

## **1. Executive Summary (max 5 pages)**

### **a. Assurances**

The Youth Policy Institute (YPI) has attached documentation in the Appendix indicating nonprofit status (501c3 letter from the IRS). YPI has also attached required signed assurances from Executive Director Dixon Slingerland regarding enrollment, student composition, and the Modified Consent Decree.

### **b. Similar Student Population**

YPI has had success serving students with similar demographics to those who will be enrolled at Central Elementary School #18. According to a review of the relieved schools for Central ES #18 (see Appendix for information on 20<sup>th</sup> Street ES, 28<sup>th</sup> Street ES, and San Pedro ES), the relieved schools are on average over 97% Latino, with 84.8% eligible for the free and reduced price meal program. Over 72% are English Learners. The YPI strategy has produced academic achievement and a remarkable level of parent engagement at similar schools, such as YPI's own Bert Corona Middle School (96.7% Latino, 37.9% English Learners, and 83.6% free/reduced). Bert Corona has seen an 80-point API increase and an 8 similar schools rank. 96% of parents are involved with services and activities at the school, including extensive parent-teacher conferences. Pacoima Elementary School (96.7% Latino, 63% English Learners, and 100% free/reduced) is a partnering school where YPI has saturated the school and surrounding community with \$10.9 million in education and training programs since 2002. This has contributed to a 246-point increase in API over that period. YPI started Monsenor Oscar Romero Charter Middle School (98.5% Latino, 55.1% English Learners, and 100% free/reduced) in 2007 and has achieved an API Growth Score of 709.

### **c. Vision, Mission and Philosophy**

YPI's vision for Central Elementary School #18 is to equip urban students in grades K-5 for academic success and active community participation. YPI will provide youth with the intellectual tools necessary to become successful students and active citizens. This area of Los Angeles is an underserved community. Through clear and high expectations for all students, a rigorous curriculum, a personalized learning environment, and family-school-community partnerships, YPI will help students overcome traditional barriers and empower them to succeed in elementary school through middle school, high school and beyond. Our mission is to implement the program described in this narrative and guide students whose current average CST scores are 323 in ELA and 347 in Mathematics (weighted average of all local relieved schools) into the realm of proficiency levels that meet AYP levels (46%-48%) by Year 3 and exceed the AYP levels (75%+) by Year 5.

Furthermore, YPI intends to partner with teachers and families to provide choice and culturally relevant instruction. The school will offer the choice of two small learning communities (iDesign) targeting Multimedia and Social Justice. Central Elementary School #18 will also be a full-service community school that will actively partner with teachers, parents, students, and community members to offer a sanctuary and one-stop center open 7am-8pm each school day, and on Saturdays. YPI was awarded one of only ten Full-Service Community Schools grants in the nation by the U.S. Department of Education for this community, and was recognized nationally as a leader in this model as early as 2004.

The FSCS model provides services for students and their families before, during, and after the school day at the school site to improve academic performance, increase family income, reduce mobility, and prepare students and parents for the path to college. YPI utilizes a PK-20 feeder pattern strategy. Services provided to support families will depend on the needs and

interests identified in surveys and through outreach by YPI “promotoras,” but may include the following services currently provided by YPI in the Central LA area: preschool, case management, remedial education and enrichment services, job training, mentoring and youth development, parenting education/leadership, service learning, assistance for truant, suspended and expelled students, nutrition and physical education, primary health and dental care, mental health counseling services, and adult education.

**A Typical Day.** Although the school day begins at 8:30, a before-school program will be available to families. At 7:00 AM, students will begin arriving on campus. Students and parents can meet with their case manager regarding the latest referrals to social services, work with an YPI AmeriCorps tutor, attend supervised study hall in the library, engage in interactive educational games in the technology center, or take part in athletics. They will experience a supervised recess outside (or inside if it is raining). As teachers prepare in their rooms for the day, administrators will be outside to greet parents and children.

The school day begins with a circle time during which the day is introduced. There are three possible main topics of discussion during this 10-20 minute period of time: character education, community service, or cultural education. The character education piece involves activities that utilize the UCLA Lab School’s Cool Tools program or a theme-based discussion that utilizes the Ojai Foundation’s Council process. The community service piece will encompass the planning of and then reflection upon a project of the class’s choosing each semester. The cultural education piece will involve families of students at the school and provide opportunities for students to share their cultural heritages, traditions, beliefs and celebrations.

The first core block of the day for all students will focus on developing literacy and language arts skills. This block will be followed by snack and recess or a physical education class for most students. Students will then transition back to the classroom through either a Read Aloud period or a project-based learning experience involving centers and individual or small group differentiated instruction. Teachers will not simply read to students, they will model effective reading comprehension strategies by pausing to question students and share their own thoughts. Between 11:30 and 1:20, three rotations of lunch will take place in a staggered manner in light of space constraints and resource sharing. After lunch students will experience hands-on mathematics lessons, project-based learning and, three times a week, a class aimed at developing skills and knowledge in line with the school’s theme. Students in grades K-3 will experience a close of day ritual that reviews the day, revisits the school day opening discussions and asks students to review their own portfolio of sample works to reflect on their learning and their goals. This portfolio review will receive additional attention by all students every Friday as they may choose to replace work with updated samples that demonstrate their skills and knowledge. The standards and learning goals will be discussed and students will be encouraged to speak about the standards that have almost been reached and what they hope to do the next week.

An afterschool program will provide students with a variety of extra-curricular learning opportunities until 6:00, including homework help, tutoring in ELA and math, enrichment services linked to state standards and the themes of each school, and a recreation program that targets fun activities and nutrition awareness for families. Parents can receive case management services in the morning or evening until 8 pm, attend computer literacy courses through YPI’s Family Technology Project, or attend ESL or GED Preparation adult education courses. Students and families will receive extensive referrals for community services available in the surrounding community from the Case Managers.

#### **d. Education Plan**

YPI will offer a full-service community schools model at Central Elementary School #18, in two innovative small learning communities. Research details parameters of what defines full-service community schools (Benson & Harkavy, 2001; Dryfoos, 1994; Dryfoos, 2002). Research has shown that student achievement increases when parents are actively engaged in children's education (Henderson and Mapp, 2002). A primary ingredient will be a full partnership with families, teachers, and community partners to ensure that the school meets the needs of families.

Innovative, research driven instructional methodologies to be used include data driven instruction coupled with teacher action research; backward design and multiple assessments; family participation and community involvement; constructivism; and project-based learning. The ends will be learning goals enumerated in the California state standards as well as school-designed outcomes. Curriculum, materials, and instructional activities considered primary resources are aligned to California standards. They are compatible with the school's emphasis on active learning strategies: project-based learning, pedagogy that reflects cognitive science research on developing conceptual and in-depth understanding, and multiple assessments.

Faculty and staff will be involved in school-level decisions through staff development, the Local School Council, and school meetings. All teachers at the school will collaborate in two teacher teams that will pair an experienced teacher with new teachers to offer both mentoring and leadership development. Teachers will be part of the School Council that defines professional development services, works with parents to review and update the curriculum, and assists in the interview process for new teacher hires.

Researchers have documented the success of the constructivist model of education with historically under-served populations. Schools have demonstrated that when children from disadvantaged neighborhoods, including immigrants and English learners, are given opportunity to attend schools with this focus, their test scores and whole development excel. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995). Research indicates that Project-Based Learning (PBL) is effective with diverse students. Science instruction research indicates that PBL benefits English learners (Amaral, Garrison, & Klentschy, 2002; Bredderman, 1983; Gibbons, 2003; Valadez, 2002).

The YPI team will leverage its community-based model work with teachers and families to provide college and career readiness as families express interest and need for these resources. Summer/intersession bridge programs will provide afterschool-type programs (10am-2pm for six weeks) and work with partner Families in Schools to provide support that will target students in academic transition to prepare them for challenging curricula. The bridge program will offer homework help, time management, and tutoring for elementary school students.

The school will work with parents and community partners to craft a culturally relevant approach to education to better serve predominantly Latino and low-income families. It will incorporate Mexican and Central American history, culture, and issues such as the Diaspora and the Latino experience in the United States into the curriculum to reflect the high concentration of native-born residents and immigrants from Mexico and Central America.

#### **e. Community Impact and Involvement**

YPI has an annual budget of \$29 million with over 1,000 staff operating at 95 program sites in Los Angeles. YPI is a community-based nonprofit partnering with over 70 LAUSD and charter schools, while also successfully operating its own schools since 2004. YPI serves 6,300 students every school day in afterschool programs and provided 60,000 hours of free tutoring last school year. Central Elementary School #18 falls within the boundaries of YPI's Full-Service Community Schools program which has 5 year funding from the U.S. Department of Education.

The Belmont Full-Service Community Schools program is modeled on the Harlem Children's Zone and shares the vision of President Obama's Promise Neighborhoods.

YPI will be partnering with the entire school community of Central Elementary School #18 to operate the new school to leverage the wide experience YPI has working with families in this area since 2001. YPI will leverage these partners, programs and community linkages to create a truly collaborative school that will see all students succeed. It will meet the needs of students by offering culturally relevant choices in education and by partnering with families to offer needed community resources. YPI will utilize a Family Advocate, two Case Managers, and a Coordinator among other staff to serve families with supporting community services that will be offered on campus. The Advocate will meet with families to engage active involvement in the governance of the school. Parents will be recruited to serve on the School Council, to provide input in community meetings, and to volunteer their time.

YPI has attended all relevant applicant orientation sessions and community forums for Central Elementary School #18. To engage parents, YPI spoke to parents at relieved schools as they dropped off and picked up their children. Staff has contacted all relieved schools to ask about community meetings they are sponsoring for parents whose children will attend the new elementary school. YPI team members attended orientation and community meetings for CRES 18 and visited the relieved schools (20<sup>th</sup> Street ES, 28<sup>th</sup> Street ES, and San Pedro ES) a total of 8 times. Through these site visits, YPI team members engaged 1633 parents in the Central Los Angeles region. Educational data regarding relieved schools whose families will attend Central School #18 indicate students requiring additional support as documented in the narrative.

YPI and partners have assessed the community surrounding Central Region Elementary School #18 and identified community organizations in and around a one mile radius that can provide a variety of support and services. The following organizations can provide basic needs: El Santo Nino Community Center, Church Of Christ – Eastside, Esperanza Community Housing Corporation, Martin Luther King Apartments, and WLCAC Theresa Lindsay Center. These organizations offer legal services: Hermandad Mexicana Nacional - Los Angeles Office, American Legion Service Department, SCFHC at the Accelerated School, A Place Called Home, SEA South Central School, All Peoples Christian Center, South Central Los Angeles Regional Center Family Resource Center, and Families to Amend California's Three Strikes. Villa Esperanza Head Start Center, Children's Collective, Inc. - King/San Pedro, A Better Chance, and Mt. St. Mary's College Child Development Center provide educational services. The following organizations give health and mental health support and services: John Tracy Clinic, Planned Parenthood Los Angeles, Orthopaedic Hospital Outpatient Medical Center, Pacific Alliance Medical Center - Washington Clinic, Optometric Center Of Los Angeles, Tingstad Older Adult Counseling Center, and Kedren Community Mental Health Center. These organizations provide services for individuals and families: YMCA 28th Street, USC School For Early Childhood Education - Head Start/state Preschool, and Retired And Senior Volunteer Program - South Central. Please see Appendix for complete list.

YPI operates 14 programs in target area (see map in Appendix): Full-Service Community Schools, Preschool, Afterschool, Summer Youth Employment, Adult Education, Family Technology Project, AmeriCorps, SES Tutoring, GEAR UP and Carol White Physical Education Program (both U.S. Dept. of Education grants), Communities Empowering Youth (U.S. HHS), Day Laborer Centers, Medical Office Careers, and Community Technology Centers.

The breadth of YPI's community engagement can be seen in attached letters of support from State Superintendent of Instruction Jack O'Connell, L.A. City Council President Eric

Garcetti, L.A. City Councilmember Tony Cardenas, Families In Schools, UCLA-Office of Instructional Development, CSUN Eisner College of Education, City of L.A. Community Development Department, Teach for America, Mission College, Valley College, Communities In Schools, CARECEN, FAME, Camara de Comercio El Salvador-California, Centro Latino, Hollygrove, Build Rehabilitation Industries, Inner City Arts, CLIC Network, and SALEF.

**f. Leadership/Governance**

Please see organizational chart in Appendix. The School Leadership Team will work with the Principal, and the two Assistant Principals at the iDesign small learning communities. The School Council will be comprised of parents, partners and residents. They will have skill sets that support achievement of the school vision and mission. These may include real estate/facilities development, school finance, community involvement, parent education, technology, business experience, secondary education experience, event planning, and health and safety.

The leadership team includes **Dixon Slingerland**, who has been the Executive Director of YPI since 1996. He is President of the Board of two Los Angeles charter middle schools founded by YPI. **Maria Reza** is a long-time teacher and administrator in LAUSD who has outstanding partnerships and alliances in the targeted Los Angeles community. She will leverage experience as a Superintendent of Health and Human Services and as a former Cluster Administrator for the Operations and Academic Achievement of San Fernando High School and the 19 schools in the feeder pattern. **Gene Straub** is the YPI Chief Financial Officer/Chief Operating Officer and Vice-Chair of the Board for Larchmont Charter School. Gene previously served as Senior Vice President-Studio Operations for Twentieth Century Fox Film Corporation, where he was responsible for an \$85 million operating budget.

**Yvette King-Berg** is the Executive Director of YPI Charter Schools. She has previously worked as Vice President, Southern California for the California Charter School Association. **Nick Vasquez** is Principal of YPI's Monsenor Romero Charter Middle School and former long-time Principal of Morningside Elementary in the targeted community.

**Iris Zuniga-Corona** is the YPI Chief of Staff responsible for all program implementation. Prior to taking this role, she ran YPI's afterschool programs at 56 schools. **Dvora Inwood** is the founding educator of Larchmont Charter School and Los Feliz Charter School for the Arts in Los Angeles. She has designed curriculum and lessons for The New Teacher Project and has taught mathematics for grades 6-12 in schools throughout Los Angeles. She will lead professional development services, consult with teachers to develop a teacher-driven curricula revision and professional development process responsive to the community. **Roth Herrlinger** is President of Herrlinger Management and Consulting, an organization serving agencies in the public education sector. Prior to this, he was the President and Chief Operating Officer of Bright Star Schools Charter Management Organization. He holds an MBA from Stanford Business School. He will consult with the YPI Chief Financial Officer to provide operations and administration support for the schools.

**g. Fiscal Plan**

As an internal applicant, YPI will work with the District to effectively align the school financial plan with the stated academic goals, small learning communities and community focus of the new Central Elementary School #18. YPI intends to review and potentially redirect certain categorical funding to support our academic vision, within LAUSD guidelines. YPI has \$25.4 million in pending applications for federal American Recovery and Reinvestment Act funding (ARRA/stimulus). YPI commits to target a high concentration of these funds to the Central Elementary School #18 community if awarded.

## **2. Curriculum and Instruction**

### **a. Curriculum Map and Summary**

The YPI design includes two innovative iDesign small learning communities. The themes are Multimedia and Social Justice, which have been chosen based on YPI's long history of expertise in these fields. Central Elementary School #18 will be a full service community school that will actively partner with teachers, parents, students, and community members to offer a community sanctuary open from 7am-8pm each school day, and Saturdays. These additional hours and resources will provide learning and projects to extend the curriculum beyond the normal school day.

The school's choices of curriculum and instructional methods reflect the importance the school places on student mastery of California state standards and other school-designed outcomes. All curricular choices are aligned to state standards (and, in many cases national standards as well). Furthermore, in designing the implementation of curriculum for the two small schools, YPI and partners will utilize the 'backward design' (*Understanding by Design*, Wiggins & McTighe, 2005) approach. This ensures that teachers design all lessons with the end in mind of implementing multiple assessments that effectively gauge student mastery of learning goals. Curricular choices are also compatible with the school's emphasis on active learning strategies that have been identified as effective according to research with similar student populations and at schools serving similar student populations: project-based learning, pedagogy that reflects cognitive science research on developing conceptual understanding, and multiple assessments that allow for student choices to personalize the learning experience.

The curriculum for the first years of the school, to be adapted to fit each school's design includes: Investigations in Number, Data and Space (TERC, Scott Forsman), manipulatives, and multiple representations from Pictorial Mathematics (Mendieta, 2005); Full Option Science System (FOSS, Lawrence Hall of Science); Houghton Mifflin K-6 History/Social Science and resources listed in Appendix; leveled readers and California Early Literacy Learning resources in Appendix. Detailed scope and sequences that demonstrate alignment between instruction, curricula, standards and assessments for each core subject can be found in the Appendix.

Although the curriculum maps located in the Appendix will be given to faculty to utilize, it is essential that faculty have the freedom to make adjustments in light of student needs and interests. For example, faculty will choose culturally relevant Read Aloud books (from the leveled lists provided by CELL) that seem to best align to student interests/cultures. Also, since social studies will mostly be approached through project-based learning (consistent with high performing schools listed earlier in this document), sample projects for each grade that demonstrate alignment to social studies and other standards are also in the Appendix. These sample projects represent a starting point for the project-based learning (PjBL) activities and more detail cannot be given at this time because it is essential that students be given the choice of personalizing the 'driving questions' they wish to answer in their projects. PjBL is an ideal means of making school culturally relevant, thus giving students intrinsic motivation to seek answers to their questions and develop new skills and knowledge in a context that interests them. PjBL time lends itself to differentiated instruction because students work individually or in small groups, allowing the teacher to circulate and teach different students in the way they learn best. The FOSS and TERC curricula also lend themselves to projects and student investigations that offer students choices to pursue a variety of questions, affording yet another opportunity to make learning personalized and relevant. The monthly data conferences and ongoing teacher focus on data driven instruction will also impact the curriculum; if students require re-teaching that

utilizes different resources and pedagogy, administrators will work with faculty to procure appropriate materials and utilize a variety of instructional strategies.

Faculty will be trained in implementing this program in August 2010 during a three-week Teacher Institute. Additional details about the professional development plans to support the program can be found in section (5) a and b (Professional Development).

All students will be enrolled in a separate instructional class period each day based on the design of their SLC with appropriate coursework and curricula. Teachers will work with the Local School Council to determine the scope and sequence for Year 2 and beyond. Multimedia will offer coursework in computers & software, web design, computer-based filmmaking and digital photography. Students in the Social Justice Academy will experience a class that prepares them to be active members in the school, community and global society. Students will become critical and analytical thinkers who are respectful of diversity, aware of current events and equipped to communicate their beliefs. Curriculum will be progressive in nature, encouraging students to recognize social injustices and advocate for change and equity. Students will participate in service learning that guides them in becoming active citizens and will work with YPI's AmeriCorps members to develop local projects. Teachers in the SLCs will develop a library media strategy targeting projects and themes. Students will leverage media resources to complete capstone projects and portfolios. The school librarian will be an integral part of the curriculum resource team in order to coordinate efforts.

The school will provide equitable access for **visual arts, music, dance, and other skill-based instruction** as an elective developed as part of the afterschool program operated by YPI. It will include studio training in drawing, a variety of painting techniques, and 3D design as well as DJ Training, instrumental music, digital music, and cartooning. Linked to California State Content Standards, this instruction will continue learning from the regular school day with projects led by instructors credentialed in fine arts specialties. Assessments will be actual works of art including drawings, completed flat and 3D projects, completed projects, illustrated/written/narrated storybooks, and student/teacher-designed evaluation "tools" such as rubrics, journals, and digital portfolios checked by teachers and afterschool coordinators/teachers to align learning.

The two SLCs will offer a varied, challenging and standards-aligned **physical education program** for all students based on the existing SPARKS curriculum used in YPI's Carol M. White Physical Education Program. Students will take a 40 minute PE class, three times a week, and will continue in the YPI operated afterschool program. The program will implement a standards-aligned sports-based and yoga-based rotation of instruction.

Faculty and administration will analyze efficacy of programs in the spring of the school's second year. Each school may choose to continue with these programs or switch to different research-based, constructivist-grounded, programs shown to succeed with similar school populations. Curricular materials will only be purchased with teacher approval. Curricular materials will also be analyzed in perspective of the whole educational program and in relation to lessons and assessments that would follow from curricular programs. Choices must be compatible with the school's emphasis on active learning strategies, investigation and multiple assessments. Additional resources can be chosen at the discretion of the teacher.

#### **b. Track Record of Proposed Curriculum**

Research attesting to the efficacy of a constructivist approach in both research studies and similar schools is described above. The **CELL literacy program** is based on research-based practices including the Report of the National Reading Panel (2001). A complete list of the research-based practices, and results from studies demonstrating the effectiveness of the program

can be found in the Appendix. The **TERC mathematics curriculum** utilizes research-based practices that have been shown to develop number sense, algebraic reasoning, geometric knowledge and conceptual understanding among other learning goals. A 2007 report “What Did They Learn?: *A Longitudinal, Comparative, and Focused Study of a Prepublication Version of Investigations in Number, Data, and Space*” (Kehle, Essex, Lambdin, & McCormick) concluded that students in the TERC program did as well and/or better than students utilizing other curricular approaches assessments including standardized tests and problem-solving. This study was conducted with students representing a full range of socioeconomic and ethnic identifications in a variety of geographical regions. The **FOSS program** is itself a research project that has been tested and refined for over 20 years through a partnership between UC Berkeley and the National Science Foundation. Program efficacy is continually tested and the program itself is based on research on how students acquire scientific knowledge, skills and understanding. The **Social Studies program** utilizes two curricular approaches: the state approved texts by Houghton Mifflin and project-based learning (PjBL). The effectiveness of PjBL has “led to recommendations for shifting the major portion of instruction in schools from teacher-directed, teacher-assigned ‘schoolwork’ with its emphasis on comprehension, to student-initiated, goal-driven, independent, ‘intentional learning’ models with an emphasis on knowledge building (Bereiter & Scardamalia, 1987; Scardamalia & Bereiter, 1991; quoting Thomas, 2000).

### c. **Addressing the Needs of All Students**

While project-based learning activities, a data driven instructional emphasis and a full range of academic services described in this narrative will be designed to allow all students to pursue their learning in an in-depth way that reflects the differentiated learning levels of students in each SLC, additional efforts will be made for students identified as in need of particular support.

YPI and partners have surveyed the academic achievements and demographic diversity of the relieved schools of Central Region Elementary School #18 (CRES 18) in order to gauge its need for services. Results are shown below and in greater detail in the Appendix. 28<sup>th</sup> Street Elementary School provides the best representative data of the group of relieved schools. In ELA, 22% of 2<sup>nd</sup> grade and 15% of 3<sup>rd</sup> grade 28<sup>th</sup> Street ES students tested advanced or proficient. When compared to similar schools (28% of 2<sup>nd</sup> graders and 27% of 3<sup>rd</sup> graders at Ritter Elementary School and 30% of 2<sup>nd</sup> graders and 17% of 3<sup>rd</sup> graders at Eastman Avenue Elementary School), a lower number of 2<sup>nd</sup> and 3<sup>rd</sup> grade students at 28<sup>th</sup> Street ES tested advanced and proficient in ELA. 22% of 2<sup>nd</sup> grade and 14% of 3<sup>rd</sup> grade Economically Disadvantaged students at 28<sup>th</sup> Street ES scored proficient and above in ELA indicative of a significant number of students struggling with ELA skills. Also, low percentages of English Learners scored proficient and above in all grades at 28<sup>th</sup> Street ES (12% of 2<sup>nd</sup> graders, 8% of 3<sup>rd</sup>, 8% of 4<sup>th</sup> and 6% of 5<sup>th</sup>). The data suggest that students may not be adequately prepared to transition and be successful in middle school further emphasizing the need for increased academic support at CRES 18.

Strategies for these challenges will include the following. The CST tests in Math and Science contain many English text-heavy questions. Therefore, difficulties in English will impact test results even when students may have conceptual understanding of math and science. To improve test scores in Math, ELA and Science, Central Elementary School #18 will be targeting development of ELA skills comprehensively, and implementing a hands-on science and mathematics curriculum that can build skills in these areas regardless of language barriers.



To address the need of students to improve their ELA abilities, the school will provide students with courses aimed at developing these skills. These courses include a CELL literacy program. The professional development plan for Central Elementary School #18 emphasizes Project GLAD (Guided Language Acquisition Design) because of effectiveness in supporting English learners, Backward Design and Data Driven Instruction because of focus on analyzing student needs and targeting lessons, and active learning strategies such as project-based learning because of this pedagogy's ability to develop conceptual understanding of subject material while developing English language skills.

The curricular and pedagogical choices of the school reflect our commitment to addressing the needs of all students. For a population of English learners PjBL is ideal because the collaborative activities inherent to PjBL provide ELLs with systematic opportunities to improve their English proficiency in the context of authentic peer communication. Group interactions with focus on the task rather than the language provide nonthreatening opportunities for the second language learner to listen to other children's discourse and, once confident, to contribute to the conversation (Amaral et al., 2002; Echevarria et al., 2004). For socioeconomically disadvantaged children, research indicates that use of projects (1) increases their motivation for learning academic skills and the opportunity to meaningfully practice these skills, (2) helps children see themselves "as learners and problem solvers" and develops their self-esteem, (3) strengthens positive relationships between teachers and families, and (4) helps families become aware of resources available in their communities (Helm and Lang, 2003).

During the August (three weeks, pre-school opening) Teacher's Institute, faculty will be trained in SDAIE or Project GLAD, award-winning and highly effective programs that have been demonstrated to improve ELL and SEL content area learning and English language learning. Teachers will also be trained in Data Driven Instruction that utilizes action research to ensure instruction is differentiated to reach all students. While the project-based learning activities, data driven instruction emphasis and full range of academic support services described in this narrative will be designed to allow all students to pursue their learning in an in-depth way, additional efforts will be made for students identified as in need of particular support, such as Students with Disabilities, ELL, SEL, Economically Disadvantaged, and Gifted.

Students identified as at-risk of failing to perform at grade level will be evaluated on a case-by-case basis by teachers, tutors, YPI Case Managers, and parents. The following best practices will be incorporated into instruction to address at-risk students: explicitly teaching learning strategies and study skills; high expectations; reality based teaching to build a bridge between home and school; concrete experiences to enhance concepts; and varied grouping to avoid stagnant pairing. This last is crucial. All students will have equal access to innovative teaching and cultural relevant materials provided in each SLC. Students may be grouped in varied classrooms but will enjoy instructional strategies and materials that allow them to complete grade level advancement and engage in all innovative learning offered. Students placed in faster tracks will develop deeper learning based on project learning and exploration of themes.

YPI and school staff will assess each student upon entry to determine academic proficiency and need for additional support. Support will be provided in classroom learning and during afterschool hours by YPI tutors working with school teachers. YPI will use supplemental educational tutors trained in the use of ELA and math support using Scantron and Voyager Learning to provide tutoring in school and during the afterschool program. Students in need of tutoring will receive up to 30 hours in ELA/math. YPI's community schools model will be of particular benefit in serving at-risk students and families. The school will have a full-time

Program Coordinator paid by YPI to manage all education and training programs. The school will also hire two Case Managers to work exclusively with families to provide assessment of need and supportive services. Staff will provide tutoring, enrichment, college preparation, service learning, and community resources. The school site in YPI's Community-based model will be open to the community from 7 a.m.–8 p.m. or longer M-F, and also on Saturday for afterschool programs and adult education. This extended time will be used to provide targeted intervention services for students.

Special needs students will be integrated into the mainstream classroom to the extent possible. Special needs may range from classroom modifications, interventions, special instructional strategies and special programs. Central Elementary School #18 will incorporate resources and best practices provided by Child Find, a component of Individuals with Disabilities Education Act (IDEA). If a student needs additional support or resources, then an IEP (individual education program) or declaration of intent process will begin. The program of instruction for students with disabilities will be responsive to required courses and curricular activities provided for all students in the school. The SLCs will conduct assessment and standardized testing of students with disabilities using state and district guidelines. Meetings will be arranged with parents to monitor progress. IEPs will be designed and revised as data from testing and assessments are gathered. The schools will adhere to all provisions of the Individuals with Disabilities Education Act (IDEA) and its amendments; Section 504 of the Rehabilitation Act, AB 602, ADA; the Modified Consent Decree and the Chandra Smith Consent Decree.

Please see the Accountability Matrix for a detailed discussion of the level of growth expected in students' achievement from these strategies.

#### **d. Accelerated Learning**

Efforts will be made for students identified as "gifted." Staff will utilize research of Renzulli (1986) who concluded that giftedness involves interaction of three sets of characteristics: above average intellectual ability, creativity and task commitment. Gifted students will also be identified through observation of three key dimensions (Maker, 1982): pace at which they learn; depth of understanding; and interests they hold. Teachers and tutors will receive professional development training to complete assessment of students using identifiers.

Students selected for accelerated learning will complete challenging assignments. Accelerated learning will take place in the afternoon period dedicated to the school's theme. Research into small learning communities has shown that they can reduce discrepancies in the achievement gap of poorer and minority children. They can also encourage teachers to develop innovative strategies to help students succeed (Wasley et al., 2000). For this reason, the SLCs may create more comprehensive GATE programs, should a student population emerge that would benefit. They could include a GATE Humanities program with an accelerated math program as well as a more challenging science class. In terms of minority representation in GATE, emphasis on data driven instruction will prioritize the achievement gap. The school will break down GATE outreach and placement by specific subgroup, including English Learners, Economically Disadvantaged and Students with Disabilities. YPI will provide tutoring for all students as part of the afterschool program with trained AmeriCorps members. As minorities (the school will be majority Latino) make up the majority school population, they will be the primary focus of GATE. SDAIE training is particularly effective in identifying gifted learners whose only obstacle to academic success is language as will be used. Students will be identified for accelerated learning through steps above and assessment/testing.

### **e. Instructional Strategies**

Instructional methodologies to be used include backward design and multiple assessments; family participation and community involvement; constructivism; and project-based learning (more detail above). Central to the school is differentiated instruction, to be implemented systematically through a process of coupling data driven instruction with action research. School leaders will guide teachers in identifying student needs by analyzing benchmark assessments (NWEA MAPS or Pearson GMADE/RADE and literacy-related tests Developmental Reading Assessment and DIBELS) as well as alternative assessments such as rubrics and checklists for projects/presentations/classwork. Leaders will help expand teacher's repertoire of instructional strategies by sharing articles, book excerpts, and best practices utilized in successful schools. Faculty will be supported in continuing to educate themselves along these lines (partnering teachers with faculty at other schools, ordering online subscriptions to educational journals, etc). Faculty will then implement the strategies in the course of action research, guided by leaders and educational researchers from local universities.

Research has shown that student achievement increases when parents are actively engaged in children's education (Henderson and Mapp, 2002). This will be closely tied to culturally relevant pedagogy provided at Central Elementary School #18 with the active participation of teachers, parents and community members. The school will work with parents and community partners to craft a holistic approach to education, to better serve Latino and low-income families. It will incorporate Central American/Latino history, culture, and issues such as the Central American Diaspora and the U.S. Latino experience into the curriculum (ELA, social studies, math, science) to reflect that enrolled families are majority Latino. Students will directly interact with their surrounding community in service learning projects in the Social Justice Academy, for example. The development of themes in the two SLCs is directly related to interests of teachers and parents as expressed in community meetings and feedback during the Public School Choice process. These themes and all culturally relevant pedagogy will be constantly reviewed by the entire school community each year, and revised to better meet the educational needs of students, based on opinions of families involved with the school.

## **3. School Culture and Climate**

### **a. Description of Culture**

YPI's vision for Central Elementary School #18 is to equip urban students in grades K-5 for academic success and community participation. YPI will provide youth with the intellectual tools necessary to become successful students and active citizens. Through clear and high expectations for all students, a rigorous curriculum, a personalized learning environment, and family-school-community partnerships, YPI will help students overcome traditional barriers and empower them to succeed in elementary school, middle school, high school and beyond. Positive youth development and resiliency will be reinforced by programs such as the SEARCH Institute's "40 Developmental Assets" to promote character building and respect.

Our goal is to create a culture that fosters trust, commitment to excellence and responsibility, personal and institutional integrity, and avoids conflicts of interest and appearances of impropriety. To achieve our mission of educating students, we strive to create a school culture that fosters trust and focuses on excellence. Our goal is to develop a culture that is personally fulfilling, supports ethical decision-making, and provides an environment where hard work, creativity and innovation are the norm. To succeed, we must have the same expectations about how we will practice our commitment to excellence, integrity and responsibility in our

everyday work. A culture of continuous quality improvement also strives to have a school culture where parents and families are embraced as partners in the education of each child.

Our mission is to implement the program described in this narrative and guide students whose current average CST scores are 323 in ELA and 347 in Mathematics (weighted average of all local relieved schools) into the realm of proficiency levels that meet AYP levels (46%-48%) by Year 3 and exceed the AYP levels (75%+) by Year 5.

Furthermore, YPI will partner with teachers and families to provide choice and culturally relevant instruction. The school will offer the choice of two small learning communities targeting Multimedia and Social Justice. These two SLCs will create a place of learning that empowers students to become functional and prepared communicators for the demanding global requirements of the 21<sup>st</sup> century. They will provide supportive and positive learning environments for each member to develop leadership skills to foster self-confidence and growth.

Central Elementary School #18 will also be a full-service community school that will actively partner with teachers, parents, students, and community members to offer a sanctuary and one-stop center open 7am-8pm each school day, and on Saturdays. This provides services for students and their families before, during, and after the school day at the school site to improve academic performance, increase family income, reduce mobility, and prepare students and parents for the path to college. The school will meet parameters of scientifically-based research also by integrating the community school model into the curriculum and by providing staff with professional development that helps teachers to engage in the community schools process, set high expectations, and ensure appropriate learning supports for students and families. This will include professional develop in creating collaborative partnerships with parents and families.

#### **b. College and Career Readiness**

The YPI team will leverage its extensive experience with college preparation initiatives like GEAR UP to provide college and career readiness for students using full-time Case Managers. Tutoring and enrichment will provide afterschool, summer and Saturday academic assistance. Tutors will conduct assessment to better target individual strengths and needs. Summer/intersession bridge program will provide afterschool programs (10am-2pm for six weeks) and work with Families in Schools to provide support that will target students in academic transition to prepare them for challenging curricula. The bridge program will offer homework assistance, time management, and tutoring in math. It will include College Knowledge Academies, Going On to College!, and Parent Academies.

Quarterly study habit workshops help youth become better students and will target time management. Struggling students will be recommended for workshops by teachers based on classroom assessment. Parent workshops will be 10 week programs (provided by partner Families in Schools) that will focus on Introduction to Elementary School, Preparing For Middle School, Improving Academic Communication, Asking Questions with Administrators, Parenting with Technology, Parental Support of Student Learning, Measuring Academic Performance, and Parents as Advocates for Their Children. College visits to local universities (such as CSUN, USC, and UCLA) will be offered to provide a path for the future. Clic Enrollment ([www.theclic.net](http://www.theclic.net)) will be provided. This online source for case management and college preparation helps families explore higher education. The program will target career technical education, college preparation for young students and their families, working with partners such as CSUN Professor David Moguel. The schools will help students to master real world coursework that builds technical and academic skills based on the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS).

The promotion policy will follow National Research Council recommendations. The schools will use a combination of a test-based promotion decision (averaging faculty designed tests with benchmark diagnostic such as NWEA MAPS) and an intervention/alternative program. These recommendations are (1) identifying at-risk or struggling students early so they can be targeted for extra help; (2) providing students with multiple opportunities to demonstrate their knowledge through repeated testing. To be promoted, students must score at or above performance level 2 in a system of 4 performance levels, with 4 being exceeds standards and 1 that the student shows serious academic difficulties. The policy places emphasis on identifying students at the beginning of the school year that are at risk of being retained. These students must receive academic intervention services. This could include differentiated instruction in the classroom or small-group instruction. Students who score at level 1 mid-year will be encouraged to enroll in Saturday school programs. Students who remain at 1 level in the spring are mandated to attend summer school. If they do not meet standards at the end of summer school, their portfolio of work is reviewed to determine if the student has higher than 2 level skills and is only dealing with a testing obstacle as opposed to a knowledge/skill obstacle. Depending on this determination, a promotion or retention decision is then made.

### **c. School Calendar/Schedule**

Central Elementary School #18 will implement a flexible schedule that gives teachers time to collaborate on lesson study and develop student understanding. Language Arts will be a 90 minute block. Several studies support block scheduling because it increases student achievement (Fletcher, 1997; Khazzaka, 1998), decreases discipline referrals (Duel, 1999; Stader, 2001), increases student attendance rates (Queen, Algozzine, & Eaddy, 1997; Snyder, 1997), and improves school climate (Buckman, King, & Ryan, 1995).

The school's schedule and calendar amount to more than the minimum number of instructional minutes set forth in Education Code § 47612.5, and the required number of 180 school days. At the schools, students experience the following total instructional minutes per year: K-1 55,110, 2-3 55,820, and 4-5 56,360. Instructional time for a standard day will range from 320-330 minutes (320 for K-1 and 330 for 2-3 allowing for greater transition time between classes). On minimum days instructional time will total 250 minutes. Before school and after-school learning opportunities will equal 1.5 hours and 3 hour, respectively.

The Appendix contains the Calendar and detailed bell schedules for K-1, grades 2-3, and grades 4-5. It is expected that grades 2-5 will not lose time between recess and academic classes as the recess will end prior to the 20 minute allotment in order to begin class promptly. Note that the bell schedule for grades K-1, 2-3 and 4-5 are similar in light of developmental and standards-based changes. For example, 4<sup>th</sup> and 5<sup>th</sup> graders experience more time in single subject lessons than do lower elementary students. The School Emphasis Class meets 4 times a week for students in K-1, and 3 times a week for students in grades 2-5. The totaling of instructional minutes does not count certain 5 minute transition times, such as the 5 minute transition after Physical Education classes and a 5 minute transition for Kindergarten and 1<sup>st</sup> grade after recess.

Students in Kindergarten and 1<sup>st</sup> grade follow similar schedules but projects become more academically-oriented in 1<sup>st</sup> grade. Projects alternate between a social studies or a science emphasis but always are focused on developing student literacy and math skills. Students work at their own pace and are provided small group, whole group, and individualized instruction as is appropriate to ensure maximum growth of skills and understanding of concepts. Reading recovery and other research-based interventions would be provided for "at risk" students.

Targeted language arts instruction in the morning, projects that contain “real life” experiences, and GLAD trained teachers who deliver whole group lessons will enrich the environment to enable all students to achieve end of year first grade standards before transitioning to 2<sup>nd</sup> grade. The schedule for 2<sup>nd</sup> and 3<sup>rd</sup> graders reflects a developmental leap from first grade. All students are expected to be “readers” and independent learners. The curriculum reflects greater rigor. Teachers continue to utilize GLAD strategies to teach academic language to ELL and English only students alike. Projects remain an important aspect of science and social studies but are more targeted on specific concepts and skills than are projects in the primary center. Projects, however, continue to provide “real life” applications that enrich and solidify learning for ELL, English only, and “at risk” students.

The schedule for grades 4 and 5 reflects a departmentalized approach in order that teachers can develop expertise and attention to student need in areas of science, social studies and math. Teachers continue to employ GLAD strategies as complexity of content language increases. Interdisciplinary projects that reflect subject-specific learning goals are more essential than ever in these grades as learning and assessment tools. Therefore, in addition to subject-specific instruction time, project time occurs every day as students will always be in the process of completing a project. Since all projects require explicit instruction in reading comprehension and writing, language arts instruction will more than surpass the recommended 2 hour daily allotment. Faculty and school leaders will regularly analyze the learning activities during project time to ensure this is occurring.

**d. Athletic programs and extracurricular programs**

YPI will offer students an array of enrichment courses in school and during a daily afterschool program (3-6pm). YPI will work with community/school partners to provide athletic and extracurricular programs through a three times per week 40 minute PE class (in compliance with ***Education Code*** Section 51210(g) requirement of 200 minutes of physical education every ten days for elementary students) and in the afterschool program. Culturally relevant programming will also be provided. For example, surveys of families have noted the high popularity of soccer programs, which will be provided for students. Funding is currently in place for soccer programs from LA84 Foundation of Los Angeles and the U.S. Soccer Foundation. YPI is also funded by the U.S. Department of Education for a Carol M. White Physical Education program that will support the school with SPARK physical education curriculum and services. Other PE offerings in and after-school will include knowledge for lifetime physical activity and nutrition (aligned to California State Standards for physical and health education), yoga, aquatics (water safety and lifeguard training), and martial arts. Project Character will implement the ABC’s of Character workshops for students as well.

YPI will provide students with community service experiences. Funding from California Volunteers will provide curricula and technical assistance. AmeriCorps members will lead service learning. In the afterschool program, students will gain enrichment skills, including instrumental music, dance, digital music, photography, and film-making on the computer.

**e. Student discipline and creating a safe, clean and respectful campus**

The discipline policy at each school is grounded in the right of each enrolled student to be educated in a safe, respectful, and welcoming environment, while each educator has a safe working environment conducive to learning. The schools will closely follow the Board approved District Discipline Foundation Policy. The schools plan for discipline will be congruent with the *Culture of Discipline: Guiding Principles for the School Community* (Attachment A) and *Culture of Discipline: Student Expectations* (Attachment B) and *How To*

*Establish And/Or Refine An Effective School-wide Positive Behavior Support System* (Attachment C) for this Policy. Student discipline at the school will take a proactive approach that provides a positive learning and support environment for students.

The YPI model will promote active collaboration between families and the schools through technology that encourages the active participation of families. YPI outreach has shown that a very high percentage of families have cell phones. Communication will use cell and text messaging for families with these capabilities to remove barriers between the school and home, and directly involving families in the disciplinary process, as well as more traditional methods.

**f. Meet health mandates and health care needs of chronically ill students**

Central Elementary School #18 will follow District guidelines for meeting health mandates and health care needs of chronically ill students. Using the community schools model, the schools will also work with community organizations to refer clients (particularly client families below the poverty line) for medical and health services that will target students that lack health coverage. Partners to provide this will include Clinica Monsenor Romero among others.

Services provided will assist students that have Section 504 Plans and IEPs. Inclusion is the preferred method. Special needs students will be integrated into the mainstream classroom to the extent possible. Each special needs student will be given support for his or her unique learning style. Special needs students will receive daily support and individual instruction on a case-by-case basis. Special needs may include classroom modifications, interventions, and special instructional strategies. If teachers and/or parents determine that a student may need additional support or resources, then an IEP or declaration of intent process will begin.

The general program of instruction for students with disabilities will be responsive to the required courses and related curricular activities provided. Central Elementary School #18 will conduct assessment and standardized testing of students with disabilities using state and district guidelines. Meetings will be arranged with parents to monitor progress and concerns. Central Elementary School #18 will adhere to all provisions of the Individuals with Disabilities Education Act (IDEA) and amendments; Section 504 of the Rehabilitation Act, AB 602, ADA, the Modified Consent Decree and the Chandra Smith Consent Decree.

Assurances related to students with disabilities are in Section 2.c and attached letter.

**g. Meet the nutritional needs of all students**

Central Elementary School #18 will follow all District guidelines for nutritional content of school meals. The schools will continue to use funded nutritional programs provided for students through LAUSD, including the National School Lunch Program (NSLP). The schools will enroll students in the School Breakfast Program (SBP) and a Special Milk Program (SMP). Children from families with incomes at or below 130% of the poverty level are eligible for free meals. Those between 130-185% are eligible for reduced-price meals. The school will seek supplementary funding available for after-school snacks and other nutrition needs. YPI will use the community school model to leverage nutrition and health programs. Resources will include sponsoring Community Health Fairs to provide free health screenings, nutrition workshops, and healthy recipes for family meals. 930 parents and students attended the YPI Family Summit at Bert Corona Charter School on Saturday, May 30<sup>th</sup>, which provided health assessments for diabetes, asthma, cholesterol level, dental services, and blood pressure.

**4. Assessments and School Data**

**a. Educational Goals and Metrics**

Please see Accountability Matrix for details regarding quantifiable achievement goals for the schools, including CST scores, attendance levels, retention rates, number of behavioral

incidents, IEP goal progress, and other goals. All future student and school data will be disaggregated to show how sub-groups perform; e.g. LEP, non-LEP, mobility, gender.

Please see Appendix for a description of scope and sequences for all core subjects. These tables list ‘measurable student outcomes’ as well as means and frequency of assessing students.

#### b. Student Assessment Plan

Central Elementary School #18 commits to participation in the state’s standardized testing program. Assessment will drive professional development, instruction, and curricular adjustments by providing measures for student achievement that will dictate needed changes. Learning outcomes/assessment measures are included in the Appendix for all core subjects. As an internal operator, YPI will use the District assessment provider to evaluate student work.

Component	Learning Outcomes	Assessment Measures/ Frequency
<u>English Language Arts</u>	On quarterly assessments, at least 75 % of students will demonstrate proficiency on grade-level content standards, with emphasis on grade-level reading with comprehension; speaking with clarity and meaning; thorough and analytical response to historically significant works of literature; clear and effective oral expression; clear and well structured persuasive writing. 95% of students will demonstrate growth and improvement from one quarterly assessment to the next. <u>Formative assessments</u> -in class work and homework assignments. <u>Summative assessments</u> - unit quizzes and tests. Projects. State tests.	State Mandated Tests/ <b>Annual</b> Portfolios/ <b>Quarterly</b> -summative Teacher assignments/assessments/ <b>Daily</b> -formative Oral presentations/ <b>Ongoing</b> -formative CELL-developed rubrics & DIBELS- formative Classroom Projects/ <b>Ongoing</b> - formative Capstone projects/ <b>Bi-Annual</b> - summative Developmental Reading Assessment/ <b>Bi-Annual</b> Benchmark assessments/ <b>Tri-Annual</b> - summative
<u>Mathematics</u>	On quarterly assessments, at least 75 % of students will demonstrate proficiency on grade-level content standards, with emphasis on understanding and application of formal logical reasoning; analytic and symbolic processing; arithmetic/ algebraic manipulation and construction; number sense; skills in measurement and geometry; data analysis, probability, and basic statistics; pre-algebraic and algebraic thinking. 95% of students will demonstrate growth and improvement from one quarterly assessment to the next. <u>Formative assessments</u> -in class work and homework	State Mandated Tests/ <b>Annual</b> - summative Portfolios / <b>Quarterly</b> TERC & Teacher developed assignments/assessments/ <b>Daily</b> Classroom Projects/ <b>Ongoing</b> Capstone projects/ <b>Bi-Annual</b> - summative I Can Learn Assessments/ <b>Every 3-6 weeks</b> Benchmark Diagnostics/ <b>Tri-</b>



	assignments - as pass/fail indicating students attempted to solve problems and then asked questions in class to clarify. <u>Summative assessments</u> - unit quizzes and tests. Projects. State tests.	<b>Annual</b>
<u>History/</u> <u>Social</u> <u>Science</u>	On quarterly assessments, at least 75 % of students will demonstrate proficiency on grade-level content standards, with emphasis on knowledge of events/ideas; intellectual reasoning; research skills; chronological/ spatial thinking; understanding of different points of view; historical/ social sciences analysis. 95% of students will demonstrate growth and improvement from one quarterly assessment to next. <u>Formative assessments</u> -in class work and homework assignments. <u>Summative assessments</u> - unit quizzes and tests. Projects. State tests.	Portfolios / <b>Quarterly</b> -formative Teacher developed assignments/assessments/ <b>Daily</b> - formative Classroom Projects/ <b>Ongoing</b> Capstone projects/ <b>Bi-Annual</b> - summative Data Director (or equivalent) standards-based assessments/ <b>Ongoing</b> - summative
<u>Science</u>	On quarterly assessments, at least 75 % of students will demonstrate proficiency on grade-level content standards, with emphasis on proficiency in fundamental concepts and terms of branches of science. 95% of students will demonstrate growth and improvement from one quarterly assessment to the next. <u>Formative assessments</u> -in class work and homework assignments. <u>Summative assessments</u> - unit quizzes and tests. Projects. State tests.	State Mandated Tests/ <b>5<sup>th</sup> grade</b> Portfolios / <b>Quarterly</b> FOSS & Teacher-created assignments/projects/labs/ <b>Daily</b> Capstone projects / <b>Bi-Annual</b>
<u>Technology/</u> <u>Visual</u> <u>Arts/Performing Arts</u>	Students will demonstrate mastery of National Technology Standards and CA Visual Arts/Performing Arts Standards. <u>Formative assessments</u> -in class work and homework assignments. <u>Summative assessments</u> - unit quizzes and tests. Projects. State tests.	State Mandated Tests/ <b>Annual</b> Portfolios / <b>Quarterly</b> Teacher-created assignments/evaluations/ <b>Daily</b> Capstone projects / <b>Bi-Annual</b> Oral Presentations/ <b>Weekly</b>

### c. Data Team and Instructional Team

The schools will use these methods to assess fulfillment of instructional objectives:  
Standardized Testing: Students will meet benchmarks set by the California Department of Education and demonstrated by the CA Standards Test. Benchmark diagnostic testing: standards-aligned tests such as NWEA Maps will be implemented and analyzed 3 times a year. Classroom Assessment: Teachers will monitor progress through exams, essays, projects, and presentations.

Report cards will be sent home quarterly. Portfolios will incorporate student work, projects, and videos that document growth. Students will analyze academic progress and set short/long term goals. Student portfolios will be evaluated by teachers according to a scoring rubric. Staff will develop rubrics for evaluation aligned with goals. Students scoring 80% or above will have mastered standards aligned to specific assessment. Students scoring between 50-80% are still at instructional level and those scoring below 50% will receive additional support.

Staff will monitor student and school progress through the collection of all academic assessments, teacher assessments, student portfolios, and state tests, through software such as PowerSchool and Data Director. Data will be analyzed annually and compared to previous years' data to determine student progress and the effectiveness of curriculum. Monthly data conferences that utilize this, diagnostic testing and other assessment data will be used to drive instruction.

School staff will examine the following data to identify students at risk of failing and patterns of achievement across classrooms: attendance, discipline (suspension/referrals); diagnostic test scores; grades; IEPs; CST and CELDT scores. The use of Data Director will facilitate an examination of all data, as the leadership team will be able to generate school, grade-level, class, and student-level reports, as well as a comprehensive profile of each student.

#### **d. Data Systems**

The Modified Consent Decree ("MCD") includes eighteen statically measurable outcomes and facilities obligations of the District. The school will use the LAUSD Integrated Student Information System (ISIS) to track student records and identity services to report to the District, including assessment, graduation/completion rates, suspensions, placement, transition, disproportionality, complaint response time, service delivery, parent participation, translations, teacher quality, and behavioral interventions. Reports provided as part of ISIS will include a monthly suspension/expulsion Report throughout the school year, a monthly SESAC Report and Welligent Student Listing Verification, CBEDS, due at the end of October, and an All Students Enrolled Report due at the end of December every school year.

#### **e. LAUSD School Report Card**

Central Elementary School #18 will track the same information presented in the LAUSD School Report Cards, including API score and AYP status. As an internal applicant, YPI will leverage LAUSD system to gather and report information, including student outcomes and academic progress, EL reclassification rate, and proficiency of students on state tests and the numbers improving and declining). YPI will use staff surveys to assess teaching, leadership, and culture, as well as student and staff surveys to assess campus safety and student/parent satisfaction. The Report Card will desegregate ELA and math achievement by advanced/proficient categories for all ethnic groups represented at the school, and by Special Education, Gifted and Talented, and Economically Disadvantaged status.

#### **f. Research and Evaluation**

YPI and the Central Elementary School #18 collaborative agree to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions, or research institutions. The school will cooperate with the District to work with teachers and parents to complete surveys or interviews to develop required information.

### g. Operational Goals and Metrics

Category								
Metric	Definition	2009 Status (relieved schools)	Goal Yr 1	Goal Yr 2	Goal Yr 3	Goal Yr 4	Goal Yr 5	
<b>Academic</b>								
AYP (aggregate)	Percentage of students participating in state assessment (AYP target 95%)	97%	98%	98%	99%	99%	99%	
AYP (aggregate)	Percentage of students proficient or advanced in ELA / MATH (AYP targets 46% / 47.5%)	32% / 48%	40% / 56%	50% / 66%	60% / 76%	69% / 75%	79% / 85%	
AYP (subgroups)	Students with Disabilities proficiency rate for ELA	2%	8%	17%	27%	38%	49%	
AYP (subgroups)	Students with Disabilities proficiency rate for Math	9%	18%	27%	37%	46%	56%	
AYP (subgroups)	English Learners proficiency rate for ELA / Math	14% / 32%	23% / 31%	33% / 41%	43% / 51%	52% / 60%	62% / 70%	
AYP (subgroups)	Socioeconomically Disadvantaged students proficiency rate for ELA / Math	32% / 47%	40% / 56%	50% / 66%	60% / 76%	69% / 75%	79% / 85%	
<b>Student</b>								
Enrollment	Percentage of available seats filled by enrolled students on norm date		95%	97%	100%	100%	100%	
Attrition Rate	Percentage of students withdrawn from school		<20%	<15%	<10%	<10%	<10%	
Suspension Rate	Percentage of students suspended from school	1.2%	<10%	<7%	<5%	<5%	<5%	
Expulsion Rate	Percentage of students expelled from school	0%	<2%	<1%	0%	0%	0%	
<b>Teachers</b>								
Highly Qualified Teachers	Percentage of teachers who are Highly Qualified in the subject(s) they teach according to Federal Guidelines		93%	95%	98%	98%	98%	
Emergency or Provisional Credentials	Percentage of teachers teaching with emergency or provisional credentials		7%	5%	2%	2%	2%	
Teacher Retention Rate	Percentage of staff retained from one year to the next		85%	90%	95%	95%	95%	
<b>Financial</b>								
Supplemental Instructional Support	Funding for tutoring and academic support services		25k	40k	55k	70k	70k	
Curriculum Support Positions	Additional Staffing to support academic outcomes through private fundraising		0.25 staff	0.5 staff	0.75 staff	1 staff	1 staff	
Community Schools Funding	Private and/or government funding to enhance full service community school model		25k	40k	55k	70k	70k	
<b>Governance</b>								
Parent Site Council	Parent/stakeholder committee to assist in decision-making around non-instructional issues		20 parents involved	32 parents involved	44 parents involved	44 parents involved	44 parents involved	
<b>Community</b>								
Community Partnerships	Service learning component for every grade level		70%	85%	100%	100%	100%	
Parent Satisfaction	Level of satisfaction with school, staff and school programs as measured by the annual survey (% Agree/Strongly Agree)		75%	80%	90%	92%	95%	
Teacher Satisfaction	Level of satisfaction with school, staff and school programs as measured by the annual survey (% Agree/Strongly Agree)		80%	80%	85%	90%	95%	
Student Satisfaction	Level of satisfaction with school, staff and school programs as measured by the annual survey (% Agree/Strongly Agree)		75%	80%	85%	90%	90%	

## 5. Professional Development Program

### a. Professional Development

Central Elementary School #18 will provide ongoing professional development that targets broader competencies based in community learning, CELL Balanced Literacy, Backward Design process of developing constructivist learning activities and assessments including standards-aligned projects, teaching ELL, action research and data driven instruction. Effective professional development focuses on increasing teachers' content knowledge, enhancing

teachers' instructional strategies to meet needs of students, and supporting teachers in creating effective assessments to measure student learning. Informally, teachers will look at student work and questions in order to inform their instructional practice. Formally, school leaders will train teachers in analyzing teaching, learning, and student assessment data (data driven instruction) and embarking on focused, relevant action research in the classroom. Teachers will then share best practices regularly both within their grades and across their small school.

Professional development hours and days throughout the school year will total 203 hours. There will be a three week summer institute and five full days during the school year at seven hours per day. Each week will have 1.5 hours built in on minimum Tuesday for 42 weeks. The Local School Site Council designs the professional development calendar each year, setting the direction for professional learning by conducting classroom observations, data analysis, and discussions with teachers about what support they need or would like to receive.

Education consultant Dvora Inwood will lead professional development services. She will collaborate with teachers, site and district administrators, parents, and community members to strengthen curriculum, deepen teacher content knowledge, improve instructional strategies, understand student learning, use data-driven inquiry and create a college-going culture to improve outcomes for students. Teachers will also receive Project GLAD training to support ELL and balanced literacy training from CELL. Additional providers may include NCTM and TERC conferences, FOSS and the National Science Foundation's Problem-Based Learning Project, and National Council of Teachers of English conferences.

#### **b. Teacher Orientation**

The induction program for new and existing teachers each year will closely model the new teacher induction already in place at the District. It will be comprised of 40 hours and include: a comprehensive overview of the vision and mission of the YPI community schools model, information on community outreach and family involvement, and linkages to the surrounding community through private and public partnerships. It will also include an overview of the curriculum and guidelines for implementing it throughout the year through specific instructional strategies that detail ways to differentiate instruction.

#### **c. PD Calendar**

Teachers will participate in a three-week summer institute and five full days of in-service professional development days during the school year. Weekly staff development is structured into the bell schedule on early-release Tuesdays (ninety minutes per week). Monthly data conferences are described above. The school leadership team designs the professional development calendar each year. This is done through classroom observations, data analysis, and discussions with teachers about what support they need or would like to receive. Each SLC provides development related to its theme. To overcome budget constraints, a teacher can be trained in a strategy (ex. portfolios) and then return to train others and support implementation. Teachers from both small learning communities will come together for workshops with community leaders and organizations in order to learn about community needs.

Professional development events include Summer (August) Institute: CELL Balanced Literacy; Data Driven Instruction and action research; Community based schools; Backward Design of curriculum (projects) that are standards-aligned and utilize constructivist-based teaching (pbl-online.org); Introduction to TERC/FOSS curricula; Project GLAD (or SDAIE). September/October: Action Research (ongoing link to Data Driven Instruction), Project GLAD in depth, Project-based learning, Teaching through Design of the School (Multimedia, Social Justice). November: Identifying special populations, the use of Portfolios to document growth/

achievement in Multimedia and Social Justice, community-based schools and integration. December/January: Action Research (ongoing link to Data Driven Instruction), Leveraging Community Partnerships into the Classroom, Backward Design for multiple assessments aligned to standards. February/March: Action Research (related to mid-year assessment data), using Portfolios to Document Student Academic Growth, Project GLAD, Teaching through Design of the School. April/May: Action Research (ongoing), Data Driven Instruction.

#### **d. Program Evaluation**

It is critical to document effectiveness of professional development to the school, to each teacher, and to the students. A four person team will be formed at each SLC, comprising teachers and administrators. Evaluation design will identify outcomes expected (Mullins 1994) that can be quantified on a quarterly basis through formative evaluation. Following research (Guskey and Sparks 1991a), the evaluation design will pose these questions to be answered by each teacher. Is staff development program driven by clearly stated, measurable school objectives? Is a systemic view of the change process expressed in plans? Are appropriate parts of the organization contributing to the change effort? Is there parent involvement? Curriculum revision? Changes in supervisory practices? Is staff development program's content grounded in research?

Summative evaluation will be collected yearly and will assess success of professional development on three levels. Changes in teaching practices will be documented through surveys and questions completed at the end of the year. The second level will document changes in school culture and climate through improved teacher skills, better integration in the community, and real partnerships with parents and community organization, which will be documented through community surveys, partnership meetings, parent surveys and interviews. The third level will determine effects of professional development directly on student learning in core competencies and in the school theme. The program will use evidence of student improvement in learning from all assessment measures described in this proposal, including standardized tests, portfolios, capstone projects, assessment rubrics, and completion of classroom projects.

### **6. Professional Culture**

#### **a. Professional Culture**

This proposal for services at two small learning communities at Central Elementary School #18 will adhere to Article IX- Hours and Duties and Article X- Evaluation and Discipline as described in the LAUSD Collective Bargaining Agreements. All staff will commit to the mission and vision of each small learning community, which will target its theme (Multimedia or Social Justice) through monthly staff conferences to build collaborative relationships not just in the small learning community, but among all teachers at the school. The community focus greatly depends on the outreach that each teacher makes with parents and community members.

Faculty and staff will be involved in school-level decisions. Teachers will be part of the Local School Council for each small school that defines professional development services, reviews and updates the curriculum, and assists in interview process for new teacher hires.

#### **b. Evaluation**

Evaluations will be performed twice a year. Performance measures will be used to evaluate all school personnel. The Principal will be evaluated by the YPI Chief Academic Officer and LAUSD based on completion of required job duties, reaching objectives and benchmarks, and oversight of school administration in regards to school performance measures and maintaining adherence to guiding principles and requirements. The Principal will also be measured on overall successful academic programs of their small learning communities and the

achievement of high parental and community involvement in the community school model implemented by YPI.

The Assistant Principals leading the two iDesign small learning communities will be evaluated by the school Principal based on completion of required job duties, such as implementing the vision of the school and maintaining adherence to its guiding principles and requirements. He or she will be assessed on the overall success of the program, achievement of educational goals, high parental and community involvement in the SLC, and the creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties. Assessment tools will include staff and parent surveys, site visit, portfolio presentation and a rubric.

Teachers will be evaluated by the Principal and Assistant Principals based on student progress as referenced from assessment measures, effectiveness of his or her teaching strategies, and overall performance of job duties. If an evaluation reveals poor job performance and/or challenges in helping students achieve, a conference will be scheduled between the staff member and the principal to develop a written action plan detailing recommendations for improvement. The plan will outline an implementation plan for support services, responsibilities and expectations, timelines, and consequences for failure. If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in Due Process and the Grievance Procedure as described in the LAUSD Collective Bargaining Agreements. Classified and other personnel will be evaluated by the Principal or Assistant Principal based on completion of assigned job duties and regular, punctual attendance.

#### **c. Feedback**

Feedback regarding the school transformation process will be collected and delivered to school administrators through several channels. Surveys will be posted online at the school website using a commercial survey services such as Constant Contact to encourage parents, community members and partners to provide feedback quarterly. YPI and school staff will also solicit feedback through the completion of paper surveys each quarter. Both types of surveys will be confidential with assured anonymity. Feedback will be collated and information will be used each quarter to shape professional development for teachers as well as provide information for changes in community outreach and effectiveness for YPI, partner, and school staff.

### **7. Serving Specialized Populations**

#### **a. Specialized Instruction**

Instructional methodologies to be used include data driven instruction coupled with teacher action research; backward design and multiple assessments; family participation and community involvement; constructivism; and project-based learning. Please see Curriculum Map and Summary, Track Record of Proposed Curriculum sections and Appendix for discussion of research and strategies to meet needs of all enrolled students.

As an internal operator, Central Elementary School #18 will continue to be a part of LAUSD regarding provision and funding of special education services consistent with the requirements of LAUSD Special Education Local Plan Area (“SELPA”). School will continue to provide special education supports using the LAUSD Special Education Policies and Procedures Manual as required by the Modified Consent Decree.

Central Elementary School #18 will adhere to laws affecting individuals with exceptional needs, including all provisions of the Individual with Disabilities Education Act (IDEA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil Rights mandates, LAUSD SELPA guidelines and AB 602. The school will adhere to all Modified Consent Decree requirements, including compliance with the Annual Plan for

achievement of outcomes. The school will participate in quality assurance process for special education including verification reviews, coordinated compliance self-reviews, complaints, and the local plan. All students will be given equal access to the school regardless of disabilities and will be provided with a free, appropriate public education in the least restrictive environment. The school will not discriminate against any student based on disability.

The school will identify students that may require assessments for special education, including English Language Learners and Standard English Learners. They will first receive a visit from the Language Appraisal Team (LAT) to test for language acquisition issues. For students ruled out, an IEP will be created should assessment indicate need. Staff will be trained in early identification and intervention strategies. A Team will determine assessment for services. The Team will consist of staff members that review past intervention and develop strategies for learning difficulties. Services will include building on cultural knowledge, making connections to cultural histories, and building stronger home and school connections.

The school will conduct an IEP team meeting within mandated timelines for students for assessment results, while specifying special education services. An IEP team will typically include parents, a teacher, a school staff member, and a special education authority. A District representative may also be included. Parents and teachers will have access to district, state, and federal information regarding special education programs, regulations and laws.

Special education personnel will be credentialed consistent with California law. Student discipline and procedures for suspension and expulsions will comply with federal and state laws, and will include positive behavioral interventions. The school will conduct assessment and standardized testing using state guidelines. The school will conduct staff development to support special education staff. This will be offered quarterly and will include training for paraprofessionals in working with students. For teachers, it will include effective IEP meetings and IEP goal documentation. It will include review of the procedural requirements and instructional applications of special education legislation (IDEA), workshops regarding appropriate modifications to the general curriculum, and the use of assistive technology. More generally, professional development will help teachers clarify issues of inclusion.

Extended school year services are provided to eligible students with disabilities by providing year round educational services in school classrooms for qualified students. LAUSD will provide ESY for special ed students who have that indicated in their IEP.

Literacy acquisition will be a major part of the instructional program. Classroom immersion is the preferred model for English language mastery. Student fluency will be measured using the English Language Development Test (CELDT). The English language support program will have five steps. *Identification*: A home language survey (HLS) will identify students who come from homes where a language other than English is spoken. *Assessment*: Standardized tests such as the California English Language Development Test will be given to each incoming ELL to determine proficiency level. The CELDT will be administered to all new students with a home language other than English (indicated on their HLS) and to all English learners annually. *Support Services*: Teachers will work with the interdisciplinary teaching teams to provide strategies. Teachers will monitor ELLs through daily reading, writing, and discussion to determine literacy skills. Teachers will use the Cognitive Academic Language Learning Approach, which integrates language learning, academic content, and learning strategies. *Transition*: Once a student gains proficiency in English, staff will transfer him or her into the regular program. Transfers will be based on criteria established by staff. *Monitoring*: Students

exiting an ELL program will be monitored for academic progress. Staff will determine if the regular program is addressing needs or if further language development is required.

ELL outcomes will include English language proficiency in communication and academic progress in curriculum. Mastery of English Language Standards will be monitored through portfolios. Students will achieve grade level standards in Specially Designed Academic Instruction In English (SDAIE). Please see the Accountability Matrix for more details.

EL students will use school curriculum, modified by teachers to meet needs. Science kits provide 'source material' (photos, cartoons, charts/graphics) useful for ELLs. Project-based learning is preferred to textbook based because of multiple modalities and multiple resources. Math will focus on multiple representations and manipulatives to present concepts in the curriculum.

**b. Meet the needs of students in at-risk situations**

The YPI community schools model that partners with community organizations to provide services in and out of the school day is an established, effective model for meeting the needs of students in at-risk situations. As described in this proposal, the school will be split up into two small learning communities of students to develop a personalized learning environment focused on choice of learning for families attending the school. Each family will be assessed by Case Managers and provided a menu of school and community offerings, not just for the enrolled students, but for other members of the family, such as parents. YPI and the school partnership will provide community referrals for housing, health care, pregnancy, gang prevention, and other issues reflecting offerings of a full service community school. The full service community schools model will leverage YPI training and education services that will complement core school resources to provide an effective learning environment for students assessed as at-risk.

**8. Family and Community Engagement Strategy**

**a. Identification**

YPI will be serving the school community of Central Elementary School #18. This community has strong potential assets and significant challenges. Educational needs of Central Elementary School #18 are described on p. 8. YPI and partners have assessed the community surrounding Central Region Elementary School #18 and identified community organizations in and around a one mile radius that can provide a variety of support and services. The following organizations can provide basic needs: El Santo Nino Community Center, Church Of Christ – Eastside, Esperanza Community Housing Corporation, Martin Luther King Apartments, and WLCAC Theresa Lindsay Center. These organizations offer legal services: Hermandad Mexicana Nacional - Los Angeles Office, American Legion Service Department, SCFHC at the Accelerated School, A Place Called Home, SEA South Central School, All Peoples Christian Center, South Central Los Angeles Regional Center Family Resource Center, and Families to Amend California's Three Strikes. Villa Esperanza Head Start Center, Children's Collective, Inc. - King/San Pedro, A Better Chance, and Mt. St. Mary's College Child Development Center provide educational services. The following organizations give health and mental health support and services: John Tracy Clinic, Planned Parenthood Los Angeles, Orthopaedic Hospital Outpatient Medical Center, Pacific Alliance Medical Center - Washington Clinic, Optometric Center Of Los Angeles, Tingstad Older Adult Counseling Center, and Kedren Community Mental Health Center. These organizations provide services for individuals and families: YMCA 28th Street, USC School For Early Childhood Education - Head Start/state Preschool, and Retired And Senior Volunteer Program - South Central. The One National Gay & Lesbian



Archives and Community Development Technologies Center offer organizational support. Please see complete list in the Appendix.

The YPI community based school program closely aligns with community and educational needs as described in narrative and communicated to YPI staff at community meetings, interviews and through surveys. As defined by interests and needs, Central Elementary School #18 families will help create and enroll in preschool, afterschool, job training, case management, and supportive services designed to meet their needs. YPI will provide Case Managers to work with each family to develop a targeted services plan.

YPI is uniquely qualified to operate this school due to its range of services, its reach in the community, and its practical operational experience operating two public middle schools with high parental and family involvement. YPI operates fourteen programs in this target area (see YPI program map in the Appendix): Full-Service Community Schools, Preschool, Afterschool, Summer Youth Employment, Adult Education, Family Technology Project, AmeriCorps, SES Tutoring, GEAR UP and Carol White Physical Education Program (both U.S. Dept. of Education grants), Communities Empowering Youth (U.S. HHS), Day Laborer Centers, Medical Office Careers, and Community Technology Centers.

#### **b. Family and Community Engagement**

The community schools model provides services for students and their families before, during, and after the school day at the school site to improve academic performance, increase family income, reduce mobility, and prepare students and parents for the path to college. YPI utilizes a PK-20 feeder pattern strategy. YPI has extensive program and engagement activities in the targeted Central Los Angeles community (see attached map in Appendix).

At the school, the faculty will meet as needed to provide shared leadership and create a space for the entire faculty to make decisions on whole-school related issues. A Student Forum will develop and plan student activities outside of classroom instructional time. A Parent Cadre will meet in collaboration with the UCLA Parent Project, Families In Schools, and Youth Policy Institute, to create and implement parent leadership, parent involvement, and parent education.

YPI has developed a series of technology-based strategies to enhance student and parent experiences that are culturally relevant and geared toward the needs of families. The ParentSmart website will offer comprehensive searchable information for parents on a wide variety of issues; for example, if a parent is sitting with their case manager and expresses concern about their child being bullied at school, the case manager will pull up ParentSmart and print out useful tips and resources on bullying (in English and Spanish). This will be supplemented by a glossy set of ParentSmart cards for clients. These cards were first developed for the U.S. Department of Education and are being tailored for YPI. YPI will also host a resource search engine at the ParentSmart website that will allow clients or case managers to easily search partner and governmental websites for available resources, classes, and services.

YPI attended all applicant orientation sessions and community forums for Central Elementary School #18 to listen to parents and actively involve them in the design of the school and services to be provided. To engage parents, YPI spoke to parents as they dropped off and picked up their children at schools to be relieved. During this effort, YPI made 67 site visits to relevant schools throughout Los Angeles, while engaging 11,784 parents during this effort. YPI and partners worked with potential parents that actively participated in the planning for the school (including the development of themes and small learning communities). The YPI team and partners have implemented plans and strategies to engage parents and the community throughout the Public School Choice process. YPI staff member, Rosy Santana, is on the

LAUSD Parent Engagement Steering Committee. YPI team members attended orientation and community meetings for CRES 18 and visited the relieved schools (20<sup>th</sup> Street ES, 28<sup>th</sup> Street ES, and San Pedro ES) a total of 8 times. Through these site visits, YPI team members engaged 1633 parents in the Central Los Angeles region.

YPI will offer enrollment for families into existing programs and services, and develop new programs based on family needs. YPI also has funding for 225 work experience, healthcare and preschool assistant job training slots through the Los Angeles Community Development Department in 2010-11. Through the Family Technology Project, YPI will enroll 200 Central Elementary School #18 families in 2010 in computer literacy training to receive home computer systems with broadband Internet access at no cost through partnerships with the California Emerging Technology Fund and Time Warner Cable. YPI is funded by the California Department of Education and partners with LAUSD Division of Adult and Career Education to enroll clients in adult education, including ESL and GED preparation.

Resources YPI will offer based on evidence of community interest include an afterschool program YPI will operate from 3-6 each day that will provide tutoring, homework help, enrichment and athletic activities as described in this narrative. It will include case management services modeled on GEAR UP, FamilySource Center, and Full-Service Community Schools programs currently operated by YPI. This will be staffed by case managers that will work with enrolled families to assist them to find needed community referrals and onsite community services to benefit families. Dedicated to fighting poverty, YPI will station full-time AmeriCorps members funded through an existing CaliforniaVolunteers program. They will offer tutoring, job training workshops for parents, assist families who qualify for the Earned Income Tax Credit, and provide needed referrals for city and community services.

YPI intends to continue the strong community and family outreach efforts demonstrated in the Public School Choice process by continuing the services of a dedicated Family Advocate to work with families. Parents will be recruited to serve on the School Leadership Council (parents will serve yearly terms). They will make up the Parent Advisory Council, and will be on the school Community Outreach Council. Parents will be on advisory committees for curriculum, assessment, and out of school services to reflect family interests and needs in school decisions.

YPI will communicate with parents and receive feedback concerning their needs and interests by using an ongoing schedule that includes quarterly Community Meetings at the school, a monthly newsletter regarding services and opportunities for engagement. School and YPI staff (such as Case Managers) will work with parents to implement strategies to prepare students for transitions to the elementary school and for middle school, working with partners such as Families in Schools. Case Managers, Counselors, and teachers in each SLC will create a strategy as part of each student's individual education plan to help students not on schedule for transitions, and establish a fair system to comply with the due rights process of each student.

The YPI strategy has produced a remarkable level of parent engagement at YPI's Bert Corona Middle School that will continue at Central Elementary School #18. A very high 96% of parents are involved with services and activities, including parent-teacher conferences (see attached data in Appendix). Strikingly higher than is the norm at most public schools, this rate of parental involvement is a cornerstone goal of the YPI model for Central Elementary School #18.

On October 20, 2009, State Superintendent Jack O'Connell came to Pacoima Elementary School to announce that YPI had received \$26 million in afterschool funding from CDE. YPI was the largest grantee in California, and received 15% of the funds awarded statewide. Please see Superintendent O'Connell's letter of support for YPI's proposal in the Appendix. These are

the kinds of resources that YPI can and will generate on behalf of the school in partnership with families and community partners. YPI will build on its efforts with the Full-Service Community School program. YPI was awarded one of only ten FSCS grants in the nation by the U.S. Department of Education, and was recognized nationally as a leader in school-community partnerships as early as 2004.

YPI has an outstanding track record over the past decade raising academic achievement for its own schools and for partner schools in a full-service community schools model (see achievement data for these schools in Appendix). YPI has generated tens of millions of dollars in resources for more than 70 partner schools in Los Angeles (K-12). YPI has been highly successful with the community schools approach incorporated in this application, specifically by saturating schools and surrounding neighborhoods with a wide variety of services.

At Pacoima Elementary School, YPI has invested \$10.9 million in education and training services for students and parents since 2002. This has contributed to a 246-point increase in API over the last seven years, and the school met AYP in 2009. The following is a list of the programs YPI has brought to this challenged community, where a large public housing project sits across the street from the school: Preschool; Afterschool; Summer Youth Employment; Reconnections Academy; Vocational Bridge Training; Adult Education; Family Technology Project; AmeriCorps; Family Development Network; SES Tutoring; Carol White Physical Education Program (U.S. Dept. of Education); San Fernando Valley Poverty Initiative; Neighborhood Networks (U.S. HUD); Communities Empowering Youth (U.S. HHS); Day Laborer Centers; Medical Office Careers; and Full-Service Community Schools.

At Monroe High School and Sepulveda Middle School, YPI has partnered in bringing in \$8.5 million in funding for programs such as GEAR UP, afterschool, and AmeriCorps.

At Bert Corona Charter Middle School, opened by YPI in 2004, \$5.4 million has been raised in addition to regular school funding for parenting programs, daily afterschool enrichment programs for 60% of the student body, free tutoring, 1:1 student to computer ratio, physical education and nutrition, community service projects, supportive services for families like case management, job training, counseling, legal services, financial literacy, public safety, medical and dental care, and ESL/GED. This school-community partnership has resulted in an 80-point API increase and a similar schools rank of 8. As importantly, the YPI strategy has produced a remarkable level of parent engagement at the school, cited by LAUSD as a best practice when Bert Corona's charter was renewed last year. YPI opened Monsenor Oscar Romero Charter Middle School in 2007 and has achieved an API Growth Score of 709 with the same saturation approach and a student body that is 100% free/reduced lunch.

Larchmont Charter School is a "sister" school to the YPI schools. YPI's Chief Operating Officer was one of the founders of Larchmont, served as COO for the school for one year, and is currently Vice-President of the Board. YPI was heavily involved in the development of the school and operates afterschool, AmeriCorps, and FamilySource Center services at the Larchmont school site. Larchmont's API score is 889 with a 2008 Statewide Rank of 9. The proposed curricula and educational structure for Central Elementary School #18 is modeled on this highly successful school, as well as YPI's existing schools.

Another YPI sister school is Fenton Avenue Charter School. The leadership of Fenton was instrumental in YPI's decision to open its first charter school. One of Fenton's founders, Joe Lucente, is a Board Member for YPI's Bert Corona Charter School, and the Executive Director of YPI Charter Schools is Yvette King-Berg, a long-time administrator at Fenton. YPI has partnered with Fenton since 2004 to operate a 21<sup>st</sup> Century afterschool program, a Carol M.

White Physical Education Program, an Even Start Family Literacy program for pre-kindergarten families, and tutoring programs. Since YPI's partnership with Fenton began in 2004, the school has seen its API score rise 56 points (691 to 747) with a Similar Schools API Rank of 7 in 2008.

YPI is uniquely positioned to help the targeted community tap into initiatives for increasing family employability and incomes. On October 19, 2009, Mayor Villaraigosa announced the City's innovative new poverty strategy, FamilySource Centers. YPI is one of the sixteen FamilySource Center operators, receiving \$1 million annually to increase academic achievement and raise family incomes. YPI operates workforce development programs like summer youth employment, CSBG ARRA subsidized employment, Reconnections Academy, and Vocational Bridge Training. YPI receives city and private support for the Family Technology Project, started by State Senator Alex Padilla and YPI in 2001. 750 families now have brand new home computers and broadband internet access thanks to this program. YPI will expand FTP to Central Elementary School #18. YPI has successfully operated public schools for the past six years in Los Angeles and has extensive experience with the operations of a public school, including budgeting, financial management, catering, transportation, facilities, maintenance, special education, and student health and safety.

### **c. Key Community Partnerships**

YPI's range of community partners for the iDesign School described here can be seen in the letters of support in the Appendix: State Superintendent of Instruction Jack O'Connell, L.A. City Council President Eric Garcetti, L.A. City Councilmember Tony Cardenas, Families In Schools, UCLA-Office of Instructional Development, CSUN Eisner College of Education, City of L.A. Community Development Department, Teach for America, Mission College, Valley College, Communities In Schools, CARECEN, FAME, Camara de Comercio El Salvador-California, Centro Latino, Hollygrove, Build Rehabilitation Industries, Inner City Arts, CLIC Network, and SALEF.

The following are key partners that will be closely involved in the implementation of services. Each has been thoroughly vetted by members of the Leadership Team regarding their track record of service to the Central Los Angeles community, financial solvency, history of partnership with YPI, and available resources. YPI's Chief of Staff and Chief Operating Officer have conducted due diligence of each partner. Partners will provide community outreach, as well as resources for families. Recruitment of partners will create increasing involvement in the school of organizations as documented through MOUs through the first five years of operations.

YPI will work with each partner to develop written memorandums of understanding (MOUs) which define the roles, responsibilities and expected contributions of each partner. These include descriptions of services, staff roles, and contacts. They discuss referrals, shared information about clients, fiscal arrangements, and professional development.

FAME Assistance Corporation is the 501(c)(3) nonprofit agency associated with the First African Methodist Episcopal Church in Los Angeles, one of the largest and most respected African-American churches in the country. As the oldest church for African-Americans in Los Angeles, it now serves over 19,000 members and has several dozen ministries within 13 corporations. FAME Assistance Corporation operates several programs for low-income residents. FAME served 375 clients with Pre-Employment/Employment Support Services in 2007 and 295 clients in 2008. The Immediate Needs Transportation Program (INTP) assists over 400 community-based organizations with taxi vouchers, taxi coupons and bus tokens to meet transportation needs of low-income residents. This includes the Rider Relief Transportation Program (RRTP). Health programs include an AIDS/HIV Apprenticeship Program and a

Tobacco Awareness and Control Program. The Legal Clinic, a collaboration between First AME Church (FAME), the Temple Isaiah, Public Counsel and the UCLA School of Law, is supported by the State Bar of California and the Los Angeles County Bar Foundation. It serves thousands of low-income residents in the targeted community with legal services in: bankruptcy; child custody; civil; criminal (expunging criminal records); divorce; employment; social security; and landlord and tenant disputes.

Partner Families In Schools has served over 1,000 families through its Going on to College! and Transition to Middle School programs. FIS has been recognized with a Partnership Organization Award from the National Network of Partnership Schools at Johns Hopkins University three years in a row. Their Transitions program to Middle School will consist of six workshops to assist parents in understanding how each school level is different from the next and how they can support their children by providing them sustainable learning opportunities. Parents are able to establish relationships with one another as they support their children academically, socially and emotionally during the sometimes challenging transition between school levels. The curriculum was developed and designed to be taught by a team of teachers, parent educators and parent leaders. Other programs will include College Knowledge Academies, Going On To College!, LEAD, Million Word Challenge, and Parent Academies.

California State University at Northridge (CSUN) is a partner through the services of Associate Professor David Moguel in the Secondary Education Department of the Michael D. Eisner College of Education. He will be part of the school leadership team and will work with the school to implement the school plan for professional development, teacher recruitment, and the use of theClic website by enrolled students and families. Professor Moguel is the founder of this college preparation website. His areas of expertise are methods and student teaching supervision in social studies, integration of theory and practice in teacher education, creation of democratic learning communities, and bilingual and multicultural education.

The City of Los Angeles Community Development Department will work with YPI to offer employment training for parents and other family members in healthcare and preschool assistant careers. They will provide linkages to WorkSource and OneSource Centers for employment training for adults, career development for youth and job training in Reconnections and Vocational Bridge Training programs operated by YPI. CDD will also provide FamilySource Center resources for families, including case management, computer literacy, job training, and referrals for critical resources.

Teach for America will provide expertise in teacher development services and will provide candidates for new and open positions at the school, as these become available.

The Salvadoran American Leadership and Educational Fund (SALEF) serves low-income communities in Central Los Angeles. SALEF's NAP program for the past five years has provided youth age 10-17 each year with leadership and career development, college exploration, mentoring, tutoring as well as recreational and cultural activities. An annual conference for the mentoring program attracts 300-500 students each year. SALEF is also a funded subcontractor in YPI's Full-Service Community Schools program, serving 60 parents through their Padres en Accion parent leadership program in Year 1 of this five-year funded program. They will provide gang prevention and youth development services for families at the school.

Timeline for development of partner services will be as follows: development of formal MOUs with partner responsibilities and duties (March 2010); attendance at quarterly partnership meetings (April 2010 and quarterly); engagement with school and families at three community

meetings (June, July, August 2010, and biannually once school opens in September 2010); participation in staff development activities (biannually).

#### **9. School Governance**

As an internal operator, YPI and partners will adhere to Article XXVII- Shared Decision-Making and School-Based Management as detailed in the LAUSD Collective Bargaining Agreements. YPI will follow the requirements of the California Education Code and establish a School Site Council that conforms to the requirements of Section 52852. The Council will develop and approve a Single Plan for Pupil Achievement for Consolidated Application programs operated at the school each year. It will meet no less than eight times each year, and will include the principal; classroom teachers elected by teachers at the school; other school personnel (classified staff); parents; and community members elected by parents.

##### **a. School and Advisory Organizational Charts**

Please see the organizational chart attached in the Appendix demonstrating lines of authority among school leadership staff and the advisory structure for the school. The School Site Council will be comprised of parents, partners and other residents.

Members of the Council will be recruited from the school and the Central Los Angeles community. They will have skill sets that support the achievement of the school vision and mission. These may include real estate/facilities development, school finance, fundraising, community involvement, parent education, technology, business experience, secondary education experience, event planning, and health and safety. In addition to these skill sets, members will have evidence of effectiveness in working with similar populations. The school will develop Council policies that reflect clear and appropriate guidelines.

School Site Council meetings are quarterly and open to the public. The school will post meeting notices at the school and in the community in advance of meetings to be held. The school distributes agendas for meetings to parents of students via home correspondence which includes an invitation letter and agenda, and online via ParentSmart. An administrative staff member records all board actions in the form of minutes and forwards them to the Principal who publishes them for all stakeholders to view at the school site. Members of the School Site Council will be appointed to a year term and re-elected by the Council. Members are nominated by any member of the community, their recommendations are presented to and processed by the Leadership Team President, and are elected by a simple majority.

School Site Council meetings will be attended by the Principal and both Assistant Principals. Recommendations in written form will be presented to the Principal annually for the upcoming year. The Principal will respond by the following quarterly meeting to these recommendations, including specific written strategies.

Consistent and effective communication, in and among the SLCs, will be a crucial to effecting successful change. One Principal will lead the school, while each SLC will have an Assistant Principal. Staff at each SLC will meet with the Principal and AP once every two weeks to create a forum for disseminating information, asking questions, and offering input.

#### **10. School Leadership & Staffing Plans**

As an internal proposal, the proposed YPI plan for Central Elementary School #18 will adhere to Hours, Duties and Work Year, Transfers, Reduction in Force/Reinstatement and Salaries as described in the LAUSD Collective Bargaining Agreements. The plan will adhere to the Duties, Responsibilities and Hours in the Agreements.

##### **a. Leadership Team Capacity**

YPI has an annual budget of \$29 million with more than 1,000 staff operating at 95 program sites in Los Angeles. YPI is a community-based nonprofit partnering with over 70 LAUSD and charter schools, while also successfully operating its own schools since 2004. YPI serves 6,300 students every school day in afterschool programs and provided 60,000 hours of free tutoring last school year.

Members of the Leadership team include the following (please see resumes in the Appendix). The leadership team includes **Dixon Slingerland**, who has been the Executive Director of YPI since 1996. He is President of the Board of two Los Angeles charter middle schools founded by YPI. **Maria Reza** is a long-time teacher and administrator in LAUSD who has outstanding partnerships and alliances in the targeted Los Angeles community. She will leverage experience as a Superintendent of Health and Human Services and as a former Cluster Administrator for the Operations and Academic Achievement of San Fernando High School and the 19 schools in the feeder pattern.

**Gene Straub** is the YPI Chief Financial Officer/Chief Operating Officer and Vice-Chair of the Board for Larchmont Charter School. Gene previously served as Senior Vice President-Studio Operations for Twentieth Century Fox Film Corporation, where he was responsible for an \$85 million operating budget. **Yvette King-Berg** is the Executive Director YPI Charter Schools. She has previously worked as Vice President, Southern California for the California Charter School Association. **Nick Vasquez** is Principal of YPI's Monsenor Romero Charter Middle School and former long-time Principal of Morningside Elementary in the targeted community.

**Iris Zuniga-Corona** is the YPI Chief of Staff responsible for all program implementation. Prior to taking this role, she ran YPI's afterschool programs at 56 schools. **Dvora Inwood** is the founding educator of Larchmont Charter School and Los Feliz Charter School for the Arts in Los Angeles. She has designed curriculum and lessons for The New Teacher Project and has taught mathematics for grades 6-12 in schools throughout Los Angeles. She will consult with teachers to develop a teacher-driven curricula revision and professional development process responsive to the community. She will lead teacher professional development activities. **Roth Herrlinger** is President of Herrlinger Management and Consulting, serving organizations in the public education sector. Prior to this, he was the President and Chief Operating Officer of Bright Star Schools Charter Management Organization. He holds an MBA from Stanford Business School. He will consult with the YPI Chief Financial Officer to provide operations and administration support for the school.

#### **b. Staffing Model**

As an internal applicant, YPI will follow District norms, policies and procedures related to staffing. The schools will be staffed for all academic and non-academic positions according to District norms, including small learning community and PHBAO norms as appropriate. YPI intends to review and potentially redirect certain categorical funding to support our academic vision. Adult-to-student ratios will be compliant with Article XVIII Class Size, as described in LAUSD Collective Bargaining Agreements. IEP services such as interpreters, translators, and special education assistants will be provided by staff hired in accordance with District norms and Appendix A of LAUSD Collective Bargaining Agreements.

#### **c. Compensation**

As an internal operator, YPI will use the District's schedule for salary and will follow the District's best practices for benefits as a percentage of salary, health benefits as a percentage of salary, and lifetime benefit cost as a percentage of salary.

#### **d. School Leadership**

The Principal will hold responsibility, accountability and authority for the school's performance and success in fulfilling mission. The Principal reports to the YPI Leadership Team and LAUSD and is responsible for operations. The Principal hires and assesses the two Assistant Principals that lead each of the SLCs. The ideal candidate will have extensive management experience with a record of success in leading and sustaining a school. S/he will have the ability to inspire excellence from a diverse staff and embody the mission and vision of the school. In selecting individuals for leadership positions, YPI is committed to broad stakeholder involvement. The selection committee will draw upon input from representatives of current academic and non-academic staff, parents, and community members. Job descriptions for the Principal will adhere to and comply with LAUSD norms and Collective Bargaining Agreements.

Each AP will develop partnerships with similar schools to enable Central Elementary School #18 teachers to be both learners and mentors, lead the design and implementation of the school's programs for Special Education, EL, and GATE students, and hire and retain high quality faculty and staff. They will promote the school mission and philosophy and provide day to day site management with a commitment to ensuring the health and safety of students, faculty and staff. They will schedule and participate in family and community meetings and will work to encourage and develop parent/guardian involvement/partnerships. It is essential that the AP be able to lead faculty in implementing Data Driven Instruction linked to action research and be able to guide faculty in implementing the backward design process to ensure standards-aligned, problem-based learning with multiple assessments. The ideal candidate will have teaching experience at the elementary level, a commitment to a constructivist approach to teaching and learning, and a master's degree in education with a focus on teaching and curriculum.

**e. Leadership Team beyond the Principal**

As an internal applicant, YPI will follow District policies/procedures related to staffing. Leadership positions beyond the Principal, including Assistant Principals, master teachers, special education coordinators, business managers, and other classified staff will be determined according to District norms, including small learning community and PHBAO norms as appropriate, in order to best meet the needs of students and faculty in this full service community school. Job descriptions for these leadership roles will adhere to and comply with LAUSD norms and Collective Bargaining Agreements.

The Assistant Principals (AP) in charge of the two iDesign schools will be educational leaders and will work with the Principal to create systems that ensure a standards-based, constructivist educational program. Each AP will provide hands-on guidance to teachers in the areas of data driven instruction linked to action research and implementation of the backward design process to ensure standards-aligned, problem-based learning with multiple assessments. Each AP will use multiple sources of data to develop a data-driven instructional plan for the improvement of student achievement, help teachers develop their pedagogy in light of recent research on brain development and in keeping with a constructivist approach to teaching and learning, and work with teachers to develop a teacher evaluation process. They will schedule and participate in family and community meetings and will work to encourage and develop parent/guardian involvement/partnerships. The ideal candidate will have teaching experience at the K-5 grade level, a commitment to a constructivist approach to teaching and learning, a master's degree in education with a focus on teaching and curriculum.

**f. Recruitment of Teaching Staff**

YPI team will follow LAUSD Collective Bargaining Agreements when recruiting, hiring and developing school staff. Teachers and paraprofessionals will meet requirements for



employment of California Education Code section 47605(l) and applicable provisions of *No Child Left Behind*. Teacher job descriptions will adhere to and comply with LAUSD norms and Collective Bargaining Agreements.

Selection of teachers will be based on their teaching experience and their ability to demonstrate curriculum creation, implementation and assessment and classroom instructional capabilities. All candidates will be required to teach a model lesson to students. Inexperienced teachers will be hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, the teaching of a model lesson, and resumes with good references. Inexperienced teachers will be paired with mentor teachers for their first two years at the school. The school will actively recruit credentialed teachers to minimize the use of teachers holding emergency credentials and will seek to hire a diverse staff that has a depth of knowledge in his/her content area as well as a commitment to problem-based learning, data driven instruction and backward design curriculum construction.

The ideal teaching candidate will have 2+ years experience teaching at a high performing school. He or she will have enthusiasm for the school's values, mission and educational philosophy. He or she will have a proven commitment to constructivism, multiple assessments, data driven instruction and a backward design, collaborative approach to teaching and learning

Recruiting efforts would begin immediately. The first Priority will be the hiring of a school Principal. The timeline would be as follows. Hire principal, purchase curricular materials (March/April 2010). Hire all required faculty by end of May 2010. Teachers will have the opportunity to read/analyze/acquaint selves with the curricular choices, and with articles on backward design, project-based learning, constructivism, data driven instruction. (May- August 2010). Principal reads same and more materials to determine if SDAIE or Project GLAD should be the EL program. Principal and APs investigate appropriate strategies for special populations in light of demographics/stats of school. Principal determines the benchmark diagnostics to be used throughout year (NWEA MAPS, Pearson GMADe/GRADE, etc.). Principal and APs analyze test data for enrolled students and prepare Data Driven Instruction professional development activities for faculty in August institute (May- August 2010). August Institute: professional development (August 2010).

## **11. Operations**

### **a. Internal Applicants**

As an internal operator, YPI will continue to use LAUSD Operational Services.

### **b. External Applicants**

N/A

### **c. Master Service Agreements**

YPI agrees to enter into discussions regarding viability of master services agreements.

### **d. School Operations Experience**

Individuals responsible for coordinating operations include the Principal, Assistant Principals, the YPI Chief Operating Officer, and the YPI Chief Academic Officer.

### **e. Operations Start-up Plan**

YPI will work with School Management Services as an internal operator to develop timeline and schedule.

### **f. Operations Plan**

YPI will work with LAUSD to determine services to support school's operations.

## **12. Finances**

### **a. Funding**

As an internal operator, YPI will receive funding via LAUSD's transparent budgeting process (based on student ADA). YPI intends to review and potentially redirect certain categorical funding to support our academic vision, within LAUSD guidelines.

YPI has \$25.4 million in pending applications for federal American Recovery and Reinvestment Act funding (ARRA/stimulus). YPI commits to target a high concentration of these funds to the Central Elementary School #18 community if awarded.

**b. Budget Narrative**

As an internal operator, YPI will work with LAUSD to create a well-developed, feasible and sound financial management plan. This will include a budget consistent with all parts of the proposal, including school mission, educational program, and staffing plan to include the needs of all students including special populations. It will include resources aligned with school goals, and fundraising targets and commitments.

**c. Financial Controls**

As an internal operator, YPI will work with LAUSD to document rigorous and consistent internal/fiscal control procedures for the school.

**13. Facilities**

YPI understands that it will receive a facilities use agreement from LAUSD that is compliant with the Workforce Stability Taskforce recommendations