures specific to each school community, that keep the focus on students and learning.

Those who are best positioned to identify progress goals and achievement aspirations are those closest to the student – teachers, parents, administrators and school support personnel.

At the local school site level, the Governing Site Councils will hold their administrators, teachers, and other school staff accountable to the goals established for the school. Parents will utilize annual report cards as well as other pertinent information related to school performance to make decisions about how their schools should run. Ultimately, schools must function for their stakeholders and it is up to parents, teachers, students and community members to demand high quality schools in their neighborhoods.

At the Network Partner level, the iDivision and the Network Partner Governing Board will hold the Network Partner accountable for the services and management of the families of schools. Network Partner staff will be held accountable for school performance and results from stakeholder satisfaction surveys from school sites. All services provided to the school will be assessed to understand how the Network Partner is meeting the needs of each school and its larger community.



The iDivision will likewise be held accountable for the progress of the Network Partners and their families of schools, as well as the level of service and support provided to the Network Partners.

At the District level, accountability will rest with the Board of Education. For the families of schools served, each Network Partner will sign a 5 year contract that will outline the measurable targets for each school site as well as the entire families of schools. This includes measures such as student achievement outcomes, school safety results, as well as stakeholder surveys that will share information with the Board of Education about the level of satisfaction school communities feel about the services and support provided by the Network Partner.

Who decides how we will measure our progress?

An accountability framework will be provided to each Network Partner and school site, but the specific progress measures will be developed by each school and monitored for achievement on a periodic and regular basis. In addition to the state and federal measures, goals will be established for each school that will focus on the growth of the school's performance over time for all subgroups, based on where the community envisions the school over time.

The iDivision will be responsible for working with the Network Partner and any individual school that is having difficulty meeting their established progress metrics. Resources, support and interventions will be provided to assist Network Partners and school sites adjust their approach, modify their plan, remove barriers, and achieve their progress indicators.

At year three, an internal/external evaluation team will review the progress of each Network Partner and school site for achievement of the school's strategic plan and make recommendations to assist the school in meeting its objectives.

Can schools leave the iDivision and/or the Network Partner if they are not satisfied before the end of the 5 year contract?

If there is sufficient evidence of lack of progress indicators, or lack of level of service as required by reciprocal accountabilities in the contract, then schools will have the option to opt out of the iDivision.

What happens at the end of the 5 year contract?

Contracts that are meeting achievement and satisfaction objectives will be continued.



Special Programs

What happens to Special Education services?

The iDivision will continue to serve the needs of all of its students, including those requiring Special Education services. The iDivision and each Network Partner will work with the local district and central LAUSD to continue those Special Education services in place, and both enhance and streamline services to each of our students based on their individual needs.

What about gifted & talented students who come from a different home district; we currently do not test these students. Will we get extra funds to test them?

There will be no changes to the enrollment procedures currently in place in LAUSD. However, as decisions in iDivision schools are to be both data-driven and focused on each child's needs, funding decisions at each school site must be inclusive of all children's needs for academic achievement.

What about Magnet programs?

Magnet schools will remain magnet schools, and must maintain those elements that qualify them for magnet status (such as the point system for enrollment.) Magnets will vote as independent schools and will have the opportunity to either remain in the local district or become an iDivision school. All of the elements of iDivision schools that are applicable without infringing on magnet requirements will become available to magnet schools. No magnet will be moved, removed, or impacted by an iDivision decision by the home school if the magnet decides to remain with the local district. Expansion of magnet programs will continue to be contingent upon available funds.

What programs will continue and what programs will end in iDivision schools? Will these schools still include Small Learning Communities (SLC)?

Each school site will determine what programs will end and what programs will continue based on a careful analysis of student needs and achievement aspirations. Network Partners will provide recommendations in these areas, but it is up to each school site to decide on the types of services, resources and supports that are needed at their school. Network Partners serve as a support entity that will provide leading school experts that can offer help in determining which programs to provide.

As a participant in the broader iDivision network, schools will have the opportunity to learn from each other as well as research and observation into successful school programs. One of the core values of the iDivision, supported by extensive research, is that smaller school structures have the potential to enhance personalized learning and student achievement. For those schools that are just beginning SLC work, opportunities will be provided to develop the capacity to move beyond a small structure into meaningful knowledge development around individual students and teachers.



Choice

How does a school become part of the iDivision?

Each school community will indicate whether or not they wish to work with a Network Partner within the iDivision. Groups within a school community include teachers, parents, administrators, classified staff, students and community members.

In order for a school to officially transition from the Local District into the iDivision, we are looking for the following indicators of support through a vote at a minimum of:

- ◆ 50% plus one of all certificated staff
- ◆ 50% plus one of parents who vote

In addition, we are encouraging each of the following stakeholder groups to sign petitions and/or write letters of support in favor of entering the iDivision:

- ◆ Classified staff
- ◆ Community members and neighborhood groups
- ◆ Students

For year one, we are requesting decisions from middle and high schools no later than mid December 2007. Elementary schools may choose to indicate support at the same time, or by early February 2008. iDivision schools will move from the local district structure to the iDivision beginning July/Sept 2008. The 2007-2008 school year is a planning year for iDivision schools to prepare for transition.

How does student voice get included?

We are working with high school student leadership to determine the most optimal process for including students in the decision making process in the short time frame for the first year schools.

We were not invited in the first group of schools; can we participate?

Several secondary schools, and a number of horizontal networks (such as options and alternative schools) have expressed a strong and significant interest in becoming part of the iDivision. We are working with these schools to help them identify potential Network Partners and move toward decisions in the spring of 2008.

If we are not ready to choose iDivision, do we get another chance later?

Any school community that is not ready or feels it needs more information to join iDivision will be provided another chance during the 2008 year two process.

Where can I get more information or ask questions?

Please send questions to dalia.hochman@lausd.net or call 213 893 6831.



Vision

Every LAUSD student
will receive a state-of-the-art education
in a safe, caring environment,
and every graduate
will be college-prepared and career-ready.

Mission

Los Angeles Unified School District
will provide high quality instruction and a coherent and rigorous
curriculum
in every classroom to facilitate student learning and achievement.

Guiding Principles

Guiding Principle #1

Improve our use of research and evaluation to hold us accountable to an improvement cycle

Guiding Principle #2

Improve the knowledge, skills, ability, and ethical and professional performance of employees
on a continual basis

Guiding Principle #3

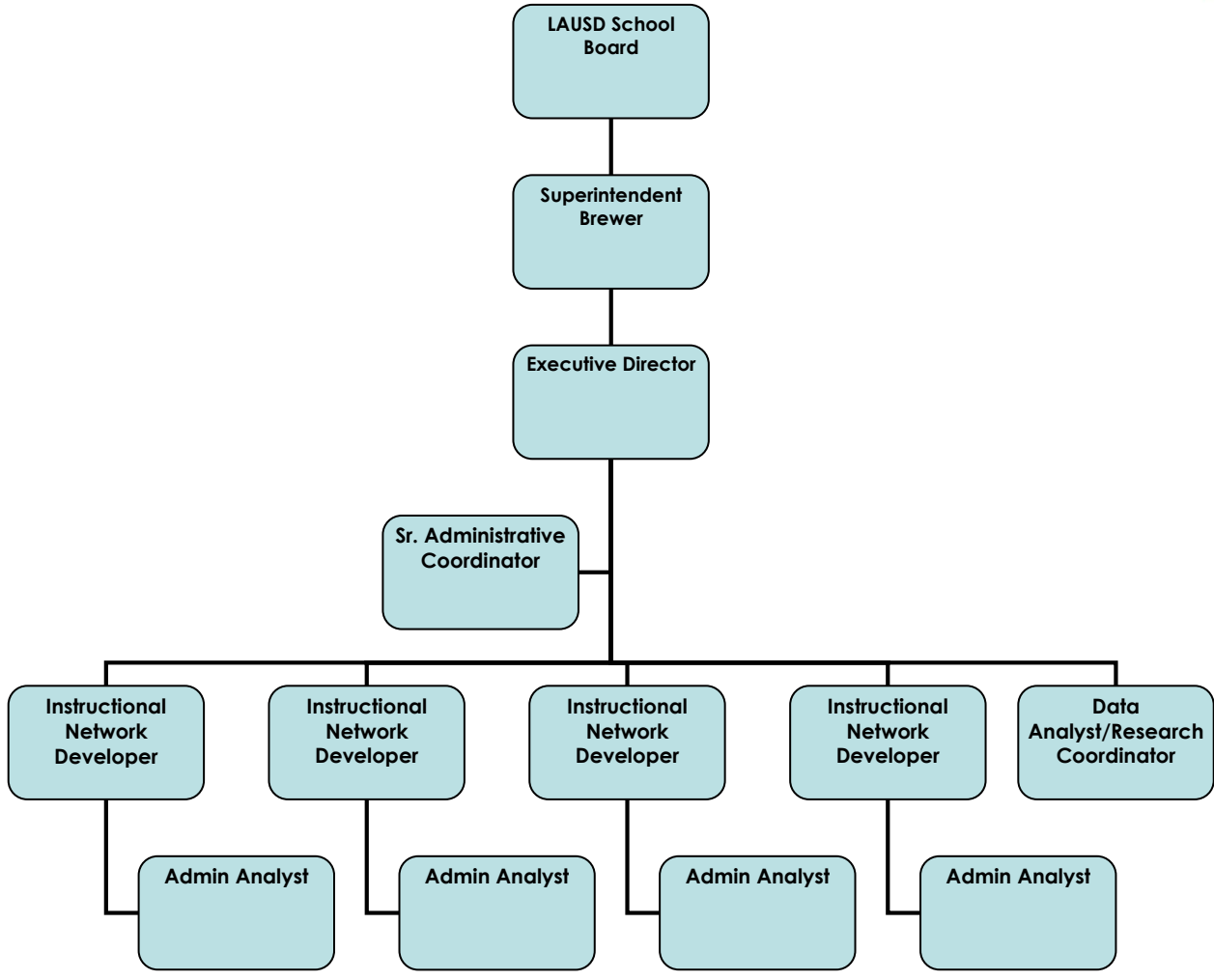
Improve the use of internally and externally derived innovations to drive a substantial and
sustainable organizational change

Guiding Principle #4

Improve our engagement of parents and community in the work of teaching and caring for our
children

Guiding Principle #5

Continually improve the physical and emotional safety of the learning environment
For children and adults to enhance learning and achievement



Resources matrixed from other divisions:
 Legal, Policy & Govt Relations,
 Communications, Parent & Community
 Engagement, Facilities, HR, Finance, Charter