



**PUBLIC SCHOOL CHOICE**

**APPLICATION**

**FOR**

**BARACK OBAMA GLOBAL PREPARATION ACADEMY**



**SUBMITTED BY**  
**LOCAL DISTRICT 7**  
**AND**  
**VERONIQUE WILLS, PRINCIPAL**

Submitted January 11, 2010

## **Table of Contents**

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|   |         |
|---|---------|
| Section 1: Executive Summary                        | Page 1  |
| Section 2: Curriculum & Instruction                 | Page 6  |
| Section 3: School Culture and Climate               | Page 10 |
| Section 4: Assessments and School Data              | Page 13 |
| Section 5: Professional Development Program         | Page 17 |
| Section 6: Professional Culture                     | Page 19 |
| Section 7: Serving Specialized Populations          | Page 21 |
| Section 8: Family and Community Engagement Strategy | Page 23 |
| Section 9: School Governance                        | Page 26 |
| Section 10: School Leadership & Staffing Plans      | Page 29 |
| Section 11: Operations                              | Page 32 |
| Section 12: Finances                                | Page 33 |
| Section 13: Facilities                              | Page 34 |

### **NOTE**

**Our new school bears the name of President Barack Obama  
because he is a supporter of quality public education for all students;  
because he believes that the fight for social and economic justice  
begins in the classroom;  
and**

**because all students need to become citizens of the world and  
understand the cultures, and the social, political and economic systems  
of other nations.**

**He further believes that all schools should be 21st century schools,  
where math and science are a priority,  
technology is valued as a tool to advance knowledge and communication,  
and students must be career-ready or college educated  
to compete in the global economy.**

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**SECTION 1: EXECUTIVE SUMMARY**

**a. Assurances** This is an internal proposal for Barack Obama Global Preparation Academy (Obama Global Prep), a Local District 7 middle school designed to open on the traditional calendar and built to relieve the overcrowding at James A. Foshay Learning Center (900 seats) and provide partial relief to John Muir and Horace Mann Middle Schools (482 seats). Students from the following “feeder” elementary schools will matriculate to Obama Global Prep: Alexander Science Center, Jones Primary Center, King Jr., Menlo Avenue, Normandie Avenue, and Western Avenue. In addition, the school’s focus on Science, Technology, Engineering and Math (STEM) and its Dual Language program is expected to attract culminating 5<sup>th</sup> graders who are neighborhood children attending nearby elementary magnet schools. This proposed education plan is geared to provide an appropriate, meaningful and successful educational experience for all students in this community.

As an internal proposal, the LAUSD-UTLA Collective Bargaining Agreement is incorporated into this document by reference, with the exception of waivers set forth in Section 9. All other LAUSD employee collective bargaining agreements are hereby incorporated by reference.

**b. Student Population and Experience in Working with Similar Student Populations** The enrollment capacity of Obama Global Prep is 1,400. (See Partial Relief and Feeder School Profiles in Appendix). The average demographics of the feeder and relief schools which this plan serves, is based on District data:

|                               |     |                            |       |
|-------------------------------|-----|----------------------------|-------|
| Lower Socioeconomic (Title I) | 87% | Reclassified as Fluent     | 14%   |
| Latino/Hispanic               | 70% | Students with Disabilities | 12%   |
| African-American/Black        | 28% | Foster Care                | 7-11% |
| English Learners              | 41% | Gifted                     | 4%    |

The school’s Principal, Veronique Wills, is a certificated employee in LAUSD with over 25 years experience working with similar demographics. (See Résumé in Appendix). As a teacher – working with middle school students with disabilities at a District Title I middle school and later as a math teacher and as an administrator – she has had extensive experience working with a diverse, large student body at a challenging multi-track and multi-calendar, K-12 (Span) neighborhood school (Foshay Learning Center).

**c. Vision, Mission and Philosophy**

**Proposed Vision** Barack Obama Global Preparation Academy is a welcoming, safe, student-centered college preparatory and career-readiness middle school. It is an inquiry-based school for its students, parents, and teaching and administrative staff. Central to its culture is becoming ever more proficient, not only on the California Standards Tests (CST), but in everything one strives to accomplish. The curriculum strongly emphasizes math, science, technology, the performing and visual arts, world languages, and the social and economic systems of other nations. All students learn conflict-resolution and diplomatic skills, and apply them, both in their own lives and in their global studies.

Instruction is standards-based while learning is project-based. Through project-based learning, inquiry and investigation, and involvement in thematic curricular activities, students experience a rigorous and challenging education through creating, applying, analyzing and evaluating their own learning. Not only are students actively involved in their own learning, so are the staff members through an action research model of teaching: Lesson Design Study. (See Section 5 for a full description.) A teacher at Obama Global Prep will, by definition, be an active member of a professional learning community dedicated to improving teaching, wherein teaching includes engaging in collaborative data analysis, lesson and assessment planning, lesson observation and debriefing, and the evidence-based redesign of lessons and assessments.

The school is organized into three Personalized Learning Environments (PLE), or academies: in grade 6, the Humanities Academy, and, in grades 7 and 8, the Global Studies Academy and STEM Academy. Daily “flex” periods for advisory, enrichment and/or intermediate intervention and other strong student support structures

exist within and around these academies. Action research-based decision-making is used to improve processes and organization at every level from the classroom (Lesson Design Study) to the academies and the entire school (Cycle of Inquiry). (See Appendix for a full Glossary of Terms.)

School, family, and community are partnering to create a climate in which student self-efficacy, academic achievement and social responsibility prevail. Students are succeeding by all measures, demonstrating proficiency not only on the CST, but in everything they strive to accomplish.

**Proposed Mission** The mission of Obama Global Prep is to create and sustain an ever-improving standards-based educational experience for 6<sup>th</sup> to 8<sup>th</sup> grade students that educates the whole child, one that:

- Motivates and prepares students to graduate from high school and gain acceptance to top colleges and universities
- Develops in students a high degree of literacy in information and communications technology that enables them to think more critically, better analyze information, communicate more effectively, collaborate expertly, problem-solve, and grasp the essential role that technology plays in today's knowledge-based society, in order for them to excel in higher education and/or information-age careers
- Imbues students with a will to excel academically, with an international perspective, and with a sense of social responsibility and personal agency

Mission success will demonstrate that district, union, and university partners – working in authentic collaboration to establish action research-based decision making that permeates the school from project-based student learning to the school site council – comprise a powerful coalition behind truly “game-changing” reform.

Developing Obama Global Prep as a School-Based Management School eliminates two perceived obstacles to implementing our mission:

- the rigid scheduling of time for teachers to meet that is prescribed in current District policy and Collective Bargaining Agreements. To mitigate this obstacle, all non-student contact paid time in the school year will be consolidated into flexible-use “blocks” for optimal use in supporting Lesson Design Study, inquiry groups, and other forms of action research.
- the possible conflict between the policies the school may want to adopt in order to follow the direction indicated by the results of action research, and current District policy and Collective Bargaining Agreements. As a School-based Management School, Obama Global Prep will be better able to implement data-informed decisions to enhance student learning.

**Proposed Underlying Philosophy** Imagine a school dedicated to the proposition that its every aspect should begin at a high level of excellence and steadily improve over time because all strategic decisions are collaborative and based on evidence rather than authority, position or whim. Imagine a school where the mission of every teacher is to collaboratively improve teaching so that a larger proportion of students succeed each time a lesson is taught. Imagine the Los Angeles Unified School District, UTLA, and UCLA combining forces to make it happen. This describes the essence of Barack Obama Global Preparation Academy.

The underlying philosophy is a conviction that the best way to improve student achievement and maintain a focus on learning is to begin with the best that research, experience and inspiration can provide, and then to continuously improve upon that good beginning through action research. To this end, teachers will continuously increase their capacity to elicit profound learning through Institute for Standards, Curricula, and Assessments' (ISCA) Lesson Design Study. In addition, all organizational and governance bodies will incorporate action research into the conduct of their work through the UCLA School Management Program's Cycle of Inquiry. Commitment to parents includes their participation not only in the policy-making processes of school governance and the Cycle of Inquiry action research processes that support decisions at those levels, but in the Lesson Design Study process, the action research process for curriculum and instruction. Finally, Obama Global Prep will guarantee that, in partnership with parents, we will constantly strive to improve the education that we offer to maximize student achievement. On the following page, a day in the life of a student, teacher, and administrator at Obama Global Prep is described.

**A Day in the Life of Juan, a 7<sup>th</sup> Grader at Obama Global Prep**

Before school, I am in my science class weighing a vial of milky liquid to determine the amount of carbon dioxide that the denizens of a sealed terrarium produced over the weekend, part of an experiment some other students and I designed in our life science class to predict the rate at which an ecosystem stores carbon. To begin the school day, I go to Ms. Sanders' math class in the Global Studies Academy. She will not only be my math teacher for two years but is my Advisory teacher. In Advisory, Ms Sanders always checks up on how I am doing and helps me solve my math problems. I trust her. In her math class, today's problems are about the measurements I just finished for my science project. There are some equations that are very interesting because they help me figure out how much carbon dioxide was trapped in the liquid. Students with measurements from many different environments are doing the same math to come up with a mosaic of data that will fit into a model the class designed for how life on Earth stores carbon.

Next, I go to Mr. Ng's English class and join my team, one of several writing speeches to the Neighborhood Council about increasing green space in the community, followed by Advisory. I spend my brunch time eating in the Global Studies Academy area and finishing my speech with the team. In my history/social studies class where the green space campaigns were planned, I research articles on the benefits of green spaces to post on the global warming website that my team designed. This project started when the class was studying the deforestation of Europe during the Age of Exploration. My homework is to gather information for and work on parts of my projects.

After school, as a foster child, I will meet with an adult mentor to help me with my homework. After dinner, I will have study-table time, the result of a parent education project working with my foster-guardians.

Tomorrow, I will have an art elective where I am working with three friends on a mural-timeline showing the predicted global-warming history of several locations around the earth. In life science, the class will continue to work on its carbon cycle projects and add environmental impact reports for ecosystems around the globe to their global warming websites. In physical education class, I will do some long-distance running and take breathing-rate measurements that follow up lung capacity measurements. This will permit me to calculate my personal production of carbon dioxide at rest and after exercise.

**A Day in the Life of Mr. Ng, a Teacher at Obama Global Prep**

To evaluate Juan's academic progress, I am planning a standards-based assessment of the inter-disciplinary websites that Juan's team and the others are constructing. The websites are really electronic portfolios that show individual student academic progress through the individual entries posted on each team website – a product of each team that has its collective properties, but within which each individual student's entries comprise subject-specific portfolios. I will use the feedback from this common scoring of the websites to improve my lessons and future student projects so that students are more successful next time.

**A Day in the Life of Ms. Nasser, an Administrator at Obama Global Prep**

As part of my classroom walk-throughs protocol, observing student work, I visit the art class where students are working on a mural-timeline related to global warming. As they create their murals, Juan's team is online using the Internet to access the global information system database and extrapolating global warming trends for sub-Saharan Africa. I acknowledge Ms. Lopez, Mr. Ng, who is visiting the art class, and Juan, and ask how I can help them. When they comment that they would like to interview someone from that region, I call the Kenyan Consulate in Los Angeles to arrange for a speaker. I note the active engagement of the teams of students as well as the collaborative involvement of Ms. Lopez and Mr. Ng in supporting the learning activities in the classroom.

**d. Education Plan**

**Curriculum and Instructional Programs** Obama Global Prep will open with curriculum and instructional programs that are both rigorous and ambitious in design. Elements of the design include the following proven instructional strategies: project-based, inquiry-driven, interdisciplinary learning; literacy across the curriculum; Culturally Relevant and Responsive teaching; Response to Instruction and Intervention; the implementation of question-and-investigation-based mathematics programs such as College Preparatory Mathematics; Rigorous Thinking in Mathematics and Science; a dual-language program; a global studies curriculum including world languages; a rich accelerated learning program; and intensive technology education. These are described more fully in Section 2 of this application. Meanwhile, the process of Lesson Design Study, the main initiative, will take curriculum and instructional programs “wherever they need to go” based on changes that result in successively larger proportions of students achieving standards-based benchmarks of mastery. Every other learning theory will be trumped by what works. ISCA will assist teachers in all subjects to plan standards-based assessments and units, and help the school assess and improve the strength of its instructional programs. The ultimate goal is for all days in the lives of all students to resemble the description of Juan’s day in our vision for Obama Global Prep.

In practical terms, the school will need to begin “where the transferring-in teachers are at”, and then evolve to its new curriculum, much of which will be introduced in preparation (“just in time”) for, and during, the planning of assessments and units of instruction through Lesson Design Study. (The initial curriculum is specified in Section 2.) While Lesson Design Study will be the main professional development initiative taking the school “from here to there,” a full-course menu of specialized professional development options for beginning and veteran teachers based on individual and team needs will be implemented at Obama Global Prep (See Section 5.)

NCLB performance and other educational goals and metrics are discussed and listed in detail in Section 4 of this application. Externally defined goals and metrics are identified for academic achievement in English/language arts, mathematics, science, and social science, for both general education and students with disabilities, and English mastery for English learners as measured against federal AYP, state API, CST, and CELDT benchmarks. (See AYP Criteria in Appendix.) Metrics are also identified for student attendance, student suspensions, and the meeting of MCD goals. Additional school-defined metrics of educational progress are: increases in the number of alumni who pass the CAHSEE at the 10<sup>th</sup> grade in high school, and increases in the future enrollment of alumni in Advanced Placement courses.

The main external summative assessments will be the CST and CELDT, while the LAUSD Periodic Assessments will be used formatively. To go beyond the above-referenced specific goals and metrics and achieve the overarching goals of the mission statement, ISCA will provide, for all subjects, the technical and technological support to enable the staff to design formative and summative common assessments for the following purposes: establishing instructional program baselines, monitoring student learning of content by lesson and unit, and monitoring student individual growth by designing and using a student portfolio that displays student-constructed evidence-over the period of learning and achievement. (See Section 4.)

Pursuant to Title I requirements, the Single Plan for Student Achievement (SPSA), as informed by the results of school action research, will guide educational decisions about programs and activities. (See Appendix for Accountability Matrix.)

**Structures that Support Professional Work and Personalization for Students** The entire school will be divided into three academies. Within each academy, teachers and students will be grouped into inter-disciplinary core content teams – including departmentalized Special Day and physical education teachers – so that teachers who teach the same students can have a common conference period. This will enable them to physically meet on a regular basis, augmented by electronic meetings, to collaboratively support individual students, analyze student performance, attendance and referral data and conduct team-based action research to inform academic instruction, intervention, and enrichment. UTLA ISCA and UCLA SMP will assist teachers and school leaders by providing technical support for project-based academic inter-disciplinary work and using school data effectively to inform instruction and operations.

Seventh grade teachers will follow their students for two years, becoming their eighth grade teachers – commonly known as “looping” – to foster a deeper personal commitment between teachers, students, and parents. The Humanities Academy will emphasize the daily advisory program and their students’ transition to middle school and prepare students to enter the grade 7 and 8 Global Studies or STEM Academies based on their personal interests. The creation and use of portfolio assessments will also increase the personalization of learning. Students will compete, through projects entered in their Humanities Academy portfolio, for guaranteed assignment to the grade 7-8 academy of their choice. Feedback as to the number of students requesting each 7-8 academy will be also be data points for the continuous improvement of offerings and culture within each academy.

**e. Community Impact and Involvement** Over the past four months, in developing this application, it was crucial to: meet with the Family of Schools to learn about their successes and challenges in working with the community’s various student subgroups and their families; analyze student performance data for related schools; meet with District School Management and Maps and Boundaries personnel; review the research on education excellence in urban settings; and, visit middle school models of excellence. Learning from these activities will support the successful launch of Obama Global Prep. Similarly, because this school was designed to be a neighborhood school with close partnerships with the surrounding communities, working relationships will continue with LAPD, 77<sup>th</sup> Division; Empowerment Congress-Central (Neighborhood Council); the Board, District, and other elected representatives; numerous community organizations that support adolescent youth, Los Angeles County Department of Recreation and Parks, and other community services; and USC and UCLA.

**f. Leadership/Governance** At Obama Global Prep, there will be a schoolwide leadership team consisting of a principal and two assistant principals (per District norm,) the school’s administrative assistant, two categorical coordinators (EL and Title I), a lead teacher in each academy, and representatives from our major partners: UCLA School Management Program and Institute for Standards, Curricula, and Assessments. In addition, each academy will have its own leadership team, consisting of the administrator, lead teacher, counselor, office technician as well as representation from parents and students.

Per state mandate, a School Site Council will be established to create and monitor the Single Plan for Student Achievement and the categorical budgets which support it, based on data and recommendations from various parent advisory councils.

A Research Guidance Committee (RGC) will coordinate and support action research to infuse the decision-making of all governing bodies.

Obama Global Prep will be a School-Based Management (SBM) school so that collaborative, transparent decisions can be made independent of District mandates beyond those authorized by Article XXVII for Shared Decision Making, as per LAUSD/UTLA contract, including curriculum and instruction, so that the school can hire faculty and staff who are compatible with and supportive of the school’s vision and mission, and so that meeting times can be allocated most effectively for Lesson Design Study and the Cycle of Inquiry.

**g. Fiscal Plan** As an internal team, Obama Global Prep will receive funding via LAUSD’s transparent “per-pupil” budgeting process, based on student average daily attendance and categorical funding. Categorical budgets to support initiatives and strategies identified in this application and the Accountability Matrix will be created and monitored by the School Site Council with advisement from parent advisory committees and managed by the principal.



**SECTION 2: CURRICULUM AND INSTRUCTION**

**a. Curriculum Map and Summary:** To prepare all students to achieve the California middle school academic standards, acquire academic study habits, graduate high school and be college prepared, the staff will create an instructional program to educate the whole child – intellectually, socially and physically. The main initiative at Obama Global Prep Academy is inquiry, based on an action research cycle where teachers and students ask and answer questions of significance.<sup>1</sup> All curriculum will be challenging, rigorous and of high quality. Students will develop and use critical thinking skills which cut across all content areas to analyze evidence in order to build arguments to support or refute a hypothesis or position.<sup>2</sup> Learning will be interdisciplinary and project-based so that students learn to make connections between disciplines and with the real world.<sup>3</sup>

Curricular parameters are defined by the California State Frameworks. Specific content and skills are those of the California Content Standards by grade level. Each subject matter department's instruction, as defined in these standards, will teach its body of knowledge so as to spark students "to want to know and understand." Scope and sequence of instruction (See Appendix.) is integrated across content areas, and includes subject matter-appropriate research and technology understandings and skills per the Model Schools Library (See Appendix.) and Technology Literacy Standards (See Appendix.)

The Accountability Matrix (See Appendix.) outlines specific goals, strategies/activities, a timeline and the means of evaluating progress in each of the core content areas. Teachers will collaboratively create and administer common assessments per standard set or unit and administer the District's periodic assessments to check for understanding and gauge level of proficiency with the standards. With their students and as part of professional learning communities, teachers will analyze assessment results to set goals, identify gaps, and determine re-teaching or intervention, as students move toward the goal of mastery of the standards or proficiency.

**OVERVIEW OF CORE CONTENT AREAS**

**English/Language Arts** Curricular focus is on being able to analyze, identify supporting evidence and effectively communicate verbally and in writing in order to become independently literate. Specifically, instruction in this area will enable students to interpret central themes in non-fiction and fiction to substantiate a point of view with evidence from the materials studied and researched; accurately articulate a point of view verbally and in a well-reasoned composition for four major genre: narration, description, exposition, and persuasion; and create visual and audio presentations in various media (i.e., podcasts, web pages, and multi-media projects). Achievement in students' ability to grasp the essential message of literary and informational texts and analyze features of the text as a whole, is evidenced by scoring at "Proficient or Advanced" on the California Standards Test (CST), and demonstrating college-level analytical reading and expository writing skills. Interim measures include meeting proficiency benchmarks and monitoring schoolwide writing and other common assessments on each of the periodic assessments.

**Mathematics** Curricular foci include using math reasoning to construct valid arguments and critique invalid ones, as well as proficient conceptual understanding, computational and procedural skills and problem solving application. The goals are for students to be proficient in Algebra I, the college gateway course, pass the math portion of the California High School Exit Examination (CAHSEE) and take higher level math courses in high school. Long-term and interim measures of growth and proficiency include: score "Proficient" and "Advanced" on CST and the periodic assessments and passing Algebra I with a "C" or better. Beginning with year 2, common assessments will be added as an interim measure.

**History/Social Science** Curricular focus is the study of continuity and change within the context of historical trends and current social, political, economic and cultural conditions. Instruction in this subject matter will enable students to analyze and interpret the events of the past for trends, identify cause and effect, determine the validity and reliability of primary and secondary documents, speculate about future events and clearly articulate a thesis both verbally and in writing, supported by evidence. The student goal is to become prepared to participate



successfully in events of local, state, national and international significance and to understand how people in other times and places have grappled with fundamental questions of truth, justice and personal responsibility in order to learn how to deal with the same issues today. Students learn to: differentiate between what is important and unimportant; reach conclusions based on solid evidence; and express and communicate these findings through well articulated and supported oral presentations, well written essays, charts, graphs, etc. Long-term and interim measures of growth include demonstrating proficiency on related English/Language Arts and Social Studies standards, review of interactive notebooks, and scoring “Proficient or Above” on common assessments and on the 8<sup>th</sup> grade CST/US History.

**Science** Curricular focus is on the scientific method, understanding and observing change and recognizing that observed patterns of change can be extended by logic to predict what will happen next. Students learn to use the scientific method to test a hypothesis in science and across disciplines. An interim goal is the ability to demonstrate scientific thinking and build connections that link science to technology and societal impacts as measured by observation of projects and review of scientific notebooks. The long-term goals are science literacy, as measured by the 8<sup>th</sup> grade science CST, and college readiness as measured by analysis of matriculation data.

**Health and Physical Education (P.E.)** Curricular focus is on student education to be healthy. The goal is for students to establish life-long healthy life-style practices and help reduce the high rates of heart disease, stroke and diabetes prevalent in the Hispanic/Latino and Black/African-American communities. Areas of focus in physical education include improving upper body strength, increasing aerobic capacity and decreasing unhealthy body composition. Instruction will be through team sports and individual sports, such as aerobics, Jazzercise and yoga as well as reading and interpreting related written material, such as periodicals, newspaper articles focusing on health and exercise. Areas of focus in Health are: acceptance of personal responsibility for lifelong health, respect for and promotion of health of others, an understanding of the process of growth and development, and an informed use of health-related information, products and services. Long-term measures include a passing score on the 7<sup>th</sup> and 9<sup>th</sup> grade FitnessGram. Interim measures – adhering to the school-generated contract between school-student – parent that includes a recommended diet and activities that take place away from school; meeting specific individualized growth targets; and passing score on common assessments

**Visual and Performing Arts** Curricular focus is on all students having access to grade-appropriate initial arts instruction in order to better prepare students to apply visual and performing arts skills in school and their lives, and to access the higher-level arts courses that meet the UC/CSU A-G requirements for admission.

**World Languages (previously called “Foreign Languages”)** Curricular focus is on developing competency in a world language and deepening the cross-cultural understanding and skills that derive from knowing a language well. The ability to communicate in culturally appropriate ways in a variety of settings will ensure success in a technology-driven global economy, increase intercultural understanding, and assure student capacity to meet the UC/CSU A-G requirements for admission.

**LITERACY IN ALL CONTENT AREAS** The California Framework for Reading/Language Arts acknowledges that literacy is the key to becoming an independent learner in all disciplines. By grade eight, students performing at the advanced level on the California standards test (CST) in English/Language Arts consistently “grasp the essential message of literary and informational texts and also analyze features of the text as a whole.” Beyond that are college level analytical reading and expository writing skills, which are assessed as early as 11<sup>th</sup> grade as part of the CST, which involves the ability to demonstrate strong critical reading and expository writing skills.

Because of the importance and value of literacy, all content standards will be “bundled” with relevant English/Language Arts (ELA) “power” or focus standards, as identified collaboratively by grade level and subject matter teams and based on data analysis (as discussed in Section 4). Obama Global Prep students will be prepared to perform at the advanced level in English/Language Arts, meet and exceed grade level expectations and demonstrate strong expository writing skills, as evidenced in revised written work found in individual portfolios.

Students will also be prepared to pass the English portion of the California High School Exit Exam in grade 10 and demonstrate proficiency on the Early Admissions Part (EAP) of the English/Language Arts CST in grade 11, which assesses basic skills needed to accomplish college-level work and “to meet society’s need for a literate, educated citizenry.”

**DUAL LANGUAGE PROGRAM** To provide continuity to culminating 5<sup>th</sup> graders in the Dual Language/Spanish program from feeder elementary schools, Obama Global Prep will also feature the Dual Language Program. Beginning in 6<sup>th</sup> grade, participating students will be enrolled in formal Spanish Language instruction and be taught science in Spanish. The next year, Spanish Language instruction will continue with the social studies course being taught in Spanish in one or both of the 7<sup>th</sup>/8<sup>th</sup> grade Academies. Spanish 1AB will be taught over a two year period and by 8<sup>th</sup> grade, participating students will be ready for Spanish 2 and two subject matter courses taught in that language.

**b. Track Record of Proposed Curriculum** The above curriculum and instructional strategies all build on state frameworks and standards. When the standards are taught with effective instructional strategies and supported by enrichment, reteaching or intervention, students do achieve. District and other schools with APIs of 800 and who meet their AYP each year, all have professional learning communities, which administer multiple, frequent assessments, analyze assessment data to immediately inform instruction and/or intervention, and whose administrators frequently visit classrooms. Substantiation of this achievement appears in *Results Counts* and *Results Now*, by Mike Schmoker, and is evidenced at such schools as Torch Middle School in the City of Industry, which is a Title I school with a diverse student body which meets its AYP each year and is recognized as a California Distinguished School.

**c. Addressing the Needs of All Students** All instruction at Obama Global Prep is expected to help all students achieve proficiency on state standards, use technology, possess self-efficacy and experience success in college, opportunity in the workplace, and effective participation in civic life. Good first teaching – Tier 1 of Response to Instruction and Intervention (RtI) – for all students, and RtI Tier 2 and 3 strategies for targeted students qualifying for intervention and accelerated learning will be in place. (More detail is provided in the Accountability Matrix in the Appendix.). All subgroups of students will be included in the three Personalized Learning Environments (i.e., the Academies), where service learning and thematic project-based learning will be instituted in the core curriculum to add relevance to learning and support mastery of the state standards through application. Not only will staff analyze student data regularly, but so will students and their parents, another practice found in effective schools. Students will do this through their Advisory/flex period and parents at their respective Parent Advisory Committee meetings.

Students who make up the English learner and Students with Disabilities subgroups are often not successful despite Tier 1 instruction which includes the implementation of Culturally Relevant and Responsive Education (CRRE)<sup>4</sup> and access strategies. They fail to meet API and AYP targets, and to flourish as learners. To better help subgroup students meet these challenges, the following is also planned for Students with Disabilities, English Learners, African-American Students, and Foster Youth.

**Students with Disabilities (SWD)** Foremost, all student-based curriculum and instructional strategies in place for general education program students will be in place for students with disabilities, whether they are mainstreamed or in a Special Day Program. Professional development for teachers who serve students with disabilities will focus on high expectations for students, effective application of appropriate accommodations to which students are entitled, and year-over-year age appropriate achievement of IEP goals. The co-teaching model – where the special education and general education teachers physically “co-teach” in the same classroom or co-plan – will assure that having additional personnel in the classroom results in truly effective differentiated instruction, as will special attention to the deployment of instructional aides. Participation in the Learning Center<sup>5</sup> as well as inquiry, action research, and project-based learning will engage students with disabilities as it does students in regular education. Because parents are such important collaborators in the learning success of their students, we will ensure that parents of SWD students grow in active, meaningful participation in school decision-making, understanding and implementation of the IEP process, and in learning community activities that support parent development as the first educators of their children.

**English Learners** As with the SWD subgroup, all curriculum and instruction strategies in place for regular program students will be in place for English Learners. Professional development for teachers who serve EL students will focus on high expectations for students, effective use of English Language Development and SDAIE strategies, and developmentally appropriate progress on CELDT to full reclassification. Participation in the Learning Center as well as inquiry, action research, and project-based learning will engage EL students as it does all students. To support the important role parents of English Learners play in their students' development, we will ensure that parents of designated English Learners grow in active, meaningful participation in English Learner Advisory Committee (ELAC) activities, in school decision-making, and in enriching their own efficacy as parents of English Learners.

**African-American Students** As a subgroup in the majority of feeder/relief schools, the data shows that African-American students also have a challenge meeting their API and AYP targets, and tend to have a lower attendance rate and higher suspension rate. In order to improve the educational progress of underachieving African-American students, incentives and regular monitoring to improve attendance rates will be initiated, as well as mentoring and a support group which will feature African-American speakers from business, education, church and civic leaders. To further assist this group as well as other underachieving Standard English Learners, the school will participate in the Academic English Mastery Program (AEMP), the goal of which is to assure equity in access to rigorous standards-based, college preparatory curricula for Standard English Learners and other underperforming students in our District, and to provide specific support for their parents.

**Foster Youth** To assist the academic and social-emotional needs of foster youth – which ranges from 7%-11% in this school community – the school will continue with the practice at Foshay and Muir, in which the school also serves as Academic Mentoring Centers, a partnership between the school, Children Uniting Nations and the Department of Children Services, in which foster youth students are matched with (approved) local university mentors who provide tutoring/monitoring during the school day or after-school and participate in incentive activities.

**d. Accelerated Learning** Triggers for accelerated learning will be students identified as a Gifted and Talented Education (GATE) student, and/or those not identified as GATE but either performing at the Advanced level on the CST or periodic assessments, consistently earning an “A” in the course, or showing exceptional leadership skills and/or creativity. These students will be enrolled in Honors classes, offered in every Academy, where state standards will be aligned with the College Board's Pre-Advanced Placement standards to better prepare them to enroll and be successful in Advanced Placement high school classes; assigned more rigorous, interdisciplinary projects, and service learning activities; encouraged to enroll in the local community college's Steps Ahead program in the summer (courses for students concurrently enrolled in secondary schools); and, encouraged to be a peer tutor. In addition, although these activities will be open to any student, accelerated students will be expected to participate in academic local, regional and national competitions such as *Math Counts*, *Science Challenges*, and *FIRST Robotics*, as well as local and national activities such as *The Model United Nations* or *Project Lead the Way's Gateway to Technology*.

If students requiring accelerated learning are not enrolled in Honors, they will be clustered in a regular classroom where the teacher will be expected to differentiate instruction to include the above practices. World language and enrollment in the performing or visual arts will also be part of their schedule. “Other high achieving students” are defined as those scoring at the “Advanced” or “High Proficiency” levels above 425 on the CST English/Language Arts and math, or is demonstrating a leadership or creative quality outlined in the GATE Bulletin, but not state identified as gifted. (They will be targeted for identification.) Based on feeder data analysis, there will be more than enough students in the 2010-2011 school year to have Honors classes for 2 cohorts in the 6<sup>th</sup> grade Humanities Academy and 1 cohort each in 7<sup>th</sup> and 8<sup>th</sup> grades in each of the remaining two academies. In addition, students showing acceleration in the visual and/or performing arts will automatically be enrolled in the course favoring their strength. In year two, the school will be eligible to apply to become a School for Advanced Studies to further enhance the program.

Articulation with the feeder elementary schools this school year to start the identification process will be the first steps taken to increase the number of all students and especially minorities and students with disabilities into GATE courses and better prepare more students to be ready for high school AP classes. The principal of Obama Global Prep will assist the feeder elementary principals in identifying students who scored Advanced on one or more CST, will inservice elementary teachers on other GATE indicators (if they have not been inserviced), as discussed in the District's Bulletin,<sup>6</sup> and will assist the schools in preparing referral packets to be forwarded to the Gifted/Talented Program Office. Parents will also be inserviced and may make a referral based on District criteria.

For the 2010-2011 school year, the same procedure will be in effect at the middle school and either using an auxiliary period for a classroom teacher or an added responsibility for one of the support staff, a GATE Coordinator will be identified to assist with this process. In order to raise the bar, all teachers will be expected to continue teaching at the highest level of academic rigor.

To provide greater support to these students the school will have a GATE (parent) Advisory Committee whose purpose will be to review any related budget or achievement data and make recommendations to School Site Council. Parent training will also be provided through the school or Local District.

**e. Instructional Strategies** Key instructional strategies – inquiry, action research, project-based instruction – outlined in this application and appendices will be incorporated in all content areas. Further explanation of the purpose, quality and tenets of Culturally Responsive and Relevant Education (CRRE) – which promotes an accepting, affirmative, risk-free classroom environment in which the culture and language of each student is validated, valued, and respected and authentic accomplishments are regularly recognized – can be found in the Appendix under CRRE Quality Indicators.

Daily administrative classroom observation of instruction and student learning will reveal “anchor” classrooms, those used as models of best practices and will also reveal teachers who need additional assistance and guidance in implementing these strategies. Training will be provided on designated Professional Development Tuesdays and/or during common conference periods through peer coaching, and/or guided clinical supervision.

### Section 3: School Culture and Climate

**a. Description of Culture** One of the school's core beliefs is that all students can and will achieve, and that it is our collaborative responsibility to create a climate conducive to their doing so.

The culture envisioned for the proposed school will reflect a positive and collaborative academic, behavioral, and social environment. Action research will be the initiative, to be observed in Professional Learning Communities (See Sections 5a and 6.), in project-based learning in the classroom (See Section 2a.), decision making in school governance on all leadership teams (See Section 9.), and in student leadership resolution of student issues (See Safe School Climate below.) When behavioral or social problems arise, the Cycle of Inquiry or problem solving approach will be used. All strategic decisions will be made collaboratively, through protocols used by UTLA's ICSA and UCLA SMP.

The school will adopt the District's Safe Environment Wellness Policy – embedding it in the school's Positive Behavior Support Plan – to be collaboratively developed by representation from all stakeholders. A preliminary plan will be developed prior to school opening and adopted by the School-Based Management Council when the school opens. To develop a climate conducive to learning and teaching, school leaders will create a culture where student self-reliance, social responsibility and the goal of academic achievement prevail by ensuring that students feel connected to the school and their community, feel safe, and can thrive in the school's healthy environment.

**Connectedness to School** The extent to which students feel connected to their school has a direct impact on their participation in the learning process and contribution to the general welfare of school life. Therefore, stakeholders will collaboratively create an environment that promotes a sense of connectedness between staff, students, and families. To help students feel more connected, to help staff get to know their students better and to better manage and support 1,400 students, Obama Global Prep is organized into three academies: in grade 6: the Humanities Academy, and, in grades 7 and 8, the Global Studies Academy and STEM Academy. Daily “flex” periods for advisory, enrichment and/or intermediate intervention and other strong student support structures exist within and around these academies.

**Safe School Climate** Effective supervision is vital to maintaining a safe school climate. Obama Global Prep will foster a safe school climate, with special emphasis on:

- Developing a Positive Behavior Support Plan – in accordance with the *Discipline Foundation Policy: School-Wide Positive Behavior Support Bulletin 3638.0* – that will include control over bullying, in student surveys considered to be the biggest barrier to student learning
- Having a supervised single point of entry to the campus
- Analyzing student data (i.e. attendance, suspensions, achievement data) regularly to inform recommendations to the appropriate venue (administration, SSC, SBM, etc.)
- Holding regular grade level meetings to: review District and school policies and plans, recognize appropriate behavior, and address student concerns
- Promoting conflict resolution techniques (with the assistance of UCLA) that enable all staff and students to speak a common language in identifying and resolving conflicts, and insuring that staff (as well as non-staff members on Councils, Leadership Teams, and advisory committees) participate in human relations/diversity training offered through the District
- Having two lunch periods – one for 6<sup>th</sup> graders only, the other for 7<sup>th</sup> and 8<sup>th</sup> graders – to foster a safer adult-to-student supervision ratio and the ability of staff to anticipate and swiftly respond effectively to unsafe situations
- Participating in the existing Safe-School Collaborative within the Crenshaw and Manual Arts High School area families.

**Safe School Plan** California public schools are required to comply with California Education Code (CEC), Section 35294 by preparing a Safe School Plan which addresses such areas as violence prevention, emergency preparedness, traffic safety, and crisis intervention. By establishing positive discipline policies – as identified in the school’s Positive Behavior Support Plan – Obama Global Prep will create a calm, safe, and positive school environment, clarify expectations, increase positive interactions, improve student motivation, and reduce office referrals. Besides procedures, this Plan includes student recognition activities for positive academic and community behavior.

As part of this Plan, Obama Global Prep will implement a strategic positive behavior management program entitled CHAMPS – Conversation, Help, Activity, Movement and Participation. There is a procedure for every part of CHAMPS (i.e., how a student converses in class, how s/he requests help in the classroom vs. how s/he requests help out on the yard, etc.). This proactive, positive, and systemic approach to classroom and campus management supports academic achievement for all students using focused and specific pre-determined in-class student behavior. (See the core components of CHAMPS in Appendix.) All staff – certificated and classified – will be trained and expected to include CHAMPS as part of their repertoire in the classroom, the office, the gym, the cafeteria, all over the campus.

**Safe and Healthy Physical Environment** With active participation of school administrators, the plant manager, central support staff, and an informed school community, Obama Global Prep’s leadership team will analyze the findings of the evaluations below to take corrective actions and/or modify goals in the Safe School Plan:

- LAUSD School Inspections Safety Scorecard
- California School Accountability Report Card (SARC)
- Student survey results on the LAUSD annual School Report Card regarding feeling safe at school

**b. College and Career Readiness** The Accountability Matrix (See Section 2 and the Appendix) outlines specific strategies that Obama Global Prep will provide to expose all students to planning for college and a career, as well as to support them in their college and career choices, including multiple A-G pathways at the school.

**c. School Calendar/Schedule** The proposed bell schedule (See Appendix.) reflects an annual minimum of 65,300 minutes of instructional time, a bit more than the education code requires (62,160 minutes for middle schools with common planning time). This innovative bell schedule – in which students are released early every Tuesday – provides regularly scheduled professional development time for teachers, thereby supporting research that has found the greatest impact on student achievement to be quality instruction (Schmoker, *Results Now*). (See Appendix for Professional Development Calendar.) On early release days, the school will ensure that students who cannot go home early have activities at school, such as participation in the District’s Youth Services, tutoring, and on-campus community based activities. (See appendix for Flex Period Schedule.)

**d. Athletic programs and other extracurricular programs** To further increase the percentage of students in the Healthy Fitness Zone (as described in Section 2), Obama Global Prep will encourage participation in intramural sports during brunch and after school. Students will also participate in the “Taking Part in the Active Lifestyle Program” as part of the personalized fitness plans. This program encourages students to: make a commitment to staying active; set realistic fitness goals, and then adhere to those goals; and, in so doing, develop healthy habits that last for life. Other extracurricular programs will include school-sponsored clubs that meet during brunch and after-school and Academy-related activities described in Section 2.

**e. Describe your approach to student discipline and creating a safe, clean and respectful campus which is in alignment with the Board-approved District Discipline Foundation Policy** Sections 3(a), 3(b), and 3(c) detail these efforts.

**f. Meeting the health mandates and the health care needs of chronically ill students** To meet the health mandates and health care needs of chronically ill students not provided in an IEP, a Section 504 Plan will be developed for any student whose physical or mental health interferes with learning, as evidenced by poor attendance or poor performance in school. All students with chronic illness will be monitored by the nurse. Obama Global Prep plans to extend the two days the District funds a nurse to five days, using categorical funds. The counselor in each Academy will be designated as the Section 504 liaison.

The school will also employ: the school nurse for students, staff, and parents requiring prevention services, health habits information, and health-related counseling; Cedar-Sinai’s mobile health clinic for students with asthma; the National PTA for students needing glasses; the local USC School of Dentistry for students with dental emergencies; and the District immunization clinic for students who have no doctor for physicals and immunizations. Obama Global Prep will also identify resources within the community (i.e., the nearby Ruth Temple Health Clinic) and maintain an active crisis intervention team.

**g. Meeting the nutritional needs of all students** Obama Global Prep and LAUSD recognize the connection between good nutrition and academic achievement, and that well-nourished children have a better opportunity to achieve academic success. The school will utilize the District’s Food Services Branch – which has adopted the mission “*Nourishing Children to Achieve Excellence*” – to provide nutritious meals. The menus, planned by Registered Dietitians, comply with federal, state, and local regulations, and provide the appropriate combination of foods that promotes good health that leads to improved academic performance.

In addition, the school will:

- empower students to make healthy food choices as part of the school's health and science curricula, and enable their families to do the same as part of adult education classes
- promote a schoolwide nutrition campaign
- promote eating breakfast at school (beginning at 7:30 a.m.) or at home
- invite nutrition specialists and other food services staff to attend and participate in community meetings, Back-to-School Nights, LAUSD Parent Summit, parent meetings, and other events
- offer nutrition education classes for parents, similar to what is in place now at three schools in its Family of Schools

#### SECTION 4: ASSESSMENTS AND SCHOOL DATA

**a. Educational Goals and Metrics** Listed below are major educational goals and metrics used to monitor schoolwide and subgroup progress. The school's quantifiable achievement goals and strategies/activities to meet these goals are identified in the Accountability Matrix provided in the Appendix A.

- *Increase high school graduation rate and college readiness* Preparation begins in middle school. We will promote regular articulation with the feeder high schools to monitor progress of Obama Global Prep alumni in order to reflect on the quality of our middle school instructional program and student preparation.
- *Meet and exceed Academic Performance Index (API) targets each year* The state will use Year 1 as the school's baseline score. Year 2's target will be a 5% increase of the difference between the state minimum goal of 800 and school's baseline with the ultimate goal being to exceed a score of 800.
- *Meet and exceed Adequate Yearly Progress each year, which includes No Child Left Behind (NCLB) incremental targets toward 100% proficiency by 2014.* (See Appendix.)
- *Increase the percentage of students scoring "Proficient" or "Advanced" on the CST* by 10% each year, while decreasing the percentage of students scoring "Far Below Basic" and "Below Basic" by 10%.
- *Increase the number of students identified as Gifted* – schoolwide and by subgroup – to a minimum 6% of the school's population each year.
- *Increase the percentage of English learners reclassifying to Fluent English Learners* by 5% each year. State criteria to reclassify is for the student to meet all 3 criteria below: Pass English or ESL with a "C" or better; score at "basic or above" on the CST/English Language Arts and score at "Early Advanced" or "Advanced" on the California English Language Development Test.
- *Increase the percentage of Students with Disabilities (SWD) performing at "Basic and Above"* on the ELA and math CSTs, one of the Modified Consent Decree outcomes. The District's 2009-2010 target is 35% for ELA and math. The average percentage of Students with Disabilities at the feeder and relief schools who scored "Basic and Above" on California Standardized Test in 2009 was 15.7% on ELA and 27.1 in math.
- *The District's minimum student attendance rate expectation is 95%.* Feeder elementary schools exceed that rate, while the relief schools fall short of it. The school's goal is to meet or exceed the District's expectation.
- *The District's minimum reduction of student suspensions is 5% each year.* The average percentage of students suspended at the relief schools was 41%; among the feeder elementary schools average suspensions were 2.9%.
- *Meet the school's MCD Outcomes, with Welligent used to monitor student progress*



**b. Student Assessment Plan** The school will administer District periodic assessments – for language arts, social studies, mathematics and science – and the state California Standards Test (CST). In addition, teachers and administrators will design and administer formative and summative assessments and analyze data to systematically monitor the impact of the teacher-developed, standards-based lessons and assessments on student learning. All scores will be posted on student portfolios to compare results between classroom, District and CST scores. In addition, as an option, to gauge student verbal and mathematical college readiness skills, 8<sup>th</sup> graders may also choose to take the Explore test and the Preliminary SAT. For all subject-matter departments, ISCA will provide the technical and technological support to enable the staff to design formative and summative assessments for the following purposes: establishing instructional program baselines; monitoring student learning of content; and monitoring student individual growth by designing and using a student portfolio that displays student-constructed evidence-over-time of learning and achievement.

Student assessments are scheduled in the Professional Development Calendar, which also includes an Assessment and Administration timeline. (See Appendix.) Below is a table of purpose, description, and timeline for each assessment:

| Assessment and Purpose   | Description  | Assessment Provider  | Frequency and Timeline  |
|--|--|--|---|
| <b>Calif. Standards Test:</b><br>Eng. Lang. Arts (6-8 <sup>th</sup> gr.)<br>Writing (7 <sup>th</sup> gr.)<br>Math 6, Math 7 & Algebra I<br>Science (8 <sup>th</sup> gr.)<br>History-Social Science (8 <sup>th</sup> gr.)<br>FitnessGram (7 <sup>th</sup> gr.)      | Summative State standards test by grade level and content. (Fitness Gram is for physical education)  | The State of California in contract with Educational Testing Service   | Administered 1X per year, typically the last week in May/first week in June over a 1 – 2 week period.                             |
| <b>Periodic Assessments ELA, Math/Algebra I, Soc. Studies, and Science</b> to gauge how well students are demonstrating proficiency on a set of state standards in each content.   | Formative District assessment of a set of state standards as described in <u>each</u> content's District Instructional Guide.  | LAUSD in contract with Princeton Review  | ELA – 3X/year<br>Math/Algebra – 3X/year<br>Soc. Studies – 3X/year<br>Science – 3X/year for grades 6 and 8 and 1X/year for grade 7 |
| <b>School Developed Common Literacy Assessment</b> to measure the effectiveness of the English Language Arts instructional program and literacy across the curriculum (i.e. interpreting theme in literature is similar to identifying a thesis in a science text) | Authentic summative standards-based reading and writing assessment: Narrative/Descriptive and Expository/Persuasion administered to all students who will read the same text and write to the same prompt.   | A team of teachers will design the assessment (select the text, write the prompt and create the rubric) with technical support from ISCA | Administered 2X per year: First and last month of the school year   |
| <b>Subject Matter Common Assessments</b> to measure student proficiency in each standards-based unit in each content area.   | Authentic formative standards-based assessments for each unit in each content  | Department made with technical and technological support from the ISCA   | Administered following each unit.   |
| <b>Student E-Portfolios</b> to track individual student progress by subject matter beginning with English Language Arts and Math in Year 1 and adding other subjects in the following years  | Formative assessment with each portfolio containing:<br>a) Scores and samples of School Developed Lit. Assessment; b) 2 student selected subject matter common assessments (1 per semester); c) Student form that records individual CST and periodic assessment data (see sample in Appendix); and, d) other teacher selected samples | Teachers collaboratively design with technological support from ISCA (during PD Tuesdays, common conference period or released time).    | On-going  |

**c. Data Team and Instructional Team:** Academy Leadership Teams and interdisciplinary instructional teams will analyze assessment data results to inform programmatic and instructional decisions and make adjustments to curricula, professional development, and other school components. School Site Council will use these analyses to monitor and evaluate the SPSA. The Research Guidance Council will provide technical support and coordination.

| Assessment                           | Goal or Purpose   | Data Analysis Process   | Implications   |      |      |
|--------------------------------------|---|---|--|------|------|
| California Standards Test (CST)      | NCLB TARGETS for California Middle School (Percentage proficient or advanced)   | Results are available generally around August for LAUSD schools, via <i>MyData</i> and <i>District Support System</i> . During Professional Development time department, academy and grade level staff will analyze disaggregated data for critical findings and implications. Inter-disciplinary teams, during common planning periods, will do the same. Individual teachers will do so as well and guide their students in individual data analysis through the flex period. | Results will be analyzed by departments to inform instruction, the design of future instruction and professional development   |      |      |
|                                      |   |   |  | ELA  | Math |
|                                      | 2010-11   |   |  | 67.6 | 68.5 |
|                                      | 2011-12   |   |  | 78.4 | 79   |
|                                      | 2012-13   |   |  | 89.2 | 89.5 |
|                                      | 2013-14   |   |  | 100  | 100  |
|                                      | For Obama Academy, the goal is to exceed LAUSD targets, see Accountability Matrix pages 38-42 to exceed LAUSD targets.                          |   |  |      |      |
| Periodic Assessments                 | 100 percent completion<br>Percent “Proficient” or “Advanced” in line with CST goals   | Results are available within 48 hours of assessment through <i>MyData</i> . Same as above.  | Results will be analyzed by departments to inform instruction, the design of future instruction, and professional development  |      |      |
| School Developed Literacy Assessment | To score “Proficient” or “Advanced”   | To learn how proficiently students write, ELA, ESL and Social Studies teachers will score the papers, select anchor papers, write commentaries on them and analyze the findings. Findings will be presented in a graph form by grade level, academy and schoolwide.   | Findings will be shared with the staff to: a) Refine the assessment and/or rubric as needed, and/or b) Refine the instructional program through Lesson Design Study (Action Research) to increase student performance. |      |      |
| Subject Matter Common Assessments    | To score at “Proficient,” as determined by each department.   | By department, teachers score assessments, select anchor papers, write commentaries on the anchors and analyze the findings.  | Findings will be shared with the Dept., Academy and SSC to: a) Refine the units and/or assessment through Lesson Design Study; b) Refine Dept. instructional program, if needed; and, c) validate or modify the SPSA   |      |      |
| Student Portfolios                   | To authentically demonstrate:<br>a) individual student growth toward proficiency, and<br>b) continual improvement of the quality of instruction | Mid-year and end-of-the year review: By department teacher review the contents of the student portfolio as described in chart above   | Findings will be shared with the Dept., Academy and SSC to: a) Refine the units and/or assessment through Lesson Design Study; b) Refine Dept. instructional program, if needed; and, c) validate or modify the SPSA   |      |      |

**d. Data Systems:** All teachers, administrators and support staff will be trained on how to use the District's ISIS – *Integrated Student Information System* – which allows timely electronic tracking of student records and assessment data through *MyData*. Administrative and support staff will be authorized to use another system, DSS (District Support System) to track schoolwide subgroup or teacher data. In addition, Welligent, which is part of ISIS, allows the District and school to use Modified Consent Decree indicators to electronically measure progress of students with disabilities.

**e. LAUSD School Report Card:** As an internal applicant, the LAUSD School Report Card will be used to track assessment data and other metrics to inform programmatic and instructional decisions and to indicate further analysis of curricula professional development and other school components. This Report Card will be available on the District's and school's website and its information and implications will be discussed with each of the parent advisory committees and governance councils.

**f. Research and Evaluation:** To ensure that the District captures, learns, and replicates best practices, the school will commit to participation in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. One specific higher education institution in particular is with UCLA's Graduate School of Education & Information Studies, under the guidance of Dr. Wellford Wilms, who will help the school develop a Professional Development and Instructional Program survey. The school community will analyze results to inform programmatic and instructional decisions.

**g. Operational Goals and Metrics**

As an internal applicant, the schools will use tools for monitoring financial solvency, provided by LAUSD and adhere to significant policies. One crucial operational goal is retention of highly qualified teachers, as described in the following chart.

**Teacher Retention**

| <b>Metric and Purpose of Metric</b>   | <b>How Metric Monitors Progress Toward NCLB Accountability</b>  |
|---|---|
| Purpose: to inform action research and provide data to improve teacher support.   | NCLB Accountability – Highly Qualified Teacher<br><i>Not feeling supported is a major reason that teachers leave the profession or the school and not meeting the criteria for being a Highly Qualified Teacher is a reason a probationary teacher's contract is not renewed.</i>     |
| A) <i>Participation in Professional Learning Communities:</i> Lesson Design Study Teams and Academy Teams-  | A) The quality of participation in the Professional Learning Communities, i.e., Lesson Design Study teams and Academy Teams will be a measure of the collaborative peer-support a teacher is experiencing in the conduct of his/her professional work.                                |
| B) <i>Walk-Throughs</i> – Teacher peers observing students at work in classrooms which has implications about how conducive the classroom environment is for learning, how well a teacher implements department and schoolwide instructional strategies | B) Walk-Through protocols will engage teachers needing assistance and guidance <i>before</i> teacher performance evaluation. (A poor evaluation could lead to dismissal.)   |
| C) <i>Continual checking</i> for what a teacher needs to deepen their pedagogy and subject knowledge  | C) In addition to the checking that is built into Lesson Design Study, this monitoring by school administrators and teacher instructional leaders, and the offering of help, will be a main support element in the formative stages of teacher evaluation and of new teacher support. |
| D) <i>Surveys</i>   | D) Anonymous teacher polls on professional climate for continuous improvement   |

**SECTION 5: PROFESSIONAL DEVELOPMENT PROGRAM**

**a. Professional Development** Participation in action research will be the core professional development activity of the school. Its three incarnations – inquiry-based and project-based learning, Lesson Design Study, and the Cycle of Inquiry – are the driving processes for all learning at the school for students and adults alike. The adult learning – professional development – of teachers, administrators and parents will be personalized by being tailored to their requests for information and resources, including subject matter knowledge and learning strategies.

In Lesson Design Study<sup>7</sup>, deeper subject matter knowledge, effective teaching strategies, and better instructional programs are made available within the process “just in time” for the designing and improving of an individual teacher’s or team’s lessons and assessments. (See Lesson Study Design Model in Appendix.) The objective of the process is to develop lessons and assessments that work better “next time.” The data from the process shows at the learning-activity and teacher-student interaction level, per standard, what did and did not work. Therefore individual teacher learning needs are very specifically identified for match-up with appropriate training, and it is the teachers who typically see this and ask for it. As one National Board Certified teacher said, *“It was real...I was asked to be intellectual and creative. The quality was superb. It respected my intelligence and ability to design lessons. There is more depth to my teaching now. The students feel respected because this unit challenges them. And, as a result, they are more attentive and serious about their work.”* (Jacqueline Barrios-Ramirez, English teacher, grades 8-11, Foshay Learning Center).

Action research at the organizational level – the Cycle of Inquiry – is individualized because it is defined by its participants. The need for training in specific areas of expertise for specific individuals, or groups, will emerge out of the findings of this process and be provided “just in time” to implement the courses of action that the data confirm are necessary (for example, training on setting up master programs). UCLA School Management Program’s technical support includes a number of more specific forms of professional development (e.g., in classroom walk-throughs), as needed. (See Cycle of Inquiry Model in Appendix.)

Other data that will inform professional development selection are the results of the teacher-developed beginning-of-year and end-of-year common assessments in each subject that are designed to evaluate the effectiveness of the instructional program in each subject and for each grade level. And, of course, the results of Periodic Assessments and the California Standards Tests will be used.

Structurally, professional development at the school will be better supported because:

- the teachers in each of the three academies will work in professional learning communities
- the inter-disciplinary core teams will have common conference periods to facilitate professional development in the inter-disciplinary and project-based learning for which they will bear responsibility
- every Tuesday, 90 minutes will be devoted to specific and individualized professional development (See proposed bell schedule in Appendix.)

Another major, and capacity-increasing form of professional development for teachers at Obama Global Prep will be the establishment of a cadre of National Board Certified teachers at the school who will each provide 92 hours annually of instructional leadership and targeted “just in time” professional development to the school at no cost. They can be classroom management instructors, Lesson Design Study instructors, peer coaches, or action research leaders. This will be a partnership project between Obama Global Prep and The Support Network at UTLA, the most successful National Board preparation program in the nation.

**b. Teacher Orientation** Lesson Design Study is a nearly perfect induction protocol for new teachers. Many new – and veteran – teachers comment that they wish they had learned Lesson Design Study during their university credential program because no one ever guided them through the process of actually writing lessons and assessments or evaluating how their lessons worked and students performed. The LAUSD District Intern Program teaches an abbreviated Lesson Design Study methodology course that the Institute for Standards, Curricula, and Assessments designed for them – it’s most popular course. In a recent survey at Foshay Learning Center, an overwhelming majority of new teachers who participated in Lesson Design Study said they felt more confident and effective because they were better prepared

In addition to Lesson Design Study, a highly acclaimed classroom management training program from the American Federation of Teachers (AFT), Educational Research & Dissemination (ER&D), will be available through UTLA. Teachers at Obama Global Prep will become trainers in this program, so that this professional development will be available at the school for any teachers who need it.

The following table gives a synopsis of the menu of subject- or strategy-specific professional development for Obama Global Prep, its source, type, and proving ground.

| Name   | Source                    | Type  | Proving Ground  |
|--|---------------------------|---|---|
| Lesson Design Study (component)  | ISCA                      | Literary & Historical Analysis  | LAUSD, since 1993   |
| Lesson Design Study (component)  | ISCA                      | Student-misconception-based lesson planning   | LAUSD, since 2002   |
| Facilitating for Results   | UCLA SMP                  | Schoolwide facilitation training to support instructional decision-making within a Cycle of Inquiry   | Nationally, including LAUSD, since 1993   |
| Breaking Through to Effective Teaching: A Walk-Through Protocol Linking Student Learning & Professional Practice | UCLA SMP                  | Schoolwide protocol for connecting instructional decision-making to observable student learning results.  | Nationally, since 1998<br>Book of the same title published in 2007 - Preface by Richard Elmore, Ph.D., Endorsement by Doug Reeves |
| Bridges to Understanding: Teaching the Matters for English Learners  | UCLA SMP                  | Professional inquiry-based development for teachers of English learners. Integrates deepening understanding of pedagogy with learning advanced English Language Development and SDAIE strategies. | Nationally, since 2000.<br>Basis for an on-going federal Office of English Language Acquisition grant                             |
| Discover the Power of Advisories   | UCLA SMP                  | Strategies that support knowing students well.  | Nationally, since 2003  |
| Rigorous Mathematical and Science Thinking   | Dr. James and Gwen Kinard | Coaching model in using psychological tools to understand mathematical concepts   |   |

**c. Professional Development Calendar** The professional development calendar – provided in the Appendix – displays the approximate dates for: 1) planning and organizing the opening of the school; 2) conducting the seminars led by UTLA’s ISCA, UCLA SMP, and the staff; 3) teaching instructors to lead seminars; and 4) administering California Standards Tests and Periodic Assessments. The seminar topics focus primarily on designing units and assessments for various purposes: analyzing assessment data, modifying instruction based on data analysis, deepening subject matter knowledge, conducting peer classroom walk-throughs to observe the effectiveness of schoolwide implementation of practices and decision-making protocols. There will also be a weekly 90-minute professional development session on Tuesdays. From the review of the assessment findings, staff will determine topics for professional development for the coming school year. Please note that the findings from the year-end review of the assessments is the protocol that will be repeated each year to continually refine the content for professional development seminars.

**d. Program Evaluation** There will be a professional development action research cycle, for which there will be multiple means of obtaining feedback from participants and student performance. Professor Wilms of the UCLA Graduate School of Education & Information Studies will conduct surveys that will evaluate the impact of the action research cycles themselves. The most valuable tool for evaluating Lesson Design Study is a daily journal that is written by participants, and read daily to inform the future course of the current and future seminars. There is a daily and overall evaluation sheet from each participant in the AFT-provided programs. Improvements in the overall professional development program will be based on the analysis of this feedback on an ongoing basis.

## SECTION 6: PROFESSIONAL CULTURE

**a. Professional Culture<sup>8</sup>** Action research and Lesson Design Study will be schoolwide processes that will shape the professional culture at Obama Global Prep. Both processes rest on a common practice, the basis of the scientific method, known as “Plan-Do-Check-Act” (PDCA). (See Appendix for Action Research Design Description.)

**Lesson Design Study** Research makes it clear that when teachers plan, try out new ideas, assess the results, and make adjustments, teaching improves and more students achieve standards-based proficiency than under traditional processes. Because the calendar waiver will enable all teachers to participate in Lesson Design Study as one of their regularly required duties, teaching at Obama Global Prep will require:

- the collaborative design of units of instruction, lessons, and assessments by teams of teachers
- the observation and debriefing of colleagues’ lessons as part of field-testing
- the evaluation of student work from lessons and assessments by teams
- redesign of units, based on collaborative analysis, reflection and research, to make them work better next time

The products of this cycle will recursively re-improve each time a unit is taught, through the same collaborative process, and each time the results will be reported to the relevant departments and archived online for instant access and dissemination schoolwide, contributing to an improving knowledge base for teaching.

In schools across the nation where lesson study is practiced, the resulting teacher conversations and interactions create a professional culture in which: subject-matter knowledge is deepened; the knowledge of colleagues within and across disciplines becomes highly valued and sought after; the common goal becomes greater demonstrated success for all students each time a lesson is taught, but with increasing rigor for students; and teachers behave and are treated as professionals.

Because the schoolwide practice of Lesson Design Study creates a condition where teaching itself becomes an extended form of professional development, learning strategies and traditional professional development, classroom management, the uses of technology, and other areas become items demanded “just in time” to

incorporate into the design of a unit, lesson, or assessment “next time.” The potential of other forms of professional development to improve the quality of teaching is therefore also enhanced. Intensive technical support for all these processes will be provided by UTLA’s ISCA.

With the technical support of both UTLA’s ISCA and UCLA SMP, teachers will develop common assessments for all subjects and grade levels by department. This will be major collaborative work, and will strengthen the professional culture as all teachers become contributors to common measures of the quality of the school’s academic programs. (See Letters of Partnerships in Appendix).

The action research processes described in this section will create multiple opportunities for leadership development. The goal is for all action research to be sustained by the school itself within 3-5 years, by which time Lesson Design Study instructors and teachers will be trained. Department chairpersons will be expected to be qualified instructors and lead teachers to qualify as instructors for interdisciplinary Lesson Design Study. There will be a talent search for staff members who can run action-research projects for governance bodies.

Through the AFT/UTLA Educational Research and Dissemination (ER&D) Program, faculty members will become on-site trainers, and through the UTLA Support Network for National Board Certification, increasing numbers of Board Certified teachers will be available at the school with 92 hours of instructional leadership service to offer. Among these will be school-based facilitators available to assist their colleagues in attaining Board-Certified status.

Faculty and staff will be centrally involved in school-level decisions, and in developing new initiatives both formally and dynamically. Formally, distributive leadership – including representation on the schoolwide leadership team, the academy leadership teams, the School Site Council, and the School-Based Management Council – will give faculty and staff member substantial power in school decision-making. Dynamically, teachers and staff – with technical support and coordination by the UCLA School Management Program -- will find that their collaborative work and set-up of action research to inform that work are essential in forming instructional and other schoolwide policies. UCLA SMP’s Cycle of Inquiry will be applied to multiple academy-level and school-level issues. Fundamental to this work will be the building of consensus among all affected faculty, staff – and parents – throughout the process.

This project is organized around a process known as action research and a theory of organizational learning first developed by psychologist Kurt Lewin and later elaborated on by organizational theorists Chris Argyris and Donald Schon. Among the outcomes the school aims to achieve is an improved organizational climate at the school so that decisions can be better aligned and communicated. Improvements in organizational climate and decision making are necessary correlates of improved teaching and learning, improved student outcomes, and improved parental engagement. Eventually, teachers and staff will become members of a highly valued instructional and technical leadership cohort that provides sustainability for the innovations of this plan. (A full description of action research is provided in the Appendix.)

**b. Evaluation** By virtue of their participation in Lesson Design Study, all teachers will witness faculty performance on an ongoing, highly-structured, and powerful basis, creating a cultural norm of high expectations. As a detailed, collaborative problem-solving process for taught lessons, Lesson Design Study is, in itself, a support system for individuals who are having difficulty in getting students to learn. For individuals who need to better manage classrooms and student discipline, American Federation of Teachers (AFT), Educational Research & Dissemination (ER&D) Program training will be available at the school, as will voluntary peer assistance and review through the UTLA/LAUSD PAR program. Beginning with permanent teachers, waivers to Article X, Evaluation and Discipline of the UTLA/LAUSD collective bargaining agreement will be sought to enable piloting and action research to be conducted for school-based peer-review and other alternative models of teacher evaluation. The principal’s evaluation will be as set forth in the Collective Bargaining Agreement with Associated Administrators of Los Angeles (AALA). Other staff will be evaluated per applicable collective bargaining agreements. For tenured staff, waivers may be sought to conduct piloting and action research for alternative evaluations in these cases as well.



**c. Feedback** Multiple feedback loops will inform the course-setting decisions of administration, faculty and governance bodies of the school. They include those tabulated below:

| Type of Feedback   | Source   | Collection Method  | Results Delivered   |
|--|--|--|---|
| School Accountability Report Card<br>Includes:<br><ul style="list-style-type: none"> <li>▪ Student achievement data</li> <li>▪ School culture indicators</li> <li>▪ Faculty/staff attendance data</li> <li>▪ School safety indicators</li> <li>▪ Student attendance data</li> <li>▪ Indicators of student and parent satisfaction</li> </ul> | LAUSD (and state mandate)  | Computer-archived data and surveys conducted by school                       | Annually, public, online and downloadable                     |
| Action Research Stakeholder Surveys  | UCLA GSEIS Professor Wellford Wilms, developed with stakeholder groups | Survey Scantron  | Annually, delivered to stakeholder groups                     |
| UTLA Principal Survey (any reason not to include this as part of the AR tasks?)  | UTLA   | Survey distributed to faculty, collected by elected school union chairperson | Annual, delivered to principal by school union representative |

## SECTION 7: SERVING SPECIALIZED POPULATIONS

**a. Specialized Instruction** As an LAUSD internal team and public school, Obama Global Prep will operate under the Modified Consent Decree and is required to comply with Individuals with Disabilities Education Act. Each academy will have a Resource Specialist who, with the academy administrator, counselor and clerk, will operate as a Bridge Team for students with disabilities, responsible for initial Individualized Education Programs (IEPs), insuring that students with disabilities are appropriately placed per their, scheduling all annual IEP reviews, and making any needed triennial reviews or changes of placement. The District's Special Education Unit has projected that the school will have at least 180 students with IEPs, about 60 per Academy. Of the Modified Consent Decree's 16 outcomes (See Appendix.), timely IEPs and parent participation are two priorities which have not been met by the Family of Schools. The Bridge Team will use Welligent – the electronic management system used by LAUSD – for IEP management and to monitor how well the school is achieving the Modified Consent Decree outcomes.

As described in Section 2, students with disabilities will be mainstreamed into all classes, some of which will be co-taught or collaboratively planned with the Resource Specialist. All Special Day Program teachers will deliver a standards-based curriculum implementing schoolwide access strategies and adhering to all District Instructional Guides, with modifications and accommodations identified in IEPs. The Least Restrictive Environment Advisory Committee (LREAC) will regularly analyze schoolwide data-based efforts and make recommendations to each academy and/or the SSC.

In addition to the schoolwide implementation of Culturally Responsive and Relevant Education and the key access strategies, and overall schoolwide efforts identified in the Accountability Matrix, pages 39 and 40 outline specific strategies the school will use to insure that the percentage of English learners: who make annual progress in learning English grows by at least 3% each year; who score at early advanced and advanced levels on the CELDT grows by at least 5% each year; who score at proficient or advanced levels on the CST grows by at least 5% each year; and who reclassify increases by at least 5% each year.

Page 38 of the Accountability Matrix outlines specific strategies the school will use to accelerate the performance of Standard English Learners (SELs).

**b. Meeting the Needs of Students in At-risk Situations** The Center for Communicable Diseases and Prevention (CDC) reports that students who feel connected to school are less likely to engage in a variety of risk behaviors, including tobacco use, alcohol and drug use, violence and gang involvement, and early sexual initiation. Lesbian, gay, and bisexual students as well as those struggling with their sexual identity are also at risk because often they feel unsafe at school due to bullying, and have a high percentage of suicide and a high drop-out rate. Connected students are more likely to have higher grades and test scores, have better school attendance, and stay in school. Research also shows that students are more likely to achieve higher academic outcomes when they feel safe among their peers at school. Schools that prevent bullying and other physical or psychological terrorism are also more likely to have a higher percentage of college-track students than those who do not. It is therefore imperative that Obama Global Prep students are provided with a safe and calm environment in which to learn.

Therefore, Obama Global Prep will create a school culture in which a safe environment, to which students feel connected, discourages them from engaging in risky behaviors or wanting to harass or harm others. Tier 1 of Obama Global Prep's tiered approach to instruction and behavior, requires:

- A Positive Behavior Support Plan, discussed in Section 3. Whenever possible, students themselves (through the Student Senate) will decide the remedies for infractions by their peers.
- Recognition of student leadership in reinforcing expectations, such as campus beautification, school involvement with the community, and innovative solutions for chronic school problems
- Incorporating *Respect for All* during flex periods, reinforced through the CHAMPS and schoolwide recognition programs, as well as through CRRE.
- Participation by every student in a school club or an extra-curricular enrichment activity
- Comprehensive Violence-Prevention Curriculum and Character Development - *Second Step*, K–8. See appendix for scope and sequence.

It is unfortunate, but possible, that a small number of Obama Global Prep students will present significant or chronic behavior, learning, or personal problems. Such problems disrupt learning by the affected student and his/her peers, and diminishes teacher effectiveness by creating an environment of tension and distrust. When behavior issues cannot be resolved through Tier 1 intervention methods, the school's staff will turn to Tier 2 methods, using Student Success Teams, Case Review Panels, and Resource Councils to identify causes of misbehavior and develop personalized solutions. See Tier 2 Intervention in Appendix.

It is *not* the function of *any* of these groups to lay blame, argue with a student or his/her family, or merely to refer the case to another city or other government authority. Each is charged with supporting the student – in a practical, non-judgmental way – in overcoming the psychological and environmental obstacles to high academic achievement, positive social behavior, and acquisition of positive life skills. Each is also charged with employing a Cycle of Inquiry process to provide improved response if similar situations arise in the future.

Representatives of the LAPD 77<sup>th</sup> Division and the UCLA Institute for Nonviolence in Los Angeles will work with Obama Global Prep's faculty before school opening, and then throughout the school year, in recognizing the signs of gang activity, domestic violence, substance abuse, and other risky behaviors and at-risk situations.

**Drugs, Tobacco and Alcohol** The school is part of the District's efforts to maintain a safe and drug-free environment. LAUSD observes the mandates of Title IV, Part A: Safe and Drug-Free Schools and Communities Act. The District has adopted science-based and research-validated curricula and programs that meet federal requirements. All will be implemented at Obama Global Prep:

- The implementation of District sponsored alcohol, tobacco, and other drug prevention curriculum (*Too Good for Drugs*, K–6; *Project Alert*, 7–8; *Make Yours a Fresh-Start Family*, 6–12; *Tobacco-Free Generations*

- Each Local District has been assigned a Local District Advisor, who trains and supports school-site coordinators. Each secondary school has a Title IV/Tobacco Use Prevention Education (TUPE) Coordinator who helps the school comply with federal and state regulations. The TUPE Coordinator also runs schoolwide campaigns to prevent high risk behaviors, and runs the *“I Quit” Smoking* (6–8) tobacco cessation program.

**Pregnancy, Mental Illness, Child Abuse** All students will be made aware of the importance of their academies’ counselors and the school’s nurse. Counselors, particularly, will be making considerable effort to get to know the 450 or more students in their respective academies during the first few weeks of school. Part of this introductory process is to emphasize the fact that the counselor may be relied upon as a confidential and practical ally in the student’s academic and personal life. Any student facing a potentially or actually catastrophic life situation, including pregnancy, depression, fear, or abuse by parents or other adults, will be made to understand that s/he can discuss the case with his/her counselor or the school nurse. That staff member will then work, quickly and confidentially, to help the student find the help and resources that s/he needs. This process is described in Section 3(f).

**Homeless Students** In compliance with federal law, Obama Global Prep will designate a staff member to be a liaison for homeless children/youth. This will be either the PSA Counselor (if funded) or a counselor.

## SECTION 8: FAMILY AND COMMUNITY ENGAGEMENT STRATEGY

“The capacity to maintain a school is a continuing indicator of a community’s well-being” (Peshkin, 1978). Obama Global Prep’s plan recognizes that schools are not only educational centers, but also social and cultural ones, reflecting community vitality, priorities, and accomplishments. By cultivating community support, Obama Global Prep will become a key community center for civic and social activities. Families and neighbors will be able to rely on the school for the academic, career, and social information and resources they need for their children and for themselves. Principal Veronique Wills’ door will always be open to everyone. Though she may assign leadership of particular projects to other school administrators or parents, she will be well-informed of the progress and accomplishments of all activities related to community partnerships, and will be entirely responsible for their execution. She will insure that the updated agenda and minutes of all Leadership Team Council and Parent Advisory Committee meetings are posted in a visible place on the campus, archived on the school’s web pages, share at faculty and student grade level meetings and copies are available for anyone not having access to the internet.

### a. Identification

**Demographics** Obama Global Prep is located in the Chesterfield Square area of Los Angeles, an urban area with over 28,000 residents, 13% of whom live in households with children. Average annual income is about \$43,000 and 56.5% of area residents are Latino, while 39% are Black, which is significantly different than the school’s racial/ethnic demographics. The area’s significant immigrant population is largely from Mexico, Belize, and El Salvador. Roughly 26% of adults have no high school education. Though in the past two years violent crime in the area has decreased by 3%, property crime by 14%, and shootings by 20%, neighborhood crime is still above the national average.

**Community-Based Organizations and Resources** Obama Global Prep has begun work with several organizations to make the school a safe place in which to learn and conduct community activities. These alliances have been effective and enthusiastic, and all indicators predict that they will continue far longer than five years. In the chart below, areas of collaboration with local organizations are summarized.

| Organization   | Area(s) of Collaboration  | Person(s) Responsible   |
|--|---|---|
| LAPD   | <ul style="list-style-type: none"> <li>School/Community Collaborative</li> <li>Teacher Training</li> <li>School Neighborhood Safety</li> </ul>                                | Veronique Wills<br>LAPD Captain Dennis Kato<br>Sgt. Duran, Lead Officer |
| Empowerment<br>Congress-Central<br>(local Neighborhood<br>Council) | <ul style="list-style-type: none"> <li>Community Cleanliness</li> <li>Youth and Family Activities</li> <li>Crime and Violence Prevention</li> </ul>                           | Veronique Wills<br>Congress leadership                                  |
| Residents/Businesses   | <ul style="list-style-type: none"> <li>Volunteer Opportunities</li> <li>Neighborhood Relations, i.e. Neighborhood Watch</li> <li>Neighborhood Safety and Awareness</li> </ul> | Veronique Wills<br>Community and Business<br>Stakeholders               |
| UCLA   | <ul style="list-style-type: none"> <li>Conflict Resolution Training and Support</li> </ul>  | Veronique Wills<br>Prof. Wellford Wilms                                 |

(See also Community Engagement Meetings in Appendix).

**Local Police** Chesterfield Square is served by the LAPD-77<sup>th</sup> Division. The Division has established several youth and other community relations programs. Obama Global Prep will be part of the local School/Community Collaborative, a partnership now in place between Crenshaw and Manual Arts High Schools (both of which will be receiving students from Obama Global Prep), the LAPD, the LAUSD Police, Local District 7 School Operations, and School Board District 1. The Collaborative meets monthly to discuss and plan preventive and corrective responses to real and potential community problems. The Division also will work closely with the school in training teachers to deal with the effects of gang activity on middle school students and their families.

**Political/Community Involvement** The Neighborhood Council, referred to as Empowerment Congress-Central, whose board is community-elected, is organized to engage residents in efforts to create a safer and healthier environment, educate them to make informed decisions regarding the condition of their neighborhoods, and empower them to effect positive change in their communities. The principal will continue her active membership, and encourage parents to join and participate. Students will be able to join the Congress's student division and play a key role in its activities.

**Residents/Businesses** Efforts have begun to revive the area's Neighborhood Watch initiative, with regular meetings to be held at Obama Global Prep. Businesses and residents have volunteered services and materials for landscaping and beautification, and offered food and refreshment for the school's Open House. A nearby art gallery owner has offered to work with students and provide opportunities for the display of student art work. (See the letters of support from Residents/Businesses in the Appendix.)

**University Partnerships** An important part of Obama Global Prep's strategy for creating and maintaining a safe learning environment is the continuation of its alliance with the UCLA Community Learning Center's Institute for Nonviolence in Los Angeles. The Institute is supported by the UCLA Department of Education and the Cesar Chavez Department of Chicana and Chicano Studies. Also, UCLA SMP will work with the school on strategies and protocols to strengthen the school's parent engagement efforts, as described in "b" of this section.

**History with the Community** Ms. Wills has been an educator in LAUSD for over 25 years, the majority of that time in South Central Los Angeles. As an Assistant Principal of Secondary Student Services, she was an active member of her school's Resource Coordinating Council, communicating with local health, mental health, and social services organizations to provide student and family assistance. While an administrator, she actively liaised with USC, L.A. Trade Technical College, California State University, Dominguez Hills (CSUDH), and Education Consortium of Central Los Angeles (CCLA).

The UCLA School Management Program (SMP) has worked with over 900 elementary, middle, and high schools to improve student education through the development of effective administrative and teacher leadership. SMP's client schools have nearly all been low-performing, ethnically diverse institutions, whose students come from low-income families. Evaluations of SMP's work have proven its important role in making client schools safe, cooperative, and productive learning and community centers.

The Institute for Standards, Curricula, and Assessments (ISCA) is well-prepared to work in the community in which the school is located. ISCA has worked exclusively in overcrowded, multi-track, year-round, inner city schools in low income, heavily minority neighborhoods. ISCA has worked very recently with instructional teams from Foshay Learning Center, Manual Arts High School, and Muir Middle School in Central Los Angeles.

**b. Family and Community Engagement** It is widely acknowledged and proven through research that one of the greatest impacts on student achievement is parent participation. This plan therefore includes the means for parents to be empowered as leaders, decision makers, and continuously energetic supporters of the school and their children's education. (See the bilingual Parent Surveys and Results in Appendix.)

**Welcoming Environment** A school that welcomes its parents is subsequently able to rely on their enthusiastic participation in the school's activities. Towards this end, Obama Global Prep will:

- Ensure that all staff are friendly and professional, and professionally dressed<sup>9</sup>
- Ensure that oral translation is always available at the school, and that all written communications are in both English and Spanish.
- Keep parents informed of all school activities through advisory meetings, a monthly parent newsletter, the Parent Center, and Connect-Ed.
- Form an ad-hoc committee of parents and teachers at the start of the school year to create a classroom visitation protocol based on SMP's classroom walk-throughs protocol. This protocol will be valuable for creating trust and openness between parents and teachers.
- Establish a monthly parents' meeting with the Principal, to foster their partnership.
- Host a social event in each academy at the start of the year – in addition to Open House and Parent Conference Night – at which parents can get to know teachers.

Research has shown that “Parent Centers are a critical and essential link toward creating an integrated and inclusive school environment. A well run Parent Center may serve as a teacher, social worker, and parent advocate; and has an important role in breaking down barriers, addressing issues of parent self-esteem, and providing knowledge and information to parents in a language they can understand (LAUSD parent Community Services Branch).” The Parent Center will provide parents with education and community resources and information, as well as space for adult classes such as ESL, math, technology, leadership, *Parents in Control*, and nutrition education. Classes will be facilitated by Crenshaw Adult Education, the Los Angeles County Office of Education, and Obama Global Prep staff.

Besides providing information parents can use to help their children succeed, facilitating the school's volunteer program, and coordinating parent education classes, the Parent Center will also:

- Use the *Building Educational Success Through (BEST) Collaboration in Los Angeles County* initiative as a framework, and as part of the school's action research culture, will engage representatives of all major stakeholder groups (parents, administrators, teachers, and counselors) in creating an attainable parent center action plan with measurable outcomes.
- Provide technology access and education. Parents need technological skills for access to information about colleges, the application process, and financial aid. The District is also launching the next phase of Connect-Ed, which will allow parents to use the school's ISIS website to view their children's attendance and academic information.

**Volunteering** At the start of the school year, the Classroom Visitation Protocol parent/teacher committee<sup>10</sup> will develop the school's Volunteer Program, patterned after "Three for Me," a National PTA program designed to enable parents and families to support their children – and their children's education – through volunteering at school for at least three hours a year. Obama Global Prep will entitle its program "*Got 5 to Help Our School Thrive?*" The first year's goal will be at least five volunteer hours from each parent. The school will notify parents of *Got 5* opportunities throughout the school year. Their recommendations will be forwarded to SBM for approval.

**Decision-Making/Parent Empowerment** There will be multiple venues for parents to participate in decision making at the school, as charted in Section 9a, School Governance. Parents will be encouraged to become active members of the Empowerment Congress-Central (the local neighborhood council) and participate in parent/school conferences such as the District's Annual Parent Summit.

**c. Key Community Partnerships:** Please refer to Section 8a for a list of community partners and their roles. This section also details existing relationships. See also Letters of Support from Community Leaders.

## SECTION 9: SCHOOL GOVERNANCE

All internal proposals must adhere to Article XXVII-Shared Decision-Making and School-Based Management, as described in the LAUSD Collective Bargaining Agreements. In addition, all proposals must follow the Education Code regarding the formation and operation of the School Site Council.

### a. School and Advisory Organizational Charts

The **Principal** will have ultimate responsibility and accountability for all school programs and operations<sup>11</sup>, and will have more-than-typical day-to-day responsibility for curriculum and instruction in order to oversee innovative action research, interdisciplinary and project-based learning, Lesson Design Study, professional development, teaching quality, and parent-involvement in student learning. These initiatives are the heart of this proposal, are complex challenges to implement, and demand the full attention of the school leader to succeed.

**Assistant Principals** will be delegated correspondingly greater-than-typical day-to-day responsibility for operations (schedules, budget, expenditures, accounting, transportation, cafeteria services, personnel, safety) and student life (student discipline counseling, health services, after school programs).

A **Schoolwide Leadership Team** will coordinate operations and programs within and among academies. The team will consist of the principal, two assistant principals, the school's administrative assistant, the EL and Title I coordinators, the lead teachers from each of the three academies, and the department chairpersons. The team will receive technical support from the school's partners – UCLA School Management Program, UTLA's Institute for Standards, Curricula and Assessments, and UCLA GSE&IS – and be responsible for all action research projects undertaken to inform the decisions of leadership teams, councils, and departments. The team will make balanced, informed, and communicated day-to-day decisions. Decisions will be data-informed. The team will meet weekly to provide timely responses to contingencies that minimize emergencies and disruptions to student and teacher work.

Each academy will have its own **Leadership Team**, consisting of the academy's lead teacher, a parent and teacher from each core team, the classified support person, and the academy's counselor and assistant principal. Academy leadership teams will coordinate implementation of schoolwide academic initiatives and student activities within and between academies. Consensus decision-making, communication, and action research within the academies will enable lead teachers to represent their academies before the schoolwide leadership team and the governance councils with up-to-date and detailed information.

Per state law, a **School Site Council (SSC)** will be established to create and monitor the *Single Plan for Student Achievement* (SPSA) and the categorical budgets which support it, informed by data and recommendations from various parent advisory councils.

Obama Global Prep will be a **School-Based Management (SBM) school**, with a scope of decision-making power set forth in Article XXVII Shared Decision Making and School-Based Management. The **SBM Council** will be authorized to adopt action-research informed alternatives to LAUSD curriculum, instruction, and assessment programs and policies, conduct site-based staff selection, use flexible pupil-based budgeting, and implement an “evolving” site-based contract (i.e., have the right to obtain from union and district timely (60 days) responses to action research data-informed waiver-requests to the hours, duties, and evaluation and discipline sections of contracts).

**To the extent possible, the individual members of both the SSC and SBM Councils shall be the same:** a non-voting facilitator/chair appointed by the elected members, the UTLA chapter and principal will serve ex officio on the SBM Council. The Councils will include a classified employee representative, a lead parent/community representative, one parent and teacher from each academy, one teacher from each department, plus sufficient additional parent-representatives to equal 50% of the Council. Councils will meet monthly. Operating procedures of the two councils will follow LAUSD Collective Bargaining Agreements and the state Education Code.

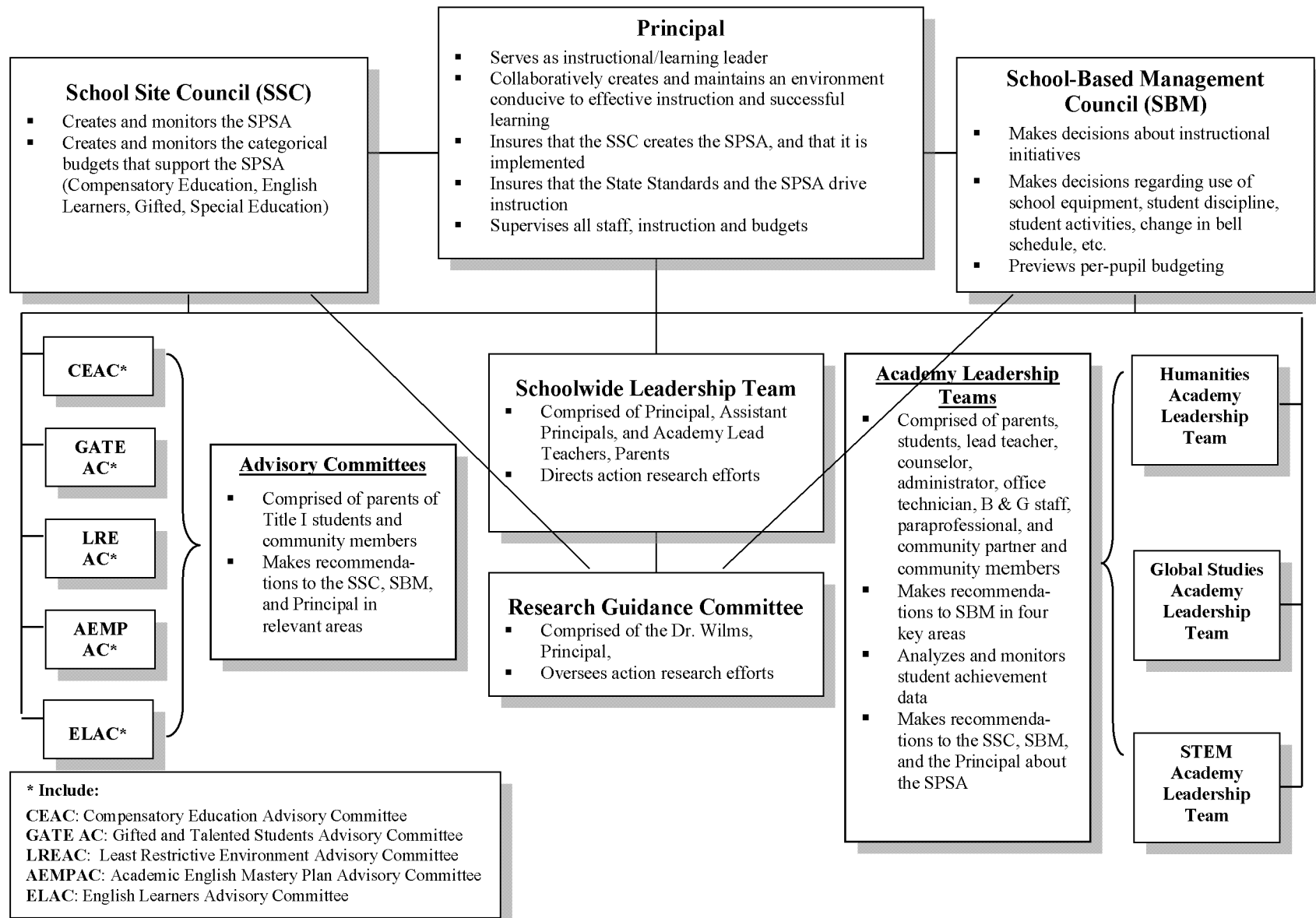
The strategic – as opposed to day-to-day – decisions of the schoolwide leadership team, the SSC, and the SBM Councils will be informed by the results of action research. This will focus decision-making on factual evidence, and reduce the likelihood of status-based disputes. Data-informed decision making is essential to establishing a professional culture of rational and objective action.

**Decisions will be reached by consensus.** This reduces the likelihood of overt or covert obstruction by opposition minorities. A public commitment to support is obtained from every member of the affected group, enabling teams and councils to make commitments that are stable.

Waivers of LAUSD policy and/or the LAUSD collective bargaining agreements (contracts) required by this proposal include:

1. **Obama Global Prep will have the calendar and scheduling flexibility to consolidate, at its discretion, all non-instructional paid duty time** including but not limited to professional development banked time, common planning time, and minimum days, for the purpose of implementing Lesson Design Study and other site-based professional development programs in this proposal or chosen by the school.
2. **Obama Global Prep will be a School-Based Management (SBM) school** and the SBM Council will have decision-making power as set forth in Article XXVII Shared Decision Making and School-Based Management. Additional powers will include:
  - a. The right to adopt and implement alternatives to LAUSD-mandated curriculum, instruction, and assessment programs and policies, including professional development, that are supported by data from action-research conducted by the Council
  - b. Site-based staff selection
  - c. Flexible pupil-based budgeting
  - d. The right to obtain from union and district, within 60 days, approval or disapproval of any waiver requests to the hours, duties, and evaluation and discipline sections of contracts supported by data from action research conducted by the Council. This provides a mechanism for an “evolving” site-driven component of contracts. However, waivers will *not* be granted that would fundamentally alter the nature of, or make impossible, the major innovations contained in this present proposal for Barack Obama Global Preparation Academy.



**Organizational Chart for Obama Global Prep**

### SECTION 10: SCHOOL LEADERSHIP AND STAFFING PLANS

Obama Global Prep will adhere to LAUSD Collective Bargaining Agreement provisions regarding Hours, Duties and Work Year, Transfers, Reduction in Force/Reinstatement, and Salaries, as well as Duties, Responsibilities and Hours provisions in all Collective Bargaining Agreements.

**a. Leadership Team Capacity** In the chart below, Leadership Team members who are organizing and developing Obama Global Prep are listed, along with the skills and experience they bring to the team.

| Member/<br>Title                                    | Capacity   |
|---|--|
| Dr. George McKenna<br>Local District Superintendent | Dr. McKenna successfully changed a large inner-city high school (Washington H.S.) that had been torn by violence, low achievement, and lack of community confidence into a school with an attendance waiting list and nearly 80% of graduates enrolled in college. Afterwards, he served as Superintendent of Inglewood Unified School District, as Deputy Superintendent of Compton Unified School District, and as Assistant Superintendent of Pasadena School District. He also authored California legislation to permit parent release time from work to visit schools.   |
| Daryl Narimatsu<br>Local District Director          | Mr. Narimatsu has served LAUSD for 11 years as an administrator and 6 years as a principal. Under his leadership, Bethune Middle School was one of the first secondary schools in Local District 7 to break the 600 API benchmark. He also served as Local District Operations Coordinator.  |
| Tony Almandariz<br>Operations Administrator         | Mr. Almandariz's career includes 10 years as an administrator, 4 years as an Operations Administrator (Safety and Legal Local District mandates). He was one of the initial participants in the Community Collaborative (including members of LAPD, Sheriff's Department, LAUSD-PD, Probation Department, Local District Operations, School Administration, and Safe Passages), meeting monthly to discuss and resolve community crime issues.   |
| Veronique Wills<br>Principal                        | Ms. Wills has been a LAUSD administrator for 17 years. For 7 years, she was principal of a SBM school, one of the first secondary schools in Local District 7 to break the 650 API benchmark. She has extensive expertise in collaborating with stakeholders to design and implement a school plan, model SSC and SBM Councils, and model college/career pathway academies.  |
| Lisa Peacock<br>Data Coach                          | Ms. Peacock has been an educator for 15 years, a Problem Solving Data Coach for one year, and a Math Coach for 6 years. She coached teachers into raising 8 <sup>th</sup> grade Algebra students from a 3-year stagnant 5% proficiency on CST to 20% in 2007, 25% in 2008, and 30% in 2009.  |
| Taneda Hailey<br>E/Arts Advisor                     | Ms. Hailey has served the South Central area for many years as an educator, 4 years as Local District Literacy Specialist, and 2 years as Literacy Coach.  |
| Community Representatives                           | For Foshay Learning Center: Ethel Watson and Clara Chavarria<br>For MLK Elementary: Xiomara Lemus and Frankie Morris<br>For Manual Arts High School: Mrs. Jackson and Mrs. Freeley<br>For Muir Middle School: Robin Bradley and Maria Sanchez  |
| Day Higuchi<br>ISCA Associate Director              | Mr. Higuchi is a past President of UTLA, and a previous UTLA AFT Vice President. He began teaching in 1969 at Griffith Middle School in East Los Angeles, where he taught until being elected to full time union office in 1989. In 1986, he organized a school-within-a-school, patterned after the German Köln-Holweide school, in which a team of teachers taught the entire academic program to a cohort of 140 students over the entire course of those students' middle school years.  |
| Charlotte Higuchi<br>ISCA Director                  | In more than thirty years of teaching and researching, Charlotte Higuchi has taught students in a number of programs -- bilingual, special education, gifted, ungraded primary, Title 1 -- from pre-school to college. As a teacher researcher at UCLA's Center for Research, Evaluation, Standards, and Student Testing, she investigated and designed performance-based assessments for an ungraded primary class in East Los Angeles. Presently, as director of the Institute for Standards, Curricula, and Assessments (ISCA), she designs and oversees the professional development courses for inner-city teachers and administrators in continual lesson and assessment design improvement (Lesson Design Study). |

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| Buzz Wilms<br>Professor,<br>UCLA GSEIS        | Wellford W. Wilms is a professor in UCLA's Graduate School of Education & Information Studies. At UCLA, he teaches courses in organizational design and conflict resolution. For the last decade, Mr. Wilms has conducted action research to understand organizations' adaptive strategies and provided them with feedback to help them to manage in changing environments.  |
| Miles Myers                                   | Recently served as Executive Director of California Subject-Matter Projects and as Executive Director of the National Council of Teachers of English. Former President of the California Federation of Teachers. Administrative Director of the Bay Area Writing Project and National Writing Project.   |
| Dan Chernow<br>Director,<br>UCLA SMP          | Mr. Chernow is an executive with expertise in education, management, and business in both for-profit and non-profit sectors. His management style emphasizes collaboration and building on the strengths and leadership abilities of all parties. His background includes teaching, organizational change management, negotiation, and mediation. He has national and international experience, with excellent interpersonal and communication skills and expertise in working with a diverse staff and client base.   |
| Pat Martinez-Miller<br>Associate,<br>UCLA SMP | Ms. Martinez-Miller is a highly experienced teacher and administrator with an outstanding record in directing substantial and enduring improvements at historically underperforming schools. She possesses exceptional leadership, evaluation, and analysis skills. She has demonstrated positive, often dramatic results in helping to increase student academic achievement through improving administrator skills, coaching faculty toward adopting best practices in education, and engaging parents and neighborhoods in school improvement. She is skilled in uniting very diverse groups into cohesive educational communities. |
| Debbi Laidley<br>Associate,<br>UCLA SMP       | Ms. Laidley is an educational administrator with expertise in developing effective professional development opportunities for educators, ensuring improved learning for both adults and students. She supervised the development of literacy coaches at 14 secondary schools in historically underserved communities. Her management style emphasizes collaboration and building on the strengths and abilities of all stakeholders.   |

(See Leadership Team Résumés in Appendix.)

#### b. Staffing Model:

**Allocation** As an internal LAUSD applicant, Obama Global Prep will follow the District's Norms to Allocate Certificated Personnel to Middle Schools (Bulletin 123.4, May 13, 2009). The District has capped school capacity at 1,400. However, per the principal's meeting with the District's Maps and Boundary Office on October 8, 2009, student enrollment for the opening year is projected to be 1,350 (1,400 from year 2 on). Per the Bulletin, these norms are applied:

- 3 Administrators (including Principal)
- 5 Office Technicians (including the SAA)
- 45 Teachers
- 1 Cafeteria Mgr.\*
- 3 Counselors
- 1 Plant Mgr.\*
- 1 Librarian
- 1 Finance Manager

\* The District's Food Services Branch will determine the number of cafeteria workers and the District's Maintenance and Operations Branch will determine the number of Building and Grounds staff.

**Course Needs** Using the above norms, each of the three academies will have its own administrator (assistant principal), counselor, office technician, and lead teacher (which the District will fund as auxiliary). The course matrix requires:

#### Sixth Grade (Anticipated 450 students)

- 13 teachers: 450/34 (1 English/social studies teacher will team with 1 math/science teacher, and includes 1 ESL)
- Schoolwide
  - 2 ESL teachers (1 of which is included in the 6h grade teacher need above)
  - 5 Physical Education teachers (1,350/50 = 27 sections including dance and aerobic fitness)
  - 5 Elective (1,350/42 = 32 sections or 5 elective teachers) = 1 Band, 1 Drama, 1 Art, 1 World Language, 1 Technology; 2 sections remaining will be taught by core teachers who only teach 5 sections of their content.

**For STEM and Global Studies (7<sup>th</sup> & 8<sup>th</sup> grade academies: 1,350 - 450 6<sup>th</sup> graders = 900 7<sup>th</sup> / 8<sup>th</sup> graders)**

- 4 English teachers (for non-ESL 1-4 students)
- 6 Math teachers (Approximately 136 students will require “double math periods;” 2 additional math teachers are needed)
- 5 Science teachers (900 students/34 = 26.5 sections; each teacher teaches 6 sections)
- 5 Social Studies teachers (900 students/34 = 26.5 sections; each teacher teaches 6 sections)

Total = 45 teachers

In addition, the District projects the need for 3 Resource Teachers and 5 Special Day Teachers, funded through federal funds.

In Year 2 and after, when enrollment increases to 1,400, the teaching norm will be 47. The school will then be schoolwide Title I, as opposed to targeted assisted Title I in Year 1. Efforts will then be made to reduce class size to 30:1 in double math and ESL classes, through categorical funding. If the school receives stimulus funding, which is likely for 2010-11, this class size reduction will be implemented with the purchase of 3–4 more teachers.

Since all feeder and relief schools are schoolwide Title I schools, with 87% on average of students eligible for the Federal Meals Program, it is certain that the majority of Obama Global Prep students will also be eligible. In October, when the Single Plan for Student Achievement (SPSA) is approved by the School Site Council and the District, categorical funding will be released for the school. Then, per the SPSA (as identified in the Accountability Matrix), these positions will be added, by funded by these supplemental funds:

- 1 Categorical Program Advisor/English Learner Program
- .5 Categorical Program Advisor/Title I and .5 Data Coach
- Teacher assistants for ESL and/or Sheltered English classes
- 1 part time (.5) PSA Counselor and 1 part time (.5) Psychiatric Social Worker
- 3 Community Representatives (to staff the Parent Center; each can work up to 3 hours per day)

**c. Compensation** As an internal LAUSD team, the school must use the District’s salary schedule and health benefits costs for certificated, administrative, and classified employees. These schedules have been negotiated with their respective bargaining units.

**d. School Leadership** Veronique D. Wills was named principal in June, 2009, a tribute to her knowledge of and experience with the local community, expertise working collaboratively, and experience with the academy structure and leadership. She started August 1, 2009. Her resume and job description are included in the Appendix.

**e. Leadership Team beyond the Principal** The following positions need to be filled as soon as possible: assistant principal with tasks to open a new school by Fall, 2010 and a School Administrative Assistant.

Besides the qualifications for administrators listed by the District, Obama Global Prep prefers that a candidate be bilingual, have experience working in the school’s community, have experience working collaboratively with stakeholders, especially at an SBM school, and demonstrate that s/he is positive, innovative, reliable, and familiar with all research-based instructional strategies and initiatives in this plan.

Filling the positions entails:

- Local District advertises position (Weeks 1 and 2)
- Local District sends list of candidates to Human Resources (HR) which confirms eligibility; HR sends list of eligible candidates for Interviewing to Local District (Week 3)
- Local District’s Interviewing committee – consisting of Local District Superintendent, Local District Director, Principal, 2 teachers, 2 parents, LRE specialist, EL administrator, and a representative from partners UTLA/ISCA and UCLA SMP – interviews and makes a decision (Week 4)
- Local District Superintendent sends selected candidate’s name to HR for immediate processing (Week 5)

By April, 2010, the aforementioned principal's initial Leadership Team should be in place for school opening tasks. The Plant, Cafeteria, and Finance Managers will be hired following the District's process (above). The Plant Manager is to start on May 1, 2009. However, the principal understands that placement (not "interviewing") may be the District's process due to reorganization.

**f. Recruitment of Teaching Staff** Per the Contract and District policy, teachers from the relief schools will have hiring priority as staffing decisions are made by Obama Global Prep. This is because enrollment at the relief schools will decrease, and the number of teachers needed at each of those schools will also decrease. It is expected that the majority of the teachers at Obama Global Prep will come from these relief schools, although special qualifications and other considerations may in some cases favor teachers at other schools. To meet the school's teaching needs, a five-step recruitment process is planned. This plan is presented in the Appendix.

## SECTION 11: OPERATIONS

**a. Internal Applicants** As an internal LAUSD team, Obama Global Prep will publicize openings within existing LAUSD operational services, such as Food Services, Maintenance and Operations, School Facilities, Office of Environmental Health and Safety, School Operations. The school will also comply with all Collective Bargaining Agreements with the appropriate representing organizations (United Teachers of Los Angeles, Associated Administrators of Los Angeles, Unit A, L.A. School Police Association, L.A. City & County Service Employees International Union (SEIU), California School Employees Association, L.A./Orange County Building and Construction Trades Council (AFL/CIO), and Teamsters, Local 562).

**b. External Applicants** NA

**c. Master Service Agreements** NA

**d. School Operations Experience** Non- academic positions will be filled by the District. In addition to the duties specified, all managers at Obama Global prep are expected to work professionally with all stakeholders: administrators, teachers, other staff, students, parents, and community members.

**SAA** – The School Administrative Assistant is the clerical assistant for the Principal. S/he "runs" the main office and creates a welcoming atmosphere there, supervises and evaluates all office technicians, and is responsible for payroll, ordering and inventorying receipt of supplies.

**Plant Manager** – The Plant Manager supervises Building and Grounds staff and works closely with administrators concerning school cleanliness, maintenance, health and safety, and emergency preparedness. S/he is part of the School Safety Team and the school's Crisis Team, and is the key staff member responsible for making "trouble calls" of immediate danger to health and safety of students, staff, and property. S/he also supervises specific scheduled tasks in and outside of the school buildings related to cleanliness, maintenance, and health and safety. At Obama Global Prep, the Plant Manager is to spend roughly three months per academy rotating as an additional member of the academy's Leadership Team. This position is to be filled by May 1, 2010.

**Cafeteria Manager** – The Cafeteria Manager manages the nutrition program for students and staff. S/he also oversees the preparation of food and distribution of supplies, works with the school nurse and health and physical education teachers in nutrition. Like the Plant Manager, the Cafeteria Manager will spend roughly three months per academy rotating as an additional member of the academy's Leadership Team. This position will be filled during summer, 2010.

**Financial Manager** – The Financial Manager manages the Student Store and student body finances, works closely with the Student Leadership Council and its advisor, and posts and publicizes quarterly financial statements.

**Security** – All middle schools are to have at least one school police officer or security assistant and at least two 6-hour campus aides, to assist with “safety” at the school. They work closely with school administration, and are a part of the Crisis and School Safety Teams. Campus aides are usually community residents for familiarity purposes.

**e. Operations Start-up Plan**

To ensure a successful school opening, the principal began working with School Management Services in August, 2009. The Principal has also met with five secondary principals who opened new schools during the 2008-2009 and 2009-2010 school years, for their insight and advice.

**f. Operations Plan NA**

## SECTION 12: FINANCES

**a. Funding** As an internal LAUSD team, Obama Global Prep will receive funding via LAUSD’s transparent budgeting process, which is based on student average daily attendance for both per pupil and categorical funding.

**b. Budget Narrative** Obama Global Prep guarantees full transparency in its budget development and monitoring. Proposed funding needed to implement the strategies, activities, and support, is described in the Single Plan for Student Achievement (in the Accountability Matrix). This funding is aligned with the vision, mission, and education plan of the school. The school’s initial Budget Development process will be conducted by the School Site Council (SSC) and its parent advisory committees, which will ensure that each expenditure supports a strategy or activity in the SPSA. The Principal, SAA, and Categorical Program Advisors (CPAs) will manage these budgets, and the SSC will monitor them at monthly Council Meetings. The principal, SAA, or CPA (with input from the appropriate parent advisory committee) will report on expenditures at Council Meetings, which reports recorded in the minutes and posted publicly. The need for each budget/expenditure will be reviewed by SSC, using relevant student achievement data. The school will also seek and write proposals for grants from family and corporate foundations, to fund professional development and program-related needs, especially in the STEM academy.

**c. Financial Controls** To ensure fiscal soundness and legal compliance, the school will use *Front End*, the District’s electronic budget management system to generate regular financial reports for SSC meetings, parent advisory committee meetings, and management. A “budget section” will be created on the school’s website, for downloading of budgetary information presented at these meetings. The principal, SAA, and CPAs will all be trained in *Front End*. The SAA and CPAs will maintain “Control” sheets to manage each budget they supervise, seeking assistance from the Local District’s Fiscal Specialist and Local District Categorical Program administrator when needed. The “control” sheet is a manual record of expenditures to be compared regularly with *Front End* results.

The SAA and CPAs will meet bi-weekly with all administrators to review budgets. They will report bi-monthly to SSC and parent advisory committees for monitoring purposes. Questions asked at bi-monthly meetings are to be answered conclusively at the SSC meeting the following month. Budget updates will also be shared with Department Chairpersons at their monthly meeting.

**SECTION 13: FACILITIES**

As an internal LAUSD team, the facility will be supported by the District through the Facilities and Maintenance and Operations Departments. The Plant Manager will direct facility maintenance activities. His/her duties and expectations are described in Section 11(d).

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- <sup>1</sup> “... the nature of questions posed to students greatly influences the depth to which students search for answers.” Brooks, Jacqueline, Grennon, and Martin (1993). *The Case for the Constructivist Classroom*, Alexandria, VA: Association for Supervision and Curriculum Development (ACSD), page 44.
- <sup>2</sup> “Problem solving and the higher-order thinking skills of analysis, synthesis, and evaluation are not learned through direct instruction. They emerge from the direct experience of doing.” Torp, Linda, and Sage (1998) *Problems as Possibilities*, Alexandria, VA: Association for Supervision and Curriculum Development (ACSD), page 81.
- <sup>3</sup> “... four features of ... project-based instruction [include]: a ‘driving question’ that is anchored in a real-world problem and ... uses multiple content areas; opportunities for students to make active investigations ... to learn concepts, apply information, and represent their knowledge in a variety of ways; collaboration among students, teachers, and others in the community so that knowledge can be shared and distributed between the members of the ‘learning community;’ [and] ... use of cognitive tools ... such as computer-based laboratories, hypermedia, graphing applications, and telecommunications.” Blumenfeld, Phyllis; Soloway, Elliot; Marx, Ronald; Krajcik, Joseph; Guzdial, Mark; Plainsar, Annmarie (1991), *Motivating Project-Based Learning: Sustaining the Doing, Supporting the Learning*. Educational Psychologist, Vol. 26, (3,4), pages 369-398.
- <sup>4</sup> CRRE is defined as adjusting how instruction is implemented to the needs and experiences of students, “by using their cultural knowledge, prior experiences, frames of reference and performance styles to make learning encounters more relevant and effective for them.”
- <sup>5</sup> Definition of “Learning Center”
- <sup>6</sup> District Bulletin 269.7 (July 16, 2009), Assessing and Identifying Students for Gifted/Talented Programs.
- <sup>7</sup> Lesson study was brought to Japan by disciples of John Dewey in the 1930’s, and has proven extremely successful in mathematics and science. In the last decade it has been reintroduced to the U.S. and been adapted successfully in Patterson, NJ and elsewhere. Most of the grants from the California Post-secondary Education Commission this year were for lesson study.
- <sup>8</sup> What professional educators know, believe, and value
- <sup>9</sup> This parent/teacher will also research code of ethics and the UTLA/LAUSD contract to recommend a definition of “appropriate professional attire to the principal and SBM for Obama Global Prep.
- <sup>10</sup> Usually, this would be something generated at one of the Advisory Council meetings, at SBM, or the Shared Decision Making Council. However, this needs to happen at the beginning of the school year, before elected membership occurs.
- <sup>11</sup> Although the school begins with this role – future action research could involve trials of alternatives