

California Department of Education
District and School Support Division

LEA Cover Page Form 1
(CDE use only)

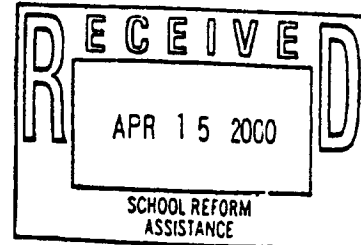
Application #

*original
in file*

**Immediate Intervention/Underperforming Schools Program
(II/USP)
DISTRICT APPLICATION FOR FUNDING
FOR ALL SCHOOLS**

Mail original
and two copies to:

School Reform Assistance Office
District and School Support Division
California Department of Education
721 Capitol Mall, 2nd Floor
Sacramento, California 95814



**Postmarked no later
than April 15, 2000**

~~Part I: Application Information: Complete for LEA submitting application for funding:~~

Name of Local Educational Agency (LEA): Los Angeles Unified School District		Total Grant Amount Requested for all schools: \$3,871,288	
County/District Code: 19 - 64733		Dates of Project Duration: July 1, 2000 to June 30, 2002	
		Date of local governing board approval: April 11, 2000	
District Superintendent: Ramon Cortines		District Contact Person: Judy Ivie Burton	
Address: 450 North Grand Avenue		Address: 450 North Grand Avenue	
City: Los Angeles	Zip: 90012	City: Los Angeles	Zip: 90012
Phone: (213) 625-6251	Fax: (213) 485-0321	Phone: (213) 625-6530	E-mail: juburton@lausd.k12.ca.us

~~Part II: Signature (Signature must be original. Use blue ink.)~~

The superintendent and governing board of the LEA submitting the application sign on behalf of all principals included in the application.

Ramon C. Cortines April 13, 2000
printed or typed name of superintendent date

[Signature] 4-13-00 x
signature of superintendent

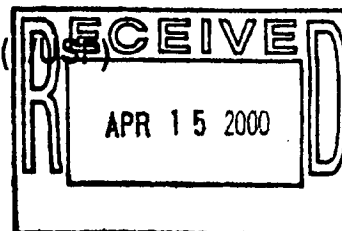
Genethia Hudley Hayes April 13, 2000
printed or typed name of board president date

[Signature]
signature of board president

Application #

Immediate Intervention/
Underperforming Schools Program (USP)

**SCHOOL APPLICATION
For II/USP Funding**



Part I: Application Information: Complete for school submitting application for funding.

Name of applicant school:
Robert Louis Stevenson Middle
School

County/District/School Code:
19647336058317
Los Angeles Unified School
District

Total School Grant Amount Requested:
\$711,035

Dates of Project Duration:
July 1, 2000 to June 30, 2002

Principal: Cecilia Quemada

External
Evaluator: Audrey Cohen College

Address: 725 South Indiana St.

Address: 75 Varick Street

City: Los Angeles Zip: 90023
323 262-4104 323 265-3952
Phone: Fax:

City: N.Y. Zip: 10013
212 343-1234
Phone: ext. 3400 E-mail: JanithJ@aol.com

Part II: Signatures (Signatures must be original. Use blue ink.)

The principal and the external evaluator submitting the application sign on behalf of all staff and parents/community members.

Cecilia Quemada
printed or typed name of principal

3/17/00
date

A handwritten signature in blue ink, appearing to read "Cecilia Quemada".
signature of principal

Audrey Cohen College
Janith Jordan, V.P.

3/17/00
date

A handwritten signature in blue ink, appearing to read "Janith Jordan".
signature of external evaluator

Action Plan Team Members' Signature Page

The following members of the Action Plan Team certify involvement in the development of the school's Action Plan.

Typed or printed name and position	Signature	Date
External Audrey Cohen College Evaluator: Janith Jordan, V.P.	<i>Janith Jordan</i>	2-17-00
Cecilia A. Quemada, Principal	<i>Cecilia Quemada</i>	2/17/00
Margaret Kim, Asst. Principal	<i>Margaret Kim</i>	2/17/00
Yoko Babaoka, Adm. Assistant	<i>Yoko Babaoka</i>	2/17/00
Vilma Quezada, Community	<i>Vilma R. Quezada</i>	2/17/00
Cynthia Gutierrez, Community	<i>Cynthia R. Gutierrez</i>	2/17/00
Celerina Bernal, Community	<i>Celerina Bernal</i>	2/17/00
UTLA Chapter H. Steve Dolan, Chair	<i>H. Steve Dolan</i>	2/17/2000
Bernard Ragwen, Teacher	<i>Bernard Ragwen</i>	2/17/2000
Eric Mejia, Community	<i>Eric D. Mejia</i>	2/17/2000
Cecilia DeLeon, Parent	<i>Cecilia DeLeon</i>	2/17/2000
Dan Richards, Teacher	<i>Dan Richards</i>	2-17-2000
Juan Romero, Community	<i>Juan Romero</i>	2/17/2000
Sr. Office Lorraine Martinez, Assistant	<i>Lorraine Martinez</i>	2/17/2000
Teresa Iniguez, Community	<i>Teresa Iniguez</i>	2/23/00
Rosa Valdez, Parent	<i>Rosa Valdez</i>	2-23-00
Matilde Espinosa, Parent	<i>Matilde Espinosa</i>	2-23-00
Juanita Espinosa, Community	<i>Juanita Espinosa</i>	2-23-00

Form 3a

**Public Schools Accountability Act
Immediate Intervention/Underperforming Schools Program (II/USP)
Action Plan Document Content**

The Action Plan document should contain the following sections pursuant to II/USP Action Plan requirements (E.C. Sections 52054[d][e][f] noted on pages 2-3 of these guidelines. Indicate the Action Plan page number where each information is described or addressed. (Note: Items 1 through 4 are required; item 5 is recommended.)

1. School and District Information	Page #
a. Description of the school and district conditions identified in the school accountability report card	1
b. Identification of barriers to improvements in student achievement	2
c. Identification of strategies to remove school and district barriers	2-3
d. Inclusion of school and district crime statistics	3-4
e. Inclusion of disaggregated data and description of other indicators for short-term growth targets and long-term performance progress of goals	4-6
2. Short-Term Academic Objectives for Two Years	
a. Set annual growth targets at least as high as those adopted by the SBE	6
b. Description of short-term academic objectives for a two-year period for progress toward growth targets as specified in the Academic Performance Index	6-8
3. Future Actions to Reach Objectives	
a. Strategies for improvement of student academic performance	9-21
b. Strategies to involve parents and guardians	22-30
c. Effective allocation of resources	31-37
d. Effective management of the school	38-41
e. Identification and development of solutions that take into account the underlying causes for low performance by students.	42
4. Expenditure Plan	
Inclusion of an expenditure plan not exceeding \$168 per student describing how Local, state, and other available funds are used to match the II/USP funds	43-47
5. Recommendations	
a. Description of student academic performance based on SBE adopted content standards	48
b. Description of the engagement of parents, guardians, and the school community that was involved in the planning and implementation of the Action Plan	48
c. Other suggested areas, e.g. professional development; (Consider using Form 3b, "Recommended format for Future Actions.")	48-49
d. Description of an overall evaluation plan	49-50

1. School and District Information

a. Description of school and district conditions identified in the school accountability report card

Robert Louis Stevenson Middle School (R.L. Stevenson Middle School) is located in the inner city of East Los Angeles, California. There are ninety-eight certificated adults assigned to R.L. Stevenson Middle School. Five of the ninety-eight are administrators, eighty-eight are teachers and five are "others". Of the eighty-eight teachers, 24.7 percent are not fully certified and 13.3 percent of the faculty have emergency credentials, which is about 7 percentage points below the district-wide rate, but comparable to the statewide rate of 12.0 percent. The teaching staff is composed of teachers who have been teaching for either a relatively short period of time or a relatively long period of time. Almost half the teachers have been teaching in the Los Angeles Unified School District (LAUSD) for 11 or more years, while about one-fourth have been teaching in LAUSD for one year or less. About 35 percent of the teachers have been teaching at R. L. Stevenson Middle School for 11 or more years. Another 35 percent of the teachers have been teaching at R.L. Stevenson Middle School for 2 to 5 years. Almost half the staff is White (42.5 percent) and about one-third is Hispanic (31.1 percent). By comparison, 49.4 percent of the LAUSD teachers were White and 23.6 were Hispanic. Teacher attendance at R.L. Stevenson Middle School in 1998-99 was 7,245 days absent, which was slightly lower than the comparable figure for the entire LAUSD of 7,330 days absent.

In 1998-99, there were a total of 2,259 students in R. L. Stevenson Middle School. Almost all the students are Hispanic. In 1998-99, 25.4 percent of the students were identified as AFDC; 96.4 percent were eligible for free or reduced price meals; and 95.5 percent of the 1997-98 student population was eligible for compensatory education. In 1998-99, English Language Learners (ELL) accounted for 53.1 percent of the student population. All of the ELL students were Spanish speakers with approximately 400 students in each grade level. There has been an almost 10 percentage point decrease in the proportion of the ELL students over the past 4 school years. The percent of ELL students who were "redesignated" quadrupled from 5.4 percent in 1997-98 to 20 percent in 1998-99.

A comparison with the two other middle schools in the Garfield Cluster showed that R. L. Stevenson Middle School is very similar, except for the size of its student population. The three middle schools in the Garfield Cluster each have a 98 percent or higher Hispanic population. R. L. Stevenson Middle School has had a student population of between 2,300 and 2,500 students over the past several years. The other two middle schools have had student populations in the 1,700 to 1,800 range over the past three school years. The school is very close to capacity with no available rooms or offices.

b. Identification of barriers to improvement in student achievement

Audrey Cohen College provided separate questionnaires for students, parents, teachers, and administrators of R.L. Stevenson Middle School. The questionnaires dealt with a wide range of issues in the school. The results of the questionnaires along with input from parents, teachers, administrators and community members obtained at public and committee meetings yielded a number of *barriers to improvement in student achievement*. These included systemic school and district barriers:

Systemic School Barriers:

- 1) Insufficient amount of student materials;
- 2) Limited communication system for parents, teachers and administrators related to the academic achievement of students;
- 3) Limited expectations for all students to use technology to increase math and science skills;
- 4) Limited access to library, computer and technology labs for evening and Saturday use by students and parents;
- 5) Limited development of reading skills in the content areas;
- 6) Limited curriculum for basic computer skills;
- 7) Limited pedagogical approaches for meeting state and local standards;
- 8) Limited role for parents as educators for their children.

Systemic District Barriers:

- 1) Limited number of professional development days embodied within the regular school year calendar in which faculty members can be trained in new teaching pedagogy;
- 2) Availability of repeat substitute teachers by grade level and subject areas.

c. Strategies to remove school and district barriers

Three strategies to remove the systemic *school* barriers are suggested. They include the following:

- 1) New student materials known as PurposeAchieverssm will be provided to each student at the beginning of each semester. These materials will be provided as part of the implementation of Purpose-Centered Education at R. L. Stevenson Middle School and will enable students to track their progress and record their research data as they each work to achieve specific grade appropriate Purposes each semester.
- 2) As R.L. Stevenson Middle School begins to implement Purpose-Centered Education it will focus on the philosophy that all students are academically talented and the all students can learn. As part of the effort to have students become Purposeful learners the science technology program will be expanded to include all students and the technology lab will become a whole school resource. In addition a computer learning

unit will be incorporated in the 6th grade reading program increasing the opportunity for all students to enhance their writing skills.

- 3) Professional development will be provided to teachers in order to assist them in strategies in which parents will be involved in the homework process. In addition the school will be made more accessible to parents and students during evenings and Saturdays. This will include access to the technology lab and the library. There will also be an increased focus upon receiving and recording Parent Compact forms. Steps will be taken through administrative and counseling offices of the school to provide parents every opportunity to meet with teachers, counselors and administrators should there be concern about student academic performance. Should it become necessary the appropriate social service agency will be contacted should a parent fail to respond to school authorities in cases where students are in academic peril.

- 4) Administrative staff will work with faculty to "bank" additional time from regular school days in order that the "banked time" be used for professional development.

Two strategies to remove the systemic *district* barriers are suggested. They include the following:

- 1) The administrative staff will encourage the district to provide waivers in order that buy back days be used for professional development prior to the first pupil free day of each calendar year. Administrative staff will also work with union representatives to find additional means of providing further professional development time, possibly using pupil free days and minimum days.
- 2) Administrative staff will request that the district make every attempt to provide the same substitutes to the school in order to maintain continuity and effective teaching strategies by grade level and subject area.

d. School and district crime statistics

Police records indicate the number of "Property Crime" incidents has been on the upswing, along with "Loiter, Trespass." During the 1995-96 to 1996-97 school years the number of crimes reported by the Los Angeles Police Department decreased from 36 to 22, and then increased from 23 in 1997-8 to 46 in 1998-99. In each of the 4 school years, "Property Crimes" accounted for the largest group of crimes.

The percent of students who have been suspended from R.L. Stevenson Middle School has more than doubled, from 20.0 percent in 1995-96 to 43.6 percent in 1997-98. However, in 1998-99, the percent of students suspended dropped to 17.6 percent. At the same time, the average number of days a student was suspended decreased from about 1½ days to just over 1 day. The number of expulsions has decreased from a high of 15 in 1996-96 to 2 in 1998-99.

The student stability rate has increased slightly in each of the past 4 school years, rising from 81.46 percent in 1995-96 to 86.72 in percent 1998-99. During this same period, student performance has shown a steady increase over the past four years, going from 92.43 percent in 1995-96 to 3.94 percent in 1998-99. Other measures of student stability have shown that students are remaining at R.L. Stevenson Middle School. The transiency rate has decreased from 32.38 percent to 23.22 percent and the number of "Opportunity Transfers" has dropped to 39, the lowest number in the past 4 years. The number of dropouts reported decreased from 74 in 1995-96 to 28 in 1997-98.

e. Disaggregated data and other indicators for short-term and long-term progress

Performance in academic subjects (*Tables 1 and 2*) for the spring 1998 term showed that just under 15 percent of the students failed a course in English, Mathematics, Science or Social Studies. Less than 20 percent of the students across all grades scored at or above the 50th percentile (which is usually considered grade level) in reading. District-wide about 25 percent of the students scored at or above the 50th percentile in grades 6, 7, and 8. In mathematics, only about one-fourth of all the students in the school are scoring at or above the 50th percentile. These results are comparable to the performance of 6th, 7th, and 8th graders district-wide.

The ELL students are performing at the minimal level on the reading portion of the Stanford 9. Less than 5 percent of the ELL students are scoring at or above the 50th percentile. These results were comparable to the district-wide results for these grades. One-fourth of the non-ELL students scored at or above the 50th percentile. Between 10 and 15 percent of the ELL students scored at or above the 50th percentile in mathematics. This is somewhat better than the district-wide rate of less than 10 percent for students in grades 6 through 8. Results for the non-ELL students in R. L. Stevenson Middle School were also slightly better compared to the district-wide results. The non-ELL students are performing far better than the ELL students. Even in mathematics, the ELL performed far below the levels of the non-ELL students.

The results for R. L. Stevenson Middle School are not substantially different from those reported for grades 6, 7, and 8, district-wide. In some instances, R. L. Stevenson Middle School is performing above the district-wide rate. Results by gender show about the same performance levels for both boys and girls. Similar results were observed when test scores were disaggregated by student economic status, since only 6.5 percent of the tested students were not economically disadvantaged (as defined by California).

Table 1
Percent of All Tested Students Scoring At or Above the 50th NPR

	Grade 6		Grade 7		Grade 8	
	N Tested	Percent	N Tested	Percent	N Tested	Percent
Total Reading	745	13	720	15	696	18
Total Math	751	23	713	26	686	23
Language	752	24	719	29	693	24
Spelling	758	10	724	16	700	10

Table 2
Percent of All Students Scoring At or Above the 50th NPR, by Language Proficiency

	Grade 6				Grade 7				Grade 8			
	Non-LEP		LEP		Non-LEP		LEP		Non-LEP		LEP	
	N	%	N	%	N	%	N	%	N	%	N	%
Total Reading	344	26	386	2	357	28	351	2	373	31	304	4
Total Math	347	35	390	14	350	40	353	12	360	35	307	0
Language	346	39	391	12	353	46	354	12	366	40	307	7
Spelling	351	20	392	2	354	28	358	4	370	18	310	1

Table 3
Percent of All Students Scoring At or Above the 50th NPR, by Gender

	Grade 6				Grade 7				Grade 8			
	Male		Female		Male		Female		Male		Female	
	N	%	N	%	N	%	N	%	N	%	N	%
Total Reading	369	11	376	15	356	15	364	5	340	15	356	1
Total Math	372	21	379	26	351	26	362	5	333	22	353	4
Language	373	17	379	31	359	25	360	2	336	18	357	9
Spelling	377	7	381	13	362	16	362	5	340	9	360	1

Table 4
Percent of All Students Scoring At or Above the 50th NPR, by Economic Status

	Grade 6				Grade 7				Grade 8			
	E.D.*		Not E.D.*		E.D.*		Not E.D.*		E.D.*		Not E.D.*	
	N	%	N	%	N	%	N	%	N	%	N	%
Total Reading	703	14	42	10	677	15	43	9	630	18	66	0
Total Math	711	24	40	15	674	26	39	15	623	24	63	7
Language	711	24	41	20	677	29	42	17	628	24	65	6
Spelling	715	10	43	9	682	16	42	17	635	9	65	5

*E.D. stands for "Economically Disadvantaged," as determined by the State of California.

Tables 3 and 4, above, present the results from the Stanford 9 for spring 1999 disaggregated by gender and economic status. As the results in Table 3 indicate, although there are some differences in performance between males and females (most notably on the Language subtest), performance between the 2 groups is similar. Small variations of 5 percentage points between groups are common findings and are rarely indicative of a real difference in performance. Further, in those instances

where performance differences are greater than 5 percentage points, it is always the females that are performing better, rather than the males. Therefore, differences in performance by gender were not considered to be a major concern at R. L. Stevenson Middle School.

Table 4 presents the results by economic status. Students were determined to be "Economically Disadvantaged" based on criteria determined by the State of California. As the results show, the vast majority of students at R.L. Stevenson Middle School have been determined to be "Economically Disadvantaged." Only 7.2 percent (166 students out of 2,297 tested) were determined to be not "Economically Disadvantaged".

Further, as the results in *Table 4* show, these students tended to perform less well than students deemed "Economically Disadvantaged". It is probable that the non-economically disadvantaged students were placed in that category because of a small difference on one of the criteria used. Otherwise, these students are not appreciably different from their counterparts who were determined to be "Economically Disadvantaged". Given that R.L. Stevenson Middle School is a neighborhood school and draws its students from the surrounding area, these differences in performance by economic status are of little consequence.

2. Short-Term Academic Objectives for Two Years

a. Set annual growth targets at least as high as those adopted by the SBE

As reported in the 1999 *School Report*, the R. L. Stevenson Middle School Academic Performance Index (API) ranking, designed to measure academic performance and establish a base from which school progress can be gauged, is 455. The target for the spring 2000 test is 472, which reflects a gain of 17 API points. The target for the spring 2001 test is 490 and for the spring of 2002 test is 509. This reflects a gain of 18 API points in 2001 and a gain of 19 API points in 2002. This means that a larger proportion of R.L. Stevenson Middle School students must score in the higher percentile ranges of the score distribution.

Further, performance for students in the "Hispanic or Latino" and "Socioeconomically Disadvantaged" subgroups must also show increases. Both subgroups must gain at least 14 points in spring 2000 and an estimated 15 points in spring 2001 and 16 points in 2002.

b. Description of short-term objectives for two year period for progress toward growth targets as specified in the Academic Performance Index

Purpose-Centered Education will assist R.L. Stevenson Middle School students in reaching the API growth targets established for the 2000-2001 and 2001-2002 school years. Correlations to the state and local standards will be provided to the teachers as part of the orientation to Purpose-Centered Education. In addition, the R.L. Stevenson Middle School will be provided with Purpose Quality Indicatorssm (PQIs) which will be used as an annual review process documenting implementation. It also assesses the academic growth targets established for the school.

The data that will be used to set growth will be based on the results from the standardized tests taken by R.L. Stevenson Middle School students, the results provided on the Audrey Cohen College *Purpose Quality Indicators*sm and the PurposeAchievers used by each student in the 2000-2001 and 2001-2002 school years. Results of these three instruments will be used at meetings of the Schoolwide Program Evaluation Committee (SPEC), teachers, parents, administrators and Audrey Cohen College.

The PQI is designed as an on-going performance evaluation. Within its structure, schools focus on several issues relating to student performance.

The first issue is performance on standardized test scores. Schools will be able to enter the results from their standardized testing program into the computer database provided by the Schools Project. Once these data are entered, the database program will assist schools in interpreting the results of the standardized tests as they pertain to the implementation of Purpose-Centered Education. In addition, the Schools Project will work with R.L. Stevenson Middle School staff to configure the database to perform preliminary and on-going calculations of the API. This will permit the Stevenson Middle School to monitor student performance throughout the school year.

Second, the PQI requires continuous review of the Purpose Achiever. This document is an on-going record of student progress in their Constructive Action and the work they are doing throughout the school year. By continuously reviewing the Purpose Achiever, staff will be able to rigorously monitor each student's educational activities. Using this information, teachers will be able to monitor those activities and address areas of weakness and augment areas in which students are performing well.

Courses at R. L. Stevenson Middle School are offered in a wide variety of subject areas, but only a relatively few students participate in the more advanced classes. For example, in Mathematics, there are only 7 classes in college prep mathematics. Only 172 students take these courses, while 1,237 students took pre-algebra and another 753 students took "general math." Similarly, only 65 students were enrolled in one of the 2 classes in computer literacy.

The action plan addresses these issues in two ways. First, through the implementation of Purpose-Centered Education which will serve as the primary vehicle for increasing student performance. It promotes the development of scholarship and leadership skills. It allows students to develop basic and higher academic skills through increased focus on meeting local and state standards in the core subjects. In addition, the science technology program will be expanded to include a greater number of students and allow for the technology lab to be used as a whole school resource. Student knowledge of technology will be expanded in order for students to become teachers for their parents and allow them to pass on their knowledge in the use of computer literacy skills.

Furthermore, classroom libraries will be expanded providing more structure, content specific literature and community oriented materials. Literacy will be expanded through classroom libraries and through the research component of Purpose-Centered Education. 8th grade students will serve as reading mentors for students in grade 6. It is expected that mentoring opportunities coupled with the research component of working to achieve a Purpose will increase literacy in all grade levels.

3. Future Actions to Reach Objectives

a. Strategies for improvement of student academic performance

Audrey Cohen College provided separate questionnaires for students, parents, teachers, and administrators of R.L. Stevenson Middle School. The results of the questionnaires along with input from parents, teachers, administrators and community members obtained at public and committee meetings yielded a number of related *strategies for improvement of student academic performance*. These strategies include the following:

- 1) Expansion of the school vision statement;
- 2) Clearer accountability system for all stakeholders including students, parents, teachers, administrators and community members;
- 3) Expanded emphasis on technology;
- 4) Expanded access to library, computer and technology labs.

In addition to implementing Purpose-Centered Education R.L. Stevenson Middle School will implement a number of strategies that will also be used to improve student academic performance. Furthermore, as part of the initial preparation for Purpose-Centered Education the teachers will be given the opportunity to further expand their teaching pedagogues by developing reading skills in the context of the subject areas. This includes professional development provided for development in student-led parent-teacher conferences, *Breaking the Code* reading program and expansion of homework line. All stakeholders will work to improve in the areas of management strategies, standards, curriculum and teaching approaches, and communication with the community.

Solutions in the area of strategies to improve student academic performance of the school are contained in five areas. The following "Supporting Action Steps" are addressed: rewriting the vision statement; developing an accountability system based on the fundamental belief that all students can achieve high academic standards, which holds students, parents, teachers, administrators and community responsible for the success of the students; expanding the emphasis on mathematics and science curriculums to include technology so that all students in grades 6, 7 and 8 can take advantage of this learning activity; expanding Saturday, after school and evening hours to extend the availability of the library, computer lab and technology lab for use by students and parents so that they can develop research and other computer skills; and expanding the development of reading skills in the content area.

Topic: Strategies for improvement of student academic performance					
Measurable objective(s): Produce a revised vision statement to include a distinct focus for the school within four months, beginning in March 2000.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
1. Rewrite vision. Vision statement will be reviewed in the context of the school having selected Purpose-Centered Education as their reform model to improve student achievement.	Schoolwide Program Evaluation Committee (SPEC)	None	Review by parent representatives, teachers and student leadership.	4 months March – June 2000	\$1,750 (1)

Topic: Strategies for improvement of student academic performance Measurable objective(s): Develop an accountability system, based on the fundamental belief that all students can achieve high academic standards, which holds students, parents, teachers, administrators and community responsible for the success of the students, beginning in March 2000 and completed by June 2001.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
1. Assess stakeholders' profile and compile stakeholders' attributes checklist, include for each group items pertinent to success. - Community Politics Economics Clubs Organizations Resources Involvement in Education and Extra Curricular activities - Parents Education level Language proficiency Financial resources Time resources Understanding of education process Participation in child's education Process - Students Grades Stanford 9 scores Attendance Participation in extra curricular Activities Membership in clubs/organizations - School Administration specialties Facilities' capacity Availability - Teachers Credentials Out of classroom duties Students' grades Students' Stanford 9 performance	Administration, Student leadership, SPEC, District, Parent Reps, UTLA, representatives, Counselors	N/A	Completion of stakeholders' checklist	March 2000 – August 2000 January 2000 - August 2000	\$141,464 (I) \$ 42,136 (15) \$ 42,136 (II/USP) \$ 21,068 (15) \$ 1,600 (17) \$ 2,448(II/USP)

Topic: Strategies for improvement of student academic performance					
Measurable objective(s): Develop an accountability system, based on the fundamental belief that all students can achieve high academic standards, which holds students, parents, teachers, administrators and community responsible for the success of the students, beginning in March 2000 and completed by June 2001.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
<p>2. Based on reports, develop stakeholders' action plan.</p> <p>3. Develop checklist of ACTIONS for each group of stakeholders.</p> <p>4. Develop "Report Card".</p> <p>5. Checklist to be distributed, filled out, collected and tallied each month.</p> <p>6. Results tabulated and distributed to Stakeholders' representative for review and revision of stakeholders' actions with their stakeholder.</p> <p>7. Stakeholders' Report Card" compiled and disseminated at the 5, 10, 15 and 20 week mark reporting periods.</p>	Administration, Student leadership, SPEC, District, Parent Reps, UTLA, Representatives, Counselors	N/A	Completion of stakeholders' checklist	June 2000 – September 2000	

Topic: Strategies for improvement of student academic performance Measurable objective(s): Develop an accountability system, based on the fundamental belief that all students can achieve high academic standards, which holds students, parents, teachers, administrators and community responsible for the success of the students, beginning in March 2000 and completed by June 2001.				
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline
8. Continue use of existing: Daily Progress Reports; Behavior modification contracts; Calls to parents; parent conferences; attendance reports; promotion eligibility tracking.	Dean Counselors Teachers Administration Parent representatives	None	Completion of action	September 2000 – June 2001
9. Use "PhoneMaster" to make the above information Available to parents. Teachers' homework Assignments to be included on "PhoneMaster".	Teachers Clerical Administration Counselors PSA Counselor	"PhoneMaster" Training Yes	Information inputted on "PhoneMaster" Improved attendance	Ongoing September 2000 – June 2001
10. Attendance Counselor to work with "PhoneMaster" and make home visits.	Counselors	N/A	Each signed Parent Compact is placed in individual student file.	September 2000 – December 2000
11. Using the Parent Compact document, already in existence, develop strategies for holding student-parent accountable. Evening Parent-Student P.T.S. meeting to go over test report.				

Topic: Strategies for improvement of student academic performance					
Measurable objective(s): Develop an accountability system, based on the fundamental belief that all students can achieve high academic standards, which holds students, parents, teachers, administrators and community responsible for the success of the students, beginning in March 2000 and completed by June 2001.					
Supporting Action Steps	Person(s) Responsible/Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
12. Parental evaluation of each event to obtain feedback to determine what is relevant and to expand on it.	Administrator in charge of event	N/A	Parent Teacher Student Association, Shared Decision Making Council, School Site Council, Science Fairs, Math and Science family night, Health & Safety fairs, community clean-ups, Cinco de Mayo festival, family library nights, grade level assemblies, Parent Volunteer Program.	September 2000- June 2001	
13. Provide more planning and publicity of events: marquee, flyers taken home by students, "PhoneMaster", student body/leadership class needs to be involved. Public display of academic extra-curricula accomplishments such as: utilize the local newspapers and web sites. Use video capability and local cable station.	Principal, Department Chairs, Core Team Leaders	Brainstorming and direction as to what, when and where and who	Completion and display of accomplishments	September 2000 – June 2001	
14. District administrator to visit campus and "shadow" principal twice a month.	District administrator	N/A	Number of visits made	Twice/monthly Ongoing September 2000 – June 2001	

Topic: Strategies for improvement of student academic performance Measurable objective(s): Develop an accountability system, based on the fundamental belief that all students can achieve high academic standards, which holds students, parents, teachers, administrators and community responsible for the success of the students, beginning in March 2000 and completed by June 2001.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
15. Development of student evaluation of teacher form and teacher evaluation of parent participation form.	Student Leadership Council, Department Chairs, Parent representatives	N/A	Observe administrators, teacher, parents, and student performance data	Twice per semester September 2000 – June 2001	\$ 3,150 (17)
16. Public recognition rewards for Administrative staff, teachers, Parents and students.	Administration, UTLA Representative		SPEC, UTLA, student leadership, parent community review and development	3 month development, then ongoing	\$28,000 (II/USP)
17. Fund Staff Resource Teacher position. A committee will develop duties.	SPEC Principal and UTLA Rep	Professional development for Staff Resource teacher Provided by Audrey Cohen College mainly, and other district initiatives	Peer review Administrative review	September 2000 – June 2001	\$129,428 (1)

<p>Topic: Strategies for improvement of student academic performance Measurable objective(s): Expand emphasis on mathematics and science curriculums to include technology so that all students in grades 6, 7 and 8 can take advantage of this learning activity, beginning in Summer 2000 with staff development and teacher training, and continuing with implementation for the 2000-2001 school year.</p>					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
1. Expand current science technology program to include greater number of students.	Technology committee	Teacher training	Classroom implementation	Summer 2000	\$ 12,000 (1)
2. Use technology lab as a whole school resource.	Staff development committee		Increased student computer usage		\$ 12,000 (15)
3. Provide release time for science/math and literacy grant teams to identify related software.					\$ 12,000 (17)
4. Full time technology coordinator.					\$129,428 (II/USP)
5. Maintenance/repairs of computer equipment.					\$ 40,000 (II/USP)

Topic: Strategies for improvement of student academic performance					
Measurable objective(s): Expand Saturday, after-school and evening hours to extend the availability of the library, computer Lab and technology lab for use by students and parents so that they can develop research and other computer skills, beginning in February 2000 and completing planning by June 2000, with implementation beginning in September 2000 and continuing through June 2002.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
1. Create committee to determine Feasibility of Saturday and evening activities that will support high academic performance, also addressing the compensation of all personnel.	Principal/ UTLA Chapter Chair		Final implementation plan created	Committee to form February 2000.	\$ 2,448 (17)
a) Develop opportunities for all 7 th and 8 th grade students to teach their parents/guardians computer literacy skills.			Student/Parent/ Teacher participation	Completion of implementation plan June 2000.	\$ 6,000 (1)
b) Monthly Family reading night				September 2000 – June 2002	\$ 2,000 (15)
c) Once per semester math and science family nights.					\$50,000 (II/USP)

Topic: Strategies for improvement of student academic performance Measurable objective(s): Expand development of reading skills in the content area, beginning with Handbook revision in March 2000 and completing in September 2000 with book distribution.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
1. Enhance the classroom libraries by providing it with more structured content specific literature and Community orientated. To enhance the literacy program include: book fairs, books on tapes, class sets of high interest books, parent support with reading logs, incentives for reading the most number of books.	APSCC, PRP Committee, Department Chair	Teachers are orientated to the facilitation of the new materials.	Student questionnaire, test scores in Reading	Revision, PRP Handbook by March/ 2000. Research and compilation of books April 2000. Placement of order May 2000 so books will be in place June 2000.	\$20,000 (1) \$10,000 (15) \$26,100 (17) \$10,000 (17)
2. Parent Center to call home of non-readers.				Books need to be prepared for distribution September 2000	
3. Select 8 th grade student to mentor the 6 th graders in reading. Mentoring opportunity for advanced readers in 8 th Grade (80% or higher on the Stanford 9).					

Topic: Strategies for improving student academic performance Measurable objective(s): Enhance the curriculum so that all 6 th grade students understand basic computer skills including knowledge of word processing, multimedia, Internet use, and spreadsheet programs through staff development training during Summer 2000.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
1. Incorporate a computer unit in the current 6 th grade Reading Program to enhance the student writing skills. Application in 7 th and 8 th grade. Supply computer and related Software to all 6 th reading teachers.	Technology Committee	All 6 th grade Reading teachers will be provided with technology training. Plan a special training for all 6 th grade reading teachers. In service on how to develop uniform lessons and tasks, outcomes for computer unit. In-service for student mentors.	Norm referenced Student test scores Faculty, student, parent surveys Grades	Training by end of summer 2000 for all 6 th grade teachers	\$10,000 (1) \$ 5,000 (15) \$ 5,000 (17)

Topic: Strategies for improving student academic performance Measurable objective(s): Teachers assist students in meeting state and local standards by expanding their pedagogical approaches, beginning in September 2000 and continuing through June 2002.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
1. Through Purpose-Centered Education teachers will include application of knowledge to benefit the community and the larger world as part of their grade level curriculum map.	Administrators Teacher	Teacher in-services Continue discussion with departments and core teams In-service for student mentors	Student grades Student/faculty surveys Provide students project displays in the community agencies. Grades and test scores of student mentors and mentees	September 2000 – June 2002	N/A
2. All students are provided with two PurposeAchievers per year.	Teacher	Purpose-Centered Education	Completion of PurposeAchievers by each student	One per student per semester.	

Topic: Strategies for improving student academic performance Measurable objective(s): Teach parents how to expand their role as educators for their children in support of teacher activities, through monthly meetings beginning in September 2000 and continuing through June 2002.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
1. Instructional presentation at the parent advisory council meetings, parent education classes, workshops and seminars. In addition, evening sessions for parents with specific topics including how to monitor homework assignments, current instructional programs, and other related issues.	Teachers, Community representatives	Attendance at conferences on how to empower parents.	Parent participation at meetings Teacher feedback re: homework assignments Student/Parent surveys	Monthly meetings September 2000 - June 2002	\$2,000 (17)

b. Strategies to involve parents and guardians

As a result of the planning process it was determined that Purpose-Centered Education would be implemented at the R.L. Stevenson Middle School. Purpose-Centered Education fully integrates parents into the educational process. Parents and community members are called upon to act as Purpose Experts in classrooms as well as at school assemblies. Parents and community members will share their knowledge with students as they become involved as Purpose Experts. Parents and guardians will also share their children's learning as their children involve them as they plan, implement and assess each semester's Purpose.

Parents will also be provided the opportunity to be trained in how to access the school and community libraries and how to become an integral part of the homework process. This parent-education program will be continuous and is designed to offer insight into the classroom situation itself. Parental involvement in classroom and community activities will be constant and ongoing throughout the 2000-2001 and 2001-2002 school years and beyond.

The results of the questionnaires along with input from parents, teachers, administrators and community members obtained at public and committee meetings yielded a number of *strategies to involve parents and guardians*. These strategies include the following:

- 1) Expanding the responsibility of administrators related to community outreach;
- 2) Expanding the opportunities for students outside the classroom;
- 3) Expanding the communication between parents, students, teachers and administrators;
- 4) Expanding the methods of assigning homework that engages parents.

Solutions in the area of strategies to involve parents and guardians are contained in five areas. The following "Supporting Action Steps" are addressed: expanding the responsibility of administrators to include outreach to community; expanding opportunity for students to apply academic knowledge in the community; increasing opportunities for students to shadow, mentor and intern; revising school communication system; and conducting staff development in homework strategies that engage parents.

Topic: Strategies to involve parents and guardians Measurable objective(s): Expand responsibility of the Assistant Principals to include extensive outreach, initiation and maintenance of relationships with local businesses, cultural institutions and other community organizations that are pertinent to learning at each grade level, beginning in September 2000 and continuing through June 2002.				
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline
1. Identify and contact local businesses, cultural institutions and other community organizations in order to develop Purpose related educational and career opportunities. <ul style="list-style-type: none"> - contacting existing school partners - contacting Chamber of Commerce - contacting Economic Development Council - Adopt a school program establishing a partnership 	Principal, Assistant Principal, Department Chairs, Faculty and Parents	Provide through Purpose-Centered Education professional development	List will be developed and presented to Initiation Team.	September 2000 - June 2002
				Budget Amount and Funding Source N/A

Los Angeles Unified School District
Robert Louis Stevenson Middle School – 387

Topic: Strategies to involve parents and guardians Measurable objective(s): Give students the opportunity to apply their core subjects in community settings that include local businesses, cultural institutions and other community organizations thereby giving them greater appreciation and awareness of how sophisticated skills can be used in the global economy, beginning September 2000 and continuing through June 2002.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
1. Through Purpose-Centered Education, students discuss and identify issues and activities in which students can apply core subject knowledge in local business, cultural institutions and community organizations.	Department Chairs, Principal and Assistant Principals	Provided through Purpose-Centered Education Professional Development	Monitor Purpose classes and core subject classes. Teachers are provided with feed back from Principal, Assistant Principals and Department Chairs	September 2000 – June 2002	N/A

Los Angeles Unified School District
Robert Louis Stevenson Middle School - 387

<p>Topic: Strategies to involve parents and guardians Measurable objective(s): Give students the opportunity to apply their core subjects in community settings that include local businesses, cultural institutions and other community organizations thereby giving them greater appreciation and awareness of how sophisticated skills can be used in the global economy, beginning September 2000 and continuing through June 2002.</p>				
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline
2. Teachers in core subjects will be provided with training in Purpose-Centered Education.	Dr. Kim	Training in different core subject areas.	By the end of this period at least 80% of all teachers have participated.	5 orientation days, September 2000 16 staff development days-on-site visits by Audrey Cohen College personnel - October 2000 - June 2001.
3. Students participate in at least 4 Purpose trips per year.	Teachers	N/A	All students are attending Purpose trips as part of completion of their Constructive Action.	Twice fall 2000, twice spring 2001, twice fall 2001, twice spring 2002
				Budget Amount and Funding Source \$225,875 (II/USP)

Los Angeles Unified School District
Robert Louis Stevenson Middle School -- 387

Topic: Strategies to involve parents and guardians Measurable objective(s): Increase community opportunities for students through activities such as: shadowing, mentoring and internships, beginning September 2000 and continuing through June 2002.				
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline
1. Hold assemblies and invite guest speakers -- parents business, community organizations and cultural institutions.	Administrators	N/A	At least 75% of students participate in shadowing, mentoring and internships as a result of assemblies and guest speakers	September 2000 -- June 2002
				Budget Amount and Funding Source N/A

Form 3b

Topic: Strategies to involve parents and guardians Measurable objective(s): Revise the communication system of the school to better meet the needs of students, parents, teachers and administrators, beginning in September 2000 and continuing through June 2001, with additional meetings held once a term through Spring 2002.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
1. All core teams will send home letter/newsletter containing curriculum, homework policy, grading policy and attendance. This information should be mailed to parents two weeks before start of the school year.	Core Teams, Team Leader, Administrative Staff, Students, Teachers	N/A	Each team will submit letter/newsletter to identified Assistant Principal.	Within 1 st 4 weeks of school	N/A
2. All parent-teacher communications will be responsibility of the core team. They will communicate during common conference time. Each will be responsible for 20 to 30 students.					
3. Grade counselors will be given roster of students whose parents could not be contacted for follow-up. Administrators will contact and hold special sessions for parents who do not respond to counselors or teachers.			Students will return tear-off portion signed by parents. At least 75% of students return form.		
4. Parents and counselors will be asked to participate in Purpose classes for their students.			Number of parents participating.		\$24,000(II/USP)

Topic: Strategies to involve parents and guardians Measurable objective(s): Conduct staff development for teachers in methods of assigning homework that will be meaningful to students and engage parents in the process, beginning in August 2000 and continuing through June 2002.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
1. Purpose Centered Education will assist in identify teaching methods which engage parents in process of homework.	Audrey Cohen College personnel	Orientation (Five days), On-Going Support (Up to fourteen On-Site Visits) by Audrey Cohen College personnel for teaching demonstrations, quality assurance, meeting with teachers, school and district representatives, quality review by Audrey Cohen College personnel, and ongoing teacher development in the College's system of education. College personnel will also be available for education contacts by telephone, fax, 3-mail and mailings.	Parent Survey Impact on homework returned	August 2000 - June 2002	\$17,132 (1) \$17,132 (15) \$ 7,527 (17)
2. Supply students with PurposeAchievers as part of implementation of Purpose-Centered Education.					

Los Angeles Unified School District
Robert Louis Stevenson Middle School – 387

Topic: Strategies to involve parents and guardians Measurable objective(s): Revise the communication system of the school to better meet the needs of students, parents, teachers and administrators, beginning in November 2000 and continuing through June 2002.				
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline
1. Establish monthly core newsletter for parents. Format will be provided.	Core teachers, Technology Coordinator, Students	N/A	Newsletter is produced and distributed	November 2000 – June 2002
				\$2,448 (1) \$2,448 (15) \$2,448 (17)

Los Angeles Unified School District
Robert Louis Stevenson Middle School – 387

Topic: Strategies to involve parents and guardians Measurable objective(s): Conduct staff development for teachers in methods of assigning homework that will be meaningful to students and engage parents in the process, beginning in September 2000 and continuing through June 2002.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
1. Provide parents with specific ways in which they can contribute to their children's learning at school, e.g. classroom support, accompanying students on Purpose trips, sharing expertise with children, on homework and other classroom work,	Teachers, Parents	Conference attendance in methods to provide support to parents. Purpose-Centered Education staff development.	Increased parent involvement in activities at school including participation as Purpose Experts and attendance on Purpose trips.	September 2000 – June 2002	\$7,000 (17) \$56,000 (1)

c. Effective allocation of resources

The R. L. Stevenson budget was reviewed in order that matching funds sources could be identified for the support of the Action Plan which was developed by the team. It was determined that in addition to the funds that are being requested under the II/USP that funds from three other sources would be reallocated in the 2000-2001 and 2001-2002 school years. These include Title I Targeted Assistance, Economic Impact Aid and School Improvement. The budget categories of certificated and classified personnel salaries; books, materials, supplies and services and other expenses were examined.

It was determined that \$228,392 would be allocated in matching funds for the certificated personnel; \$35,602 in classified personnel; \$47,398 in books, materials and supplies and \$52,800 in services and other expenses in the 2000-2001 school year.

It was further determined that \$226,492 would be allocated in matching funds for the certificated personnel; \$35,602 in classified personnel; \$44,393 in books, materials and supplies and \$52,800 in services and other expenses in the 2001-2002 school year.

The matching funds of \$364,192 in 2000-2001 and \$359,287 in 2001-2000 exceeds the total of \$711,035 requested under II/USP.

Common planning time will be provided for teachers through release time. There will be up to six hours of grade level department meetings provided as needed.

Daily classroom visits will be made by administrators to monitor the progress of implementation of Purpose-Centered Education. Also, during the fourteen on site visits by Audrey Cohen College personnel the Liaison will meet with the Schoolwide Program Evaluation Committee to monitor implementation.

Buy back days will be used for home visits and tours of the community by faculty members and a homework center will be established to provide assistance by teacher assistants. In addition, a monthly newsletter will be published for each core and provided to parents.

Topic: Effective allocation of resources Measurable objective(s): Clearly delineate topics to be covered at all common teacher planning meetings and request that the Principal and Assistant Principals participate in those meetings at least once a month, beginning in September 2000 and continuing monthly, through June 2002.				
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline
1. Schedule at least one-hour common planning time each week. Provide additional release time as needed.	Principal and Resource Teacher	Guidance by Audrey Cohen College and Achievement Council Trained Teachers	Observe administrators, teachers, parents, and student performance data. Resource teacher observes and their observations get observed.	September 2000 – June 2002 \$ 4,500 (1) \$ 4,500 (15)
2. One hour, every four weeks, staff wide PD – where Achievement Council Trained Teachers demonstrate effective Purpose-Centered Education integrated Standards based lessons.				
3. Hour long-monthly department meetings – where grade level standards based lesson are developed and integrated with Purpose-Centered Education's semester Purpose.	Department Chairs, Achievement Council Trained Teachers, Core Team Leaders, Resource Teacher	Achievement Council, Audrey Cohen College, Department Chairs	Audrey Cohen College, administrators, teachers, students and parents performance assessment	Monthly and ongoing beginning September 2000 \$32,400 (1) \$6,000 (15)
4. Refocus common planning time for developing and implementing Purpose-Centered Education. Review of standards based instruction, assessment and peer Evaluation.				\$4,000 (17)
5. Grade level department meetings as needed basis up to six hours.				

Los Angeles Unified School District
Robert Louis Stevenson Middle School - 387

Topic: Effective allocation of resources Measurable objective(s): Clearly delineate topics to be covered at all common teacher planning meetings and request that the Principal and Assistant Principals participate in those meetings at least once a month, beginning in September 2000 and continuing monthly, through June 2002.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
6. Bi-weekly teachers' classroom visitations, peer coaching, and review where every teacher observes a teacher of the same grade level to insure consistency in the delivery of the curriculum and incorporation of the Purpose-Centered Education focus system.	Administrators, Teachers, College Liaison	Provided by Audrey Cohen College through on-site visits, e- mail, fax and telephone communications	Purpose Quality Indicators SM (PQIs) provided as an evaluation instrument by Audrey Cohen College	September 2000 - June 2002	\$34,000 (1) \$34,000 (15)
7. Daily classroom visits by each administrator to monitor Purpose-Centered Education implementation and standards aligned lessons.					
8. Fourteen on-site visits by Audrey Cohen College Liaison. Liaison will meet with Schoolwide Program Evaluation Committee (SPEC), the principal, Achievement Council Trained Teacher, parent representatives, and teachers who have requested individualized help, to provide feedback, materials, and demonstrations to help teachers refine their instructional methods.					

Topic: Effective allocation of resources Measurable objective(s): Clearly delineate topics to be covered at all common teacher planning meetings and request that the Principal and Assistant Principals participate in those meetings at least once a month, beginning in September 2000 and continuing monthly, through June 2002.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
9. Teachers and parent representatives attend conferences that facilitate and improve student achievement in reading/language arts, math, and parent participation in their child's education.	Audrey Cohen College Liaison and teachers	Staff development on reading in the content areas.	Feedback from teachers	September 2000 - June 2002	\$11,000 (1) \$11,000 (15)
10. Eight training periods where the Audrey Cohen College Liaison and teachers in the subject area trains the parent representatives to empower our parents to substantially participate in their children's education. Provide education to parents on how to access public library and obtain library cards for family members.			Expanded use of the library and increased attendance at conferences and other School activities		
11. All teachers will be cored. Establishment of true core teams. Each core team will share the same students.				May 2000 - August 2000	

Los Angeles Unified School District
Robert Louis Stevenson Middle School – 387

Topic: Effective allocation of resources Measurable objective(s): Develop a method for reporting to the Principal on outcomes of departmental and core team meetings, beginning September 2000 and continuing monthly, through June 2002.				
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline
1. Use display cases and other venues to present Constructive Actions and other student work.	Administrator, Department Chairs, Core Team Leaders	Audrey Cohen College on Constructive Actions. Administrative and Achievement Council Teacher on direction.	Presentations; observation of staff morale and student morale and improved scholastic achievement	Monthly meetings September 2000 – June 2002
				Budget Amount and Funding Source
				\$2,448 (II/USP)

Topic: Effective allocation of resources Measurable objective(s): Review teacher contracts and other related materials to determine availability of release time to be used for direct in-person contact with students and parents, beginning in September 2000 and then ongoing through June 2002, with a three month start up prior to September 2000.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
1. Use UTLA professional buyback days and 3 minimum days for home visits and tour of the community.	Principal/ UTLA Representative	Orientation by community outreach organizations such as Bien Venidos, L.A. Bridges, Impact, PSA On "Home Visits"	Number of home visits made and questionnaires completed by teachers	3 month startup and then ongoing	\$60,000 (II/USP)
2. Have four student-led parent-teacher conference days/night per school year.	SDMC, Administration	N/A	Observe student performance data. Observe parent participation data.	September 2000 to June 2002	\$8,000 (15)
3. Student led-Parent/Teacher Conferences.	Administration Department Chair	Teachers need training	Department meeting reports. Student evaluation forms, parent performance data.	3 months start up then ongoing Sept through June	\$8,000 (17)

Topic: Effective allocation of resources Measurable objective(s): Review teacher contracts and other related materials to determine availability of release time to be used for direct in-person contact with students and parents, beginning in September 2000 and then ongoing through June 2002.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
4. Initiate "PhoneMaster" homework line. Voice mail for each teacher.	Administration, Clerical Staff	"PhoneMaster" 2000 to train teachers to input homework in "PhoneMaster"	Observe student performance data of homework completion	October 2000 – June 2002	\$8,000 (17)
5. Establish homework center in the library as a place to do homework after school with assistance from teacher assistants.					
6. Parents will be provided information on the classroom visitation policy.	Principal, Community representatives	N/A	Keep log of the number of students who use the library on a daily basis		\$3,000 (17)

d. *Effective management of the school*

The results of questionnaires along with input from parents, teachers, administrators and community members obtained at public and committee meetings yielded a number of strategies related to the *effective management of the school*. These strategies include the following:

- 1) Expanding the communication system for parents, students, teachers and administrators;
- 2) Expanding the methods of assigning homework;
- 3) Developing clearer methods for reporting outcomes of departmental and core team meetings;
- 4) Expanding the availability of release time for professional development and substitute coverage during regular school year.

Based on the "stakeholder" inventory the administrators will revise a communication system to better serve parents and students.

Administrators will also assure that students are provided with the appropriate information related to standards, academic incentives and promotion requirements at the beginning of each school year. Administrators will also assure that students are appropriately awarded for academic achievement.

Administrators will conduct core parent/student team Saturday meetings and establish a method of reporting for all core meetings.

Administrators will work with district to seek alternative means to provide release time for teachers.

Topic: Effective management of the school Measurable objective(s): Revise the communication system of the school to better meet the needs of students, parents, teachers And administrators, beginning in November 2000 and continuing through June 2002.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
1. Revise communication system based on stakeholder inventory.	Administrative Staff	N/A	Number of stakeholders participating in the scheduled meetings.	November 2000 - June 2000	\$4,800 (17)
2. Conduct core parent/student team meetings on Saturdays.				Once in fall 2000, Once in spring 2001, Once in fall 2001, Once in spring 2002	
3. Identify staff who are already engaging parents in homework assignments to share their strategies with other teachers.		Purpose-Centered Education staff development.	Number of teachers participating	September 2000 - June 2002	
4. Develop and print portfolios for students as part of Purpose-Centered Education.			Printing and distribution of portfolios	September 2000 and September 2001	\$4,000 (1) \$4,000 (15) \$4,000 (17)

Topic: Effective management of the school					
Measurable objective(s): Revise the communication system of the school to better meet the needs of students, parents, teachers and administrators, beginning in November 2000 and continuing through June 2002.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
5. Establish monthly core newsletter for parents. Format will be provided.	Core teachers, Technology Coordinator, Students	N/A	Newsletter is produced and distributed	November 2000 – June 2002	\$2,448 (1) \$2,448 (15) \$2,448 (17)

Form B

Topic: Effective management of the school					
Measurable objective(s): Require that students achieve higher academic performance and reflect the requirement in all student incentives, beginning with the planning phase in Summer 2000 and an implementation phase starting in September 2000 and continuing through June 2002.					
Supporting Action Steps	Person(s) Responsible/ Title	Professional Development	Evaluation Plan	Timeline	Budget Amount and Funding Source
1. Provide all students at the beginning of school year with the following information: a) State standards b) Eligibility requirements c) Academic incentives d) Promotion requirements e) Information regarding college entrance	Principal	N/A	All student, faculty and parent materials reflect adjustments in awards system in Fall, 2000 Student questionnaire	Summer to September	
2. Create Principal's Honor Roll at end of semester: 3.5 grade point average	APSCC	N/A	Ongoing data analysis	End of each semester	
3. Hold grade level awards assembly each semester, i.e. , Lamp Lighter, Principal's Honor award, Student of the Month, etc.	Grade level administrator				\$20,000 (II/USP)
4. Create committee to identify additional incentives for high level performance.	Principal	N/A		End of April	
5. Reward students who are improving and doing activities					
6. Leadership class takes the role in exposing the higher standard.					

e. Identification and development of solutions that take into account the underlying causes for low performance by students

The statistical information obtained from various official sources on the Internet, including the LAUSD and the California Department of Education, serve to provide a context within which Audrey Cohen College was able to make recommendations for R.L. Stevenson Middle School. As the results from the standardized tests show, students at R. L. Stevenson Middle School are not performing at adequate levels. Although their performance, in some instances, is comparable to that of the entire Los Angeles Unified School District (LAUSD), student performance, especially in reading required improvement.

The reading performance of the ELL students, although comparable to the LAUSD, is virtually non-existent. Performance levels below 5 percent of the students scoring at or above the 50th percentile represent “chance-levels” of response to the test.

If R. L. Stevenson Middle School is to meet its API targets for the current and succeeding school years, a great deal of focus must be placed on student performance and achievement, especially in the area of reading. It is imperative that the focus on reading skills not be so single-minded that performance in other areas, such as mathematics where R. L. Stevenson Middle School is performing better than the district-wide rate, suffers.

By implementing Purpose-Centered Education, R. L. Stevenson Middle School students will be able to focus on their reading skills while at the same time continue to work to improve their skills in other areas, including mathematics. Rather than focusing on “scripted” reading programs, Purpose-Centered Education has students working to achieve a Purpose by undertaking a Constructive Action. Using the 24 Abilities[™] which are correlated to local and state standards, students are able to undertake complex learning tasks that have real meaning to them.

In this way, the students are constantly being challenged to perform at their highest levels, focusing on the 24 Abilities as they work to complete their Constructive Action. Monitoring of student performance is done through the PurposeAchiever[™], a booklet maintained by the student, but continuously monitored by the teacher. This continuous monitoring enables the teacher to make certain that each student is staying on task and using and developing his or her skills and abilities to the highest possible levels.

Procedures to assist the teachers in this monitoring are provided in the PQI, which is provided by Audrey Cohen College.

By continuing to keep students performing at their highest levels, performance on their daily school work, as well as on the standardized tests will improve. Further, students will be developing skills that will enable them to perform well in high school, college and beyond.

4. Expenditure Plan

a. Inclusion of an expenditure plan not exceeding \$168 per student describing how local, state, and other available funds are used to match the II/USP funds

Please refer to pages 44 through 47. These pages include detailed budgets for R. L. Stevenson Middle School for the school years 2000-2001 (pages 44 and 46) and 2001-2002 (pages 45 and 47).

The matching funds include the funding sources of Title I Targeted Assistance, Economic Impact Aid and School Improvement.

The total amount of requested II/USP funds in 2000-2001 is \$363,105. The total amount of matching funds in 2000-2001 is \$364,192.

The total amount of requested II/USP funds in 2001-2002 is \$347,930. The total amount of matching funds in 2001-2002 is \$359,287.

**Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2000-2001**

Name of District: Los Angeles Unified School District CDS Code: 19-4733 Name of School: Robert Louis Stevenson Middle School CDS Code: 6058317				
Contact Person: Cecilia Quemada		Phone: (213) 625-6530 FAX:	E-mail:	
SACS Resource Code: 7255		School Enrollment: <u>2,259</u> (CBEDS)		
SACS Revenue Code: 8590		Cost per student: <u>\$168</u>		
Non-SACS Income Account Code: 8590		(Up to \$168)		
SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds
	1000	Certificated Personnel Salaries		
		Faculty	204,452	228,392
		Administrative Staff	12,000	
	2000	Classified Personnel Salaries		
		Custodial Staff		4,000
		Community Reps	21,068	31,602
	3000	Employee Benefits		
	4000	Books, Materials, Supplies		
		Student Materials		22,398
		Classroom materials	16,407	25,000
		Advisory council materials		5,000
		Academic achievement materials	24,000	
	5000	Services and Other Operating Expenses (Including Travel)		
		Staff Development Purpose - Centered Education	62,685	
		Staff Development (other)		52,800
		Purpose Trips (for students)	18,900	
		Computer equipment maintenance and repair	20,000	
	6400	Capital Outlay (Equipment)		
	Total Amount of II/USP Funds Requested		379,512	
	Total Matching Funds			379,512

NOTE: Please complete and submit budget page (s) for each participating school

**Implementation Grant Budget
Immediate Intervention/Underperforming Schools Program-State Funds
Fiscal Year 2001-2002**

Name of District: Los Angeles Unified School District CDS Code: 19-4733 Name of School: Robert Louis Stevenson Middle School CDS Code: 6058317				
Contact Person: Cecilia Quemada		Phone: (213) 625-6530 FAX:	E-mail:	
SACS Resource Code: 7255		School Enrollment: <u>2,259</u> (CBEDS)		
SACS Revenue Code: 8590		Cost per student: <u>\$168</u>		
Non-SACS Income Account Code: 8590		(Up to \$168)		
SACS Function Code	Object Code	Description of Line Item	Amount of II/USP Funds Requested	Amount of Matching Funds
	1000	Certificated Personnel Salaries		
		Faculty	200,717	226,492
		Administrative Staff	12,000	
	2000	Classified Personnel Salaries		
		Custodial Staff		4,000
		Community Reps	21,068	31,602
	3000	Employee Benefits		
	4000	Books, Materials, Supplies		
		Student Materials		24,618
		Classroom materials	31,582	25,000
		Advisory council materials		5,000
		Academic achievement materials	24,000	
	5000	Services and Other Operating Expenses (Including Travel)		
		Staff Development Purpose - Centered Education	32,345	
		Staff Development (other)		52,800
		Purpose Trips (for students)	37,800	
		Computer equipment maintenance and repair	20,000	
	6400	Capital Outlay (Equipment)		
	Total Amount of II/USP Funds Requested		379,512	
	Total Matching Funds			379,512

NOTE: Please complete and submit budget page (s) for each participating school

Robert Louis Stevenson
Middle School - 367

A	B	C	D	E	F	G
1	Implementation Grant Budget - Fiscal Year 2000-2001					
2						
3	Object Description of line item	IIUSP	(1) Title I	(15) Economic	(17) School	Total of
4	Code		Targeted	Impact	Improvement	Matching
5			Assistance	Aid		Funds
6	<i>Certificated Personnel Salaries - Object Code 1000</i>					
7	1000 2 substitute days to rewrite Vision Statement		\$1,750			\$1,750
8	1000 P.S.A. Counselor		\$70,732			\$70,732
9	1000 Coordinatorship - Video Activities	\$1,224				\$0
10	1000 2 Substitute days to rewrite teacher evaluation form				\$3,150	\$3,150
11	1000 Professional development for teachers to work together on homework strategies				\$1,500	\$1,500
12	1000 Teacher Resource Specialist / Standards Based Lessons		\$64,714			\$64,714
13	1000 Achievement Council Teacher		\$2,250	\$2,250		\$4,500
14	1000 20 Substitute Days to cover teachers doing staff development		\$3,500	\$3,500	\$3,500	\$10,500
15	1000 Coordinatorship - Public Display	\$1,224				\$0
16	1000 Teacher stipends for Purpose-Centered Education Orientation	\$82,290				\$0
17	1000 Extended teaching time for evening teacher-parent conferences	\$30,000				\$0
18	1000 Teacher Resource Specialist / Technology	\$64,714				\$0
19	1000 Coordinatorship - Library				\$1,224	\$1,224
20	1000 Replacement pay for Saturday and evening hours	\$25,000				\$0
21	1000 Replacement pay for curriculum mapping for Stanford 9		\$16,200			\$16,200
22	1000 Replacement pay for bi-weekly teacher visits		\$17,000	\$17,000		\$34,000
23	1000 Professional development for reading intervention program		\$13,050			\$13,050
24	1000 Teacher stipends for Advisory Counsel presentation				\$1,000	\$1,000
25	1000 Teacher stipends for Core Team presentation				\$2,400	\$2,400
26	1000 3 Teacher Coordinators for monthly core team newsletters		\$1,224	\$1,224	\$1,224	\$3,672
27	1000 5 Administrators - Professional Experts	\$12,000				\$0
28	Total Amount Requested - Object Code 1000	\$216,452	\$190,420	\$23,974	\$13,998	\$228,392
29						
30	<i>Classified Personnel Salaries - Object Code 2000</i>					
31	2000 Custodial Overtime		3000	1000	0	\$4,000
32	2000 5 Community Reps	\$21,068	\$21,068	\$10,534		\$31,602
33	Total Amount Requested - Object Code 2000	\$21,068	\$24,068	\$11,534	0	\$35,602
34						
35	<i>Employee Benefits - Object Code 3000</i>					
36	3000	\$0	\$0	\$0	\$0	\$0
37	Total Amount Requested - Object Code 3000	\$0	\$0	\$0	\$0	\$0
38						
39	<i>Books, Materials, Supplies - Object Code 4000</i>					
40	4000 Student, parent and community public recognition materials					
41	for academic achievement	\$14,000				
42	4000 PurposeAchievers / Additional teacher notebooks		\$9,377	\$9,377	\$3,644	\$22,398
43	4000 Student materials for honors and most improved	\$10,000				\$0
44	4000 Classroom library materials		\$10,000	\$5,000	\$5,000	\$20,000
45	4000 School Advisory Council materials			\$3,000	\$2,000	\$5,000
46	Total Amount Requested - Object Code 4000	\$24,000	\$19,377	\$17,377	\$10,644	\$47,398
47						
48	<i>Service and Other Expenses - Object Code 5000</i>					
49	5000 Staff Development - Counselors				\$800	\$800
50	5000 Orientation and Staff Development - Purpose-Centered Education	\$62,685				\$0
51	5000 Staff Development - Registration Fees		\$2,000	\$2,000	\$2,000	\$6,000
52	5000 Staff Development - Student Led Conferences		\$4,000	\$4,000		\$8,000
53	5000 Staff Development - Homework Line				\$4,000	\$4,000
54	5000 Maintenance / Repair Computers	\$20,000				\$0
55	5000 Staff Development - Math / Science		\$6,000	\$6,000	\$6,000	\$18,000
56	5000 Staff Development - 6th grade teachers/computer use in classroom		\$5,000	\$2,500	\$2,500	\$10,000
57	5000 R.L.Stevenson M.S. student portfolios - one per student per grade		\$2,000	\$2,000	\$2,000	\$6,000
58	5000 2 Purpose Trips per year per student	\$18,900				\$0
59	Total Amount Requested - Object Code 5000	\$101,585	\$19,000	\$16,500	\$17,300	\$52,800
60						
61	<i>Capital Outlay - Object Code 6000</i>					
62	6000	\$0	\$0	\$0	\$0	\$0
63	Total Amount Requested - Object Code 6000	\$0	\$0	\$0	\$0	\$0
64						
65	Subtotal Amounts - Matching Funds - (1), (15), (17)		\$252,865	\$69,365	\$41,942	
66						
67	Total Amount Matching Funds					\$364,192
68						
69	Total Amount Requested - Object Codes - 1000,2000,3000,4000,5000,6000	\$363,105				

Robert Louis Stevenson
Middle School - 387

A	B	C	D	E	F	G
70	Implementation Grant Budget - Fiscal Year 2001-2002					
71						
72	Object Description of line item	IIAUSP	(1) Title I	(15) Economic	(17) School	Total of
73	Code		Targeted	Impact	Improvement	Matching
74			Assistance	Aid		Funds
75	<i>Certificated Personnel Salaries - Object Code 1000</i>					
76	1000 P.S.A. Counselor		\$70,732			\$70,732
77	1000 Coordinatorship - Video Activities	\$1,224				\$0
78	1000 Teacher stipends - additional planning time	\$30,000				\$0
79	1000 Professional development for teachers to work together on homework strategies				\$1,500	\$1,500
80	1000 Summer Institute for Curriculum planning aligned with Purpose-Centered Education	\$48,555				
81	1000 Teacher Resource Specialist / Standards Based Lessons		\$67,714			\$67,714
82	1000 Achievement Council Teacher		\$2,250	\$2,250		\$4,500
83	1000 20 Substitute Days to cover teachers doing staff development		\$3,500	\$3,500	\$3,500	\$10,500
84	1000 Coordinatorship - Public Display	\$1,224				\$0
85	1000 Extended teaching time for evening teacher-parent conferences	\$30,000				\$0
86	1000 Teacher Resource Specialist / Technology	\$64,714				\$0
87	1000 Coordinatorship - Library				\$1,224	\$1,224
88	1000 Replacement pay for Saturday and evening hours	\$25,000				\$0
89	1000 Replacement pay for curriculum mapping for Stanford 9		\$16,200			\$16,200
90	1000 Replacement pay for bi-weekly teacher visits		\$17,000	\$17,000		\$34,000
91	1000 Professional development for reading intervention program		\$13,050			\$13,050
92	1000 Teacher stipends for Advisory Counsel presentation				\$1,000	\$1,000
93	1000 Teacher stipends for Core Team presentation				\$2,400	\$2,400
94	1000 3 Teacher Coordinators for Newsletter		\$1,224	\$1,224	\$1,224	\$3,672
95	1000 5 Administrators - Professional Experts	\$12,000				\$0
96	Total Amount Requested - Object Code 1000	\$212,717	\$191,870	\$23,974	\$10,848	\$226,492
97						
98	<i>Classified Personnel Salaries - Object Code 2000</i>					
99	2000 Custodial Overtime		\$3,000	\$1,000		\$4,000
100	2000 5 Community Reps	\$21,068	\$21,068	\$10,534		\$31,602
101	Total Amount Requested - Object Code 2000	\$21,068	\$24,068	\$11,534	\$0	\$35,602
102						
103	<i>Employee Benefits - Object Code 3000</i>					
104	3000	\$0	\$0	\$0	\$0	\$0
105	Total Amount Requested - Object Code 3000	\$0	\$0	\$0	\$0	\$0
106						
107	<i>Books, Materials, Supplies - Object Code 4000</i>					
108	4000 Student, parent and community public recognition materials					
109	for academic achievement	\$14,000				
110	4000 PurposeAchievers		\$7,755	\$7,755	\$3,883	\$19,393
111	4000 Student materials for honors and most improved	\$10,000				\$0
112	4000 Classroom library materials		\$10,000	\$5,000	\$5,000	\$20,000
113	4000 Materials - School Advisory Council			\$3,000	\$2,000	\$5,000
114	Total Amount Requested - Object Code 4000	\$24,000	\$17,755	\$15,755	\$10,883	\$44,393
115						
116	<i>Service and Other Expenses - Object Code 5000</i>					
117	5000 Staff Development - Counselors				\$800	\$800
118	5000 Staff Development - Purpose-Centered Education	\$32,345				\$0
119	5000 Staff Development - Registration Fees		\$2,000	\$2,000	\$2,000	\$6,000
120	5000 Staff Development - Student Led Conferences		\$4,000	\$4,000		\$8,000
121	5000 Staff Development - Homework Line				\$4,000	\$4,000
122	5000 Maintenance / Repair Computers	\$20,000				\$0
123	5000 Staff Development - Math / Science		\$6,000	\$6,000	\$6,000	\$18,000
124	5000 Staff Development - 6th grade teachers/computer use in classroom		\$5,000	\$2,500	\$2,500	\$10,000
125	5000 R.L. Stevenson Middle School student portfolios - one per student per grade		\$2,000	\$2,000	\$2,000	\$6,000
126	5000 4 Purpose Trips per year per student	\$37,800				\$0
127	Total Amount Requested - Object Code 5000	\$90,145	\$19,000	\$18,600	\$17,300	\$62,800
128						
129	<i>Capital Outlay - Object Code 6000</i>					
130	6000	\$0	\$0	\$0	\$0	\$0
131	Total Amount Requested - Object Code 6000	\$0	\$0	\$0	\$0	\$0
132						
133	Subtotal Amounts - Matching Funds - (1), (15), (17)		\$262,493	\$67,763	\$39,031	
134						
135	Total Amount Matching Funds					\$359,287
136						
137	Total Amount Requested - Object Codes - 1000,2000,3000,4000,5000,6000	\$347,830				

5. Recommendations

a. Description of student academic performance based on SBE adopted content standards

Audrey Cohen College will provide correlations, by grade level and subject area, for state and local standards as part of the orientation to Purpose-Centered Education. Curriculum will be aligned with these state and local standards.

b. Description of the engagement of parents, guardians, and the school community that was involved in the planning and implementation of the Action Plan

Parents and community members were involved in the planning process of the Action Plan for R.L. Stevenson Middle School in two venues. In the first, several members of the community including parents were invited to participate on the School-Site and Community Team. The Team met as whole for daylong meetings on November 29, 1999, January 13, 2000 and February 17, 2000. In addition, a public meeting was held during the evening of November 30, 1999 at R.L. Stevenson Middle School in order for parents and community members to have the opportunity to make recommendations for items to be included in the action plan. In addition to information obtained at these meetings the parents and community members were also provided the information obtained through on-site visits to R.L. Stevenson Middle School, interviews with school and district administrators and data analysis developed by the External Evaluator. All of these data sources gave all the members of the team information which enabled them to determine barriers to academic performance, set objectives and develop action plan steps.

c. Other suggested areas, e.g. professional development

Audrey Cohen College will provide an initial five-day training which will prepare teachers and administrators to use Purpose-Centered Education. After the initial orientation, professional staff development visits will be coordinated with the school. There will be eight on-site visits in the first year and six in the second year. In subsequent years, the College and the school will jointly determine the number of on-site staff visits. The College will assign a Liaison to work with the principal, teachers, parents, and a Staff Resource Specialist selected from within the school. The school would be required to have a Staff Resource Specialist whose function would be to support and facilitate the implementation of Purpose-Centered Education. The College will provide training, guidelines, materials, prototypes, and ongoing support to help the school implement its comprehensive system of education to administrators and teachers. An Audrey Cohen College staff member will make regular visits to the school to ensure the quality of Purpose-Centered Education implementation. There is also an annual review process using Purpose Quality Indicators™ (PQIs), benchmarks for successful implementation.

Please refer to "Professional Development" activities contained within Form 3B (*"Recommended Format for Future Actions"*) for further detailed explanation of staff development activities.

d. Description of overall evaluation plan

The members of the School-Site and Community Team and the members of the Evaluators Team concluded that for R.L. Stevenson Middle School to be effective in improving student academic performance that several things would have to occur. These included setting clear instructional goals and strategies, encouraging staff members to have high expectations for their students, and establishing a more orderly and purposeful atmosphere. In addition, a strong focus will be placed on the acquisition of basic skills in science and mathematics through the use of technology and enhanced reading skills. Parents, teachers and administrators will closely monitor student progress as they acquire and use these skills in a community setting.

Translating the philosophy of goals and expectations, high expectations and an orderly and purposeful atmosphere in the curriculum is a difficult feat for any school to accomplish. It will be made easier for students, parents, teachers and administrators with the assistance of a school reform model known as Purpose-Centered Education. Purpose-Centered Education will provide diverse experiences for the students while meeting the needs of the developmental variability of the age groups within R.L. Stevenson Middle School.

Students in R. L. Stevenson Middle School will focus their learning and action on a meaningful and enriching Purpose. Students learn to achieve meaningful and complex Purposes just as they will have to do as adults in order to be successful. Students will use their learning to address challenges they identify in their communities that are related to their semester Purpose (e.g. 7th grade *I take Charge of My Life and Learning*[™]). They will plan, implement and evaluate Constructive Actions designed to improve the community or the wider world. Through these actions, students demonstrate that they have not only acquired knowledge and skills to increase their own academic performance, but also that they will know how to use their learning to achieve their semester Purpose while improving their own lives and the lives of others in their community.

Students monitor their own progress in the process of achieving a Purpose by using an educational action and assessment tool called a PurposeAchiever[™]. Students also document and provide evidence of the successful use of the abilities throughout the semester.

Students take charge of their learning as they focus on achieving a Purpose as they learn the curriculum mandated by the district and state. They conduct research and invite their parents and other members of the community from business, government, the arts and other nonprofit organizations to come to their classrooms and share their knowledge by serving as Purpose Experts. They will make phone calls, write letters, search databases and the Internet and make arrangements for Purpose Experts. The students will have the

opportunity to apply the subjects learned in the classroom and make a difference in their own lives and the lives of others.

Teachers will support and guide student efforts, serving as coaches, experts and mentors. Teachers plan collaboratively to share resources and to focus the curriculum on the achievement of Purpose. Working together to build networks of support for student learning teachers will become decision-makers in the school and mentors for new teachers. They will serve as ambassadors and liaisons between the community and the school.

As described in the "Evaluation Plan" and "Timeline" sections of Form 3B, there will be several different methods of evaluating and monitoring the implementation of the Action Plan. Included in the evaluation and monitoring the Schoolwide Program Evaluation Committee (SPEC) an existing committee with R. L. Stevenson Middle School will monitor timelines as outlined on Form 3B to ensure that the implementation of the "Supporting Action Steps" is on target and the implementation is proceeding as outlined in all the areas of the Action Plan.

In addition, Audrey Cohen College will provide yearly Purpose Quality Indicators[™] to R. L. Stevenson Middle School in the 2000-2001 and 2001-2002 school years. This will assist the school in the review and the level of implementation of Purpose-Centered Education. Furthermore, the PurposeAchievers used by each will be reviewed at the end of each semester and used to monitor student achievement. It is an instrument that embodies subject area standards as well as other standards developed by Audrey Cohen College. It can be used to identify and adjust the implementation of the Action Plan by all stakeholders as it address all the key constituencies including students, parents, teachers, administrators and the community.

California Department of Education
District and School Support Division

LEA Cover Page Form 1
(CDE use only)

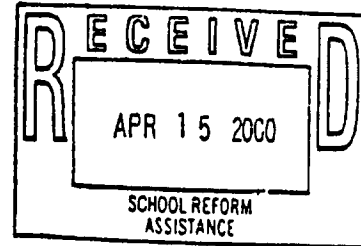
Application #:

*original
in file*

**Immediate Intervention/Underperforming Schools Program
(II/USP)
DISTRICT APPLICATION FOR FUNDING
FOR ALL SCHOOLS**

Mail original
and two copies to:

School Reform Assistance Office
District and School Support Division
California Department of Education
721 Capitol Mall, 2nd Floor
Sacramento, California 95814



**Postmarked no later
than April 15, 2000**

~~Part I: Application Information: Complete for LEA submitting application for funding.~~

Name of Local Educational Agency (LEA):

Los Angeles Unified School District

County/District Code:
19 - 64733

Total Grant Amount Requested for all
schools:

\$3,871,288

Dates of Project Duration:

July 1, 2000 to June 30, 2002

Date of local governing board approval:

April 11, 2000

District Superintendent:
Ramon Cortines

District Contact Person:
Judy Ivie Burton

Address: 450 North Grand Avenue

Address: 450 North Grand Avenue

City: Los Angeles

Zip: 90012

City: Los Angeles

Zip: 90012

Phone:
(213) 625-6251

Fax:
(213) 485-0321

Phone:
(213) 625-6530

E-mail: juburton
@lausd.k12.ca.us

~~Part II: Signature (Signature must be original. Use blue ink.)~~

The superintendent and governing board of the LEA submitting the application sign on
behalf of all principals included in the application.

Ramon C. Cortines April 13, 2000
printed or typed name of superintendent date

[Signature] 4-13-00 x
signature of superintendent

Genethia Hudley Hayes April 13, 2000
printed or typed name of board president date

[Signature]
signature of board president