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Central Region Middle School #7- A

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PUBLIC SCHOOL CHOICE 2.0 REQUEST FOR PROPOSALS

LETTER OF INTENT

The Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the new campuses or one of the Focus Schools mentioned above beginning in September 2011. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent no later than 6:00pm on Wednesday, June 30, 2010. If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.5104. Letters of Intent must be submitted to psc@lausd.net.

Letter of Intent			
Name of Applicant Team <i>(If you are an organization, please include the legal name of the organization. If you are an internal applicant team, please list the name of the primary contact person.)</i> Youth Policy Institute			
Address: 634 South Spring Street, 10 th Floor Los Angeles, CA 90014		Phone Number: (213) 688-2802	
Website (if applicable) www.yplusa.org		Email Address: izuniga@yplusa.org	
School Information			
School site for which your team is submitting a Letter of Intent		Central Region MS #7- A	
School type for which your team is applying		Network Partner	
Design Team Information			
List the name and contact information of your design team members below:			
Name:	Phone:	Email address:	School/Affiliation
1. Yvette King-Berg		ykingberg@yplusa.org	Youth Policy Institute
2. Maria Reza		maria.reza@mac.com	Youth Policy Institute
3. Ruben Duenas		rduenas@coronacharter.org	Youth Policy Institute
4. Nick Vasquez		nvasquez@yplusa.org	Youth Policy Institute
5. Stan Saunders		ssaunders@yplusa.org	Youth Policy Institute
6. Dixon Slingerland		dslingerland@yplusa.org	Youth Policy Institute
7. Iris Zuniga		izuniga@yplusa.org	Youth Policy Institute
8. Gene Straub		gstraub@yplusa.org	Youth Policy Institute
9. Fidel Ramirez		framirez@yplusa.org	Youth Policy Institute
10. Marco Torres		torres21@mac.com	Alas Media
11.			
12.			

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Applicant Team Name: Youth Policy Institute

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	<p>CRMS 7 will follow all district guidelines to implement "Search and Serve."</p> <p>Students with disabilities will be identified upon enrollment to CRMS 7.</p> <ol style="list-style-type: none"> 1. CRMS 7 maintains all publications and forms and distributes them according to district policy. For example: the brochure, <i>Are You Puzzled by Your Child's Special Needs?</i> will be sent home with every student at the beginning of each school year. 2. Students with disabilities, requiring special services, enrolling in the school are identified and promptly provided the appropriate services. 3. There is a process in place, understood by all staff members, for referring students who may require special services. <p>At the start of the school year all staff members will be trained in procedures for search and serve.</p> <p>Interventions will be provided for the general ed student. If these interventions are unsuccessful, a teacher or counselor will arrange to hold a Student Study Team (SST) meeting for the student in order to determine whether a referral to special education is necessary.</p> <p>Communication with all stakeholders will be open and ongoing.</p> <p>CRMS 7 will create a learning community for all students, including students with disabilities, English learners, Standard English learners, gifted and high-achieving students and students at risk. This learning community will meet the needs of all students through an innovative new personalized learning environment. Students, teachers, and parents will use student data as they collaborate in the development, implementation, and review of the PLE.</p> <p>Intervention will be provided for students based on CST scores, previous grades, and teacher</p>
Outcome 2	Intervention Programs	

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		<p>recommendations. Data will be used to group students according to their needs, and all students will have multiple opportunities to test out of an intervention course. Intervention will be technology and project-based. The intervention course will take the place of an elective class, but the goal is to connect both intervention and electives. Integrating the elective with intervention content will diminish the negative connotations tied to intervention. Teacher teams will meet regularly to review authentic, periodic, and summative student data results for the purpose of refining the PLE of each student.</p> <p>Intervention will be handled differently depending on the content area.</p> <p>Reading and English Language Arts:</p> <p>Reading</p> <p>All students will be programmed for a reading elective, which provides for both intervention and acceleration through SFA. In addition to a regular Language Arts period later in the day, to allow for grouping based on reading level. Every quarter, students will be tested and rotated accordingly. Since all teachers will support and teach the reading elective during the first period of the day there is no need to adjust the student's entire schedule.</p> <p>Intervention in English Language Arts will teach students to create digital stories, incorporate the use of debates about current events to give students the opportunity to apply and showcase what they learn about the world in addition to engaging them to read, think critically, write, speak effectively, and support their opinions with evidence.</p> <p>Math:</p> <p>A period will be allotted for either Math intervention or an elective. Math intervention courses will utilize subject-based software, such as ALEKS to engage and challenge students at their individual math</p>

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		<p>Instructional levels. Additionally, math intervention projects will include the use of IDeA to create an instructional "how-to" video in which students explain how to solve a two-step algebra equation. Furthermore, a pull-out support program will be utilized, where students are pulled out of P.E. for up to 70 minutes every 10 days to target below and far below basic students in math. The principal will coordinate this with math teachers and university tutors.</p> <p>Intervention is not punitive and students have an opportunity to improve and be moved to an alternative elective course. The goal is to have as many intervention courses change to electives, even if it is mid-year.</p> <p>In addition, morning and after-school tutoring, homework club, and enrichment classes will also be available for student intervention.</p> <p>Advisory will serve as an intervention support. All advisory teachers will be responsible for monitoring their students' progress in all classes. Because students with the greatest needs will be grouped in the special educator's advisory classes, these students will receive social, emotional, and academic supports as noted in their IEPs from the teacher who is implementing accommodations to their coursework. Further, the special educator will have an additional opportunity each day to check in with his/her students and adjust accommodations to the core curriculum and intervention as necessary.</p> <p>In addition, all classroom teachers will offer tutoring for 25 minutes before the start of the school day, and after school tutoring will also be available to students.</p>

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Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	<p>A safe, clean and friendly campus will be achieved through the full implementation of the Los Angeles Unified School District's Discipline Foundation Policy – Bulletin 3836.0</p> <p>CRMS 7 educators explicitly teach, model, and practice positive behavior in the classroom, in the hallways, on the playing fields, and in the community. Much as Educators set high expectations for academic achievement, CRMS 7 educators set high expectations for student behavior that contributes to academic success.</p> <p>CRMS 7 students are motivated learners who have positive relationships with all members of the school community, including teachers, aides, staff, and other students.</p> <p>Students practice positive interactions with others at all times. They are respectful of adults and others, and supportive of others' efforts to learn.</p> <p>All stakeholders, including teachers, parents, families, and student leaders teach and model positive behavior. Students who practice positive behaviors are rewarded; students who struggle are provided additional support.</p> <p>CRMS 7 educators emphasize rewarding positive behavior over punishing negative behavior, and set clear expectations, practice consistent behavior management, encourage good behavior, and generously reward students who model and practice positive behavior.</p> <p>General Rules All students, at all times, will:</p> <ul style="list-style-type: none"> • Be Prompt • Be Prepared

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • Be Productive • Be Polite <p>Rules of conduct</p> <ul style="list-style-type: none"> • Leave all food and drinks (except bottled water with a resealable cap) outside school buildings. • Be seated and prepared for learning before the tardy bell. • Do not stop or interfere with learning. • Be respectful to everyone, every time. • Do your best. • Ask for help when you need it. <p>Students who demonstrate positive behaviors may earn:</p> <ul style="list-style-type: none"> • Verbal/Written praise • Excellent cooperation grades • Participation in special activities • Specific awards as determined by the teacher and/or faculty • Rewards for each five-week grading period in which a student receives no Ds, Fs, or Us <p>Students who not demonstrate positive behaviors may receive:</p> <ul style="list-style-type: none"> • Verbal reprimand • Loss of classroom privileges • Change of seat assignment • Change of class period assignment • Detention • Parent conference and/or visitation • Individual discipline plan set by Disciplinary Board of Review

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Progressive Behavior Management</p> <p>Stage I:</p> <p>Prevention Plan:</p> <p>Teacher responsibility</p> <ul style="list-style-type: none"> • Identify, teach and reinforce behavior expectations, rules, and social skills • Actively supervise, monitor and provide feedback on behavior in all areas of the school • Use firm, fair, corrective, consistent disciplinary techniques <p>Stage I:</p> <p>Student misbehaviors</p> <ul style="list-style-type: none"> • Failure to bring class materials, supplies, assignments or participate in class • Inappropriate classroom behavior (excessive talking, getting out of seat, horse play, applying make-up, making strange noises, throwing non-dangerous objects, chewing gum or eating) • Mild disobedience/disrespect and mild use of foul language, not directed at others • Bringing/Using inappropriate items to class, i.e. iPod, MP3, CD Players, stuffed animals • Using cell phone in class <p>Stage I:</p> <p>Teacher options</p> <ul style="list-style-type: none"> • Confer with the student to help correct behavior/change seat • Contact parents • Assign community service • Send student to neighbor teacher's room with classwork • In class detention: nutrition (3 min. max), lunch (10 min. max), after school (more than 10

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		<p>minutes requires parental approval)</p> <ul style="list-style-type: none"> • Issue an in-class behavior plan/contract • DOCUMENT all actions taken, dates and outcomes on the IN-CLASS BEHAVIOR LOG <p>Stage II: Prevention Plan</p> <ul style="list-style-type: none"> • Work as a team by coordinating services to address the needs of the student • Collaborate with parents/caregivers to address the areas of concern • Use firm, fair, corrective, consistent disciplinary techniques • Re-identify, re-teach, and reinforce behavior expectations, rules, and social skills • Actively supervise, monitor and provide feedback on behavior in all areas of the school using alternate methods <p>Stage II: Student misbehaviors</p> <ul style="list-style-type: none"> • Repeated failure to bring supplies/materials to class • Repeated defiance towards authority • Repeated classroom disruption • Repeated use of vulgarity, profanity, and disrespect • Repeatedly bringing, using and refusing to turn over electronic items to teacher upon request • Repeated harassment (nonsexual) of others <p>Stage II: Teacher options</p> <p>Level One: Teacher Initiated Suspension</p>

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		<ul style="list-style-type: none"> • UT/LA class suspension (complete UT/LA form, PAR & parent conference) <p>Level Two: Referral to Grade Level Advisor</p> <ul style="list-style-type: none"> • Assign Community Service/detention • Parent conference and/or classroom visitation • Modify in-class behavior plan/contract • Referral to Counselor or Administrator / Administrator designee • Document all actions taken, dates and outcomes on the in-class behavior log <p>Level Three: Counselor</p> <ul style="list-style-type: none"> • Parent conference and/or classroom visitation • Consultation for behavior modification and/or counselor classroom visitation • DOCUMENT IN ID19 <p>Stage II: Student Misbehaviors: Teacher Options: RSP, SDC and/or ED Students</p> <p>Unresolved, repeated infractions from Stage I documented by teacher</p> <ul style="list-style-type: none"> • Follow all prevention plans and teacher options as outlined above and refer students to their SESAC carrier for behavior modification and/or IEP modifications. • As necessary, refer to student's counselor for emotional counseling. Special Ed teachers are available for consultation. <p>Stage III: Prevention Plan:</p>

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		<ul style="list-style-type: none"> • Work as a team by coordinating services to address the needs of the student • Collaborate with parents/caregivers to address the areas of concern • Use firm, fair, corrective, consistent disciplinary techniques • Access school, local district, District, and community resources to meet the needs of the student • Refer to appropriate intervention services • Identify a crisis intervention plan and procedures <p>Stage III: Student misbehaviors Unresolved AND repeated infractions from Stage II DOCUMENTED on the in-class behavior log and ID19, in addition to</p> <ul style="list-style-type: none"> • Possession of weapons or dangerous items • Under the influence of or possession of a controlled substance/drug paraphernalia • Caught tagging on school property • Fighting, threatening, and/or intimidating another student/adult with violence • Robbery or possession of stolen property • Possession of fireworks • Gross damage to school property, i.e. vandalism • Falsely setting off fire alarms • Profanity directed at an adult • Crew activity (leading a group of 3 or more walking around campus) • Conducting monetary transactions on school grounds • Sexual harassment <p>Stage III Teacher options</p>

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		<ul style="list-style-type: none"> • Referral to administrator or administrator designee • Conduct investigations • Confer with students, teachers, and parents • Parent conference • Avoidance contract/pair mediation • Assign after school detention • Assign out of school suspension • Schedule an SST • Make appropriate referrals (see below) • Recommend expulsion (with administrative approval) • Contact school police • Document in ID19 <p>Stage III: Student Misbehaviors Teacher Options for RSP, SDC and/or ED Students</p> <ul style="list-style-type: none"> • Unresolved, repeated infractions from Stage II documented by teacher • Follow all prevention plans and teacher options as outlined above and refer students to their SESAC carrier for behavior modification and/or IEP modifications. • As necessary, refer to student's counselor for emotional counseling. Special Ed teachers are available for consultation. <p>CRMS 7 serious student offenses (suspendable acts)</p> <ul style="list-style-type: none"> • Verbal abuse of teachers or staff (i.e. profanity, name calling). • Threatening and/or assaulting or battering any person. • Possessing, selling, or furnishing firearms, knives, explosives, or other dangerous objects

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		<ul style="list-style-type: none"> • Possessing, using, selling, furnishing or being under the influence of any controlled substance, alcoholic beverage, or an intoxicant of any kind. • Offering, furnishing, or selling any substitute substance represented as a controlled substance or intoxicant of any kind. • Offering, furnishing, or selling any drug paraphernalia. • Possessing or using tobacco/nicotine products. • Committing robbery or extortion • Committing an obscene act or engaging in habitual profanity or vulgarity. • Disrupting school activities or willfully defying the authority of school personnel. • Causing or attempting to cause damage to school or private property. Stealing or attempting to steal school or private property. • Knowingly receiving stolen school or private property. • Sexual Harassment <p>Referrals and Intervention Services</p> <ul style="list-style-type: none"> • School Psychologist (social/emotional counseling) • Counselor (academic, low-level social/emotional counseling) <p>Additionally, Youth Policy Institute will provide a case manager who will conduct parent education to reinforce the behavior support plan.</p>
Necessary for Planning, will be provided	Description of Student Population	<p>CRMS 7 will serve approximately 450 students. The student population of CRMS 7 will reflect the current demographic percentages of students currently attending George Washington Carver Middle School and Los Angeles Academy Middle School.</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN																																										
		<table><tr><th colspan="3">PROJECTED CRMS 7 DEMOGRAPHICS</th></tr><tr><td>Total Students Enrolled</td><td></td><td>450</td></tr><tr><td>African American</td><td></td><td>7%</td></tr><tr><td>American Indian</td><td></td><td>0%</td></tr><tr><td>Asian</td><td></td><td>0%</td></tr><tr><td>Filipino</td><td></td><td>0%</td></tr><tr><td>Latino</td><td></td><td>93%</td></tr><tr><td>Pacific Islander</td><td></td><td>0%</td></tr><tr><td>White</td><td></td><td>0%</td></tr><tr><td>Special Education</td><td></td><td>12%</td></tr><tr><td>Gifted and Talented</td><td></td><td>7%</td></tr><tr><td>Economically Disadvantaged</td><td></td><td>49%</td></tr><tr><td>English Learners</td><td></td><td>37%</td></tr><tr><td>Reclassified as Fluent English Proficient</td><td></td><td>42%</td></tr></table> <p>CRMS 7 will serve approximately 54 students with special needs. All stakeholders at CRMS 7 will work together to meet the needs of the whole (physical, social/behavioral, and cognitive) student. Students with disabilities will be taught alongside their general education peers to the greatest extent possible, with supports and services being provided within the general education setting. Students will be pulled out of general education classes only when more intensive instruction is needed. Data analysis, progress monitoring, and staff collaboration will assist the school in meeting the needs of every student.</p>	PROJECTED CRMS 7 DEMOGRAPHICS			Total Students Enrolled		450	African American		7%	American Indian		0%	Asian		0%	Filipino		0%	Latino		93%	Pacific Islander		0%	White		0%	Special Education		12%	Gifted and Talented		7%	Economically Disadvantaged		49%	English Learners		37%	Reclassified as Fluent English Proficient		42%
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Outcome 2	Special Education Program Description	<p>CRMS 7 incorporates the small school approach to give all students access to much needed resources and a personalized learning atmosphere to empower students to experience a richer and more relevant curriculum. CRMS 7's vision is to create a place of learning that empowers all students to become functional, prepared, and innovative communicators for the demanding global requirements of the future. CRMS 7 will provide a mutually supportive and positive learning environment in which every individual will develop communication, technological, and leadership skills to foster self-confidence and personal growth.</p> <p>CRMS 7's vision of equity for all students and staff is to create the learning environment that will be a haven that includes, promotes, and maintains diversity of ethnicities, income levels and learning abilities. Therefore the CRMS 7 special education program will be one of full inclusion, following a collaborative continuum. This continuum will be one in which the master schedule limits the enrollment of students with special needs in a single class to 30% (a ratio of 3 students with special needs to 7 students with no identified special needs) and core classes will vary in the level of supports for special needs students. The 30% limit ensures that the majority of the class is modeling for the students with special needs. Varying levels of supports (direct and indirect) among the core classes will be as follows:</p> <ul style="list-style-type: none"> 1) A class is taught daily by two teachers: one highly qualified in the content area and one highly qualified special education teacher 2) A class is taught by one teacher highly qualified in the content area, with daily in class support for the students from a paraprofessional 3) A class is taught by one teacher highly qualified in the content area, who is in regular consultation with the highly qualified special education teacher in order to assist with strategies to support the student with special needs <p>This continuum will prevent the situation in which too much support for a student hampers the development of independence, as can happen when a student is placed in a self-contained special</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>education class. It allows for the supports that will be dictated by the needs of the student. And it allows for flexibility of scheduling enabling students to move into a class of greater or lesser support as individual needs require over time.</p> <p>Special needs students will be placed in advisory classes, by casefold assignment, with the special education teacher. This will enable the special educator to better know the students s/he serves. Furthermore, the special ed teacher through a more intimate knowledge of the student's academic, social and emotional needs will more easily identify program adjustments, necessary for particular students.</p>
		<p>CRMS 7 agrees to adhere to the terms, conditions, and requirements of the Modified Consent Decree (MCD) and other court orders imposed upon the Los Angeles Unified School District pertaining to special education. CRMS 7 will use the District's Special Education Policies and Procedures Manual, the Integrated Student Information System (ISIS), Welligent, the District-wide web-based software system used for online Individualized Education Programs (IEPs), in monitoring and tracking related services provided to students during the course of their education.</p> <p>All staff members will be aware of the system and whose responsibility it is for setting up IEP meetings, generating assessment plans, notifying all participants of meeting date and time, preparing IEP paperwork, and follow-up actions once the IEP is signed. Staff members will communicate through the Welligent email, memos, and in person. There will be an assigned room that provides privacy and allows for teleconferencing to hold IEP meetings. Every effort is made to ensure parent participation at these meetings.</p> <p>One full time office technician will devote 50% of his/her time to monitoring IEP meeting dates and notification requirements. This individual will communicate timelines to staff members who interact with the student to ensure that all procedures related to the IEP are followed in a timely manner. This</p>

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Outcomes 10, 18		<p>Individual will also work with parents to schedule the IEP meeting at a time in which they can attend. Additionally, a reminder call will be made to remind the parent of the meeting and confirm attendance 24 hours in advance.</p> <p>Special education teachers will work with the office tech to manage the timelines for re-evaluation.</p> <p>Special education teachers will communicate post IEP meeting information to the student's teachers.</p> <p>Special education teachers will complete service/tracking logs.</p> <p>The principal will monitor the special education teacher's service logs.</p>
	Procedures for Identification and Assessment of Students	<p>The teaching staff of CRMS 7 will be a diverse group of educators. Teachers will serve as models, and professional development will address diversity and inclusion to support and encourage the teaching staff as they work with the complex student population and their families. CRMS 7 aims to establish indicators of equity and utilize disaggregated student data and other learning indicators (e.g. attendance, parent participation, presentations, showcases, and portfolios) to determine where to focus individual efforts, provide access to opportunity, inform decision-making, and improve school practice to meet the needs of every student. Data will present areas of success and improvement used to work toward educational excellence. School leadership will help publish data for the staff to help make ongoing adjustments to the school-learning program.</p> <p>If a student is still not responding, an SST will be convened to determine if all supports and strategies have been implemented. Only after the SST has documented that all supports and strategies have been implemented, given time to work, and are not producing success, and factors such as language acquisition, health, attendance, environment etc. have been ruled out, will a referral to special education be made. The SST paperwork documents what has been tried, the outcome and staff responsible. When a</p>

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Outcome 2	Instructional Plan for students using grade level standards	<p>referral for special education assessment is made, students will be assessed in all areas of suspected disability. The IEP team will follow all district policies and procedures regarding identification. Monitoring of referrals by ethnicity will be tracked to ensure that no one group is being over-identified based on the school population.</p> <p>CRMS 7 will use Network Partner School curriculum and instruction autonomy to best meet students' needs and maximize learning to prepare them for an active and productive role as citizens of society. General ed and special ed teachers will collaborate in planning standards based instruction. Also, because of the hands-on approach to learning, students and the school community will have a better perspective and more efficient personalized strategies in taking state and federal assessments, middle school, high school, college, professional careers and the larger world. The autonomy will allow the freedom to move toward more real world and interactive learning. This will allow our teachers to incorporate more interdisciplinary and project-based learning in a creative, collaborative, and flexible setting.</p> <p>One major goal is to empower students to reach grade level competency by incorporating curricula across core subjects. Each of the 20-week semesters will be divided into two parts; 19 weeks of curriculum instruction followed by 1 weeks dedicated to an interdisciplinary project that will be showcased to the community. A variety of assessments will be utilized to provide the school community and families a sense of progress, direction, and strategies to help with this goal.</p> <p>Students will use technology broadly to facilitate their access to learning resources. They will use the Internet to find the most current information; e-mail to request information from experts to broaden their academic knowledge on subjects being researched; blog to share thoughts and ideas with others; create spreadsheets to organize and evaluate data; electronically share information with individuals and institutions in other geographic areas; and, use multimedia technology when presenting information as</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>an effective means to market ideas. Furthermore, students will use and assess the validity of the latest information available in research by accessing the most current news and data from online resources.</p> <p>Through technology, students will improve their collection and application of information by using electronic publishing, word processing, data synths, spreadsheets, and presentation software. Also, students will use scanners, digital and video cameras, and other technological tools in conjunction with media creating software to further enhance their presentations. Students will design web pages and post information on our school web site for our community to view. Writing for the teacher will evolve into a more practical communication space. Students will write for their teachers, with other students, their families, and with other institutions. Writing will be an integral part of their daily school experience. Writing will NO longer be just an assignment but an integrated part of communication at CRMS 7. The use of technology will assist teachers in evaluating areas of excellence and additional support for students. This will allow students with special needs (English learners, gifted, students with disabilities) to learn at their own paces and feel a sense of ownership as they complete and present meaningful projects.</p> <p>Elective classes will play a vital role in the development of our students and their education. Research shows that elective courses and project-based approach to the arts, for example, provide students more of an intrinsic drive to learn. In order to take advantage of this discovery, the school will help teachers develop their learning to include knowledge of core content areas and help students become metacognitive of the interplay between elective and core content areas. Students will learn basic to advanced technology skills that allow them to share knowledge and stories through media production like digital storytelling, animation, photography, and music. Final products will be showcased and celebrated with the community, locally and globally.</p> <p>These elective classes will allow our students to develop critical 21st Century learning skills like project</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>management, teamwork, effective communication, and creativity. To help students understand workflow and structure, they will divide their projects/challenges into four different aspects of production. This helps the students, parents, teachers, and peers identify areas of strengths in their own learning journeys. Students will collaboratively brainstorm, research, write, script, and storyboard their ideas. They will collaboratively create a project using media technology. Students will then showcase and celebrate their projects by orally presenting their projects to the class and discussing their successes and challenges along the way. Finally, the class will evaluate their projects and presentations using a student-generated rubric followed by a class discussion of likes and areas of improvements. This process allows students and teachers to see the learning process in a different light than what had been the norm.</p> <p>Instructional methodologies to be used include data driven instruction; teacher inquiry and research to guide curriculum development; backward design and multiple assessments; family participation and community involvement; constructivism; and problem-based learning. Teachers will participate in collaborative action-research in their classrooms to make informed decisions regarding assessment, curriculum, pedagogy, and student services. Teachers will plan units of study with departmental faculty using 'backward design' guidelines described in <i>Understanding by Design</i> (Wiggins & McTighe, 2005, 1998).</p> <p>The school will implement real world connections into the classroom. This will allow students to engage in lessons and projects that require them to build on prior knowledge, construct and demonstrate new knowledge, analyze and reflect upon what they have learned, and relate their learning to the world around them. Teaching methods will include inquiry-based, inductive-deductive, direct-instruction, and cooperative learning. Projects are directly based on California State Standards for core academic subjects in grades 6-8 English Language Arts, mathematics, social sciences, and science.</p> <p>Teachers will ensure that curricula is aligned with state standards and 21st century skills, culturally</p>

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		<p>relevant, and connected to the community and real world. Teachers will incorporate family and community histories and integrate news and current events into lesson plans and assignments. Students will learn to engage and invest in the community as projects motivate them to interview members of their families and community. Teachers will encourage students to complete work for a wider audience beyond themselves in order to implant student connection to the school, family and community, and larger society.</p> <p>Portfolios will include class projects, videos, Web Pages, and other materials which document academic growth. Students will analyze academic progress and set short and long term goals. Student portfolios will be evaluated by teachers and staff according to a scoring rubric. Capstone projects at the end of each semester will show student learning across disciplines. Staff will develop rubrics for evaluation aligned with goals. Students scoring 80% or above on quarterly, portfolio, classroom, and/or capstone project assessments will have mastered the standards aligned to the specific assessment. Students scoring between 50-80% are still at an instructional level and students scoring below 50% will receive additional interventions.</p> <p>Teachers will collaboratively create their own assessment tools based on state standards. These assessments will be utilized to measure growth by serving as pre and post assessments. Implementing pre-assessments enables curricular decisions that will best serve the student. Subject matter units will culminate in task projects that will be purposeful, challenging and have value beyond the classroom. Projects will be assessed by students and teachers using a common rubric and showcased for parents and the community. Formative assessments will be conducted throughout the year and as a collaborative through class and written assignments, participation, short-term projects, and presentations. Students will collaboratively learn concepts, teach them to the class and use media to instill and encourage understanding of the material. These group projects will enhance student learning and supplement student self-assessments and reflections to ensure lesson comprehension. Students will also create</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<p>Should students who are on the alternate curriculum enroll in CRMS 7, necessary accommodations and modifications will be provided to allow students access to the alternate curriculum. Data will be used to inform instruction for accommodations and modifications. This instruction will match individual student need while being age appropriate and designed to teach functional skills that provide the students with means of independence. Teachers will plan units of study with departmental faculty using 'backward design' guidelines described in <i>Understanding by Design</i> (Wiggins & McTighe, 2005, 1998).</p>
Outcome D	Plan to provide Supports & Services	<p>CRMS 7 will ensure that students with disabilities are receiving their supports and services by:</p> <ol style="list-style-type: none"> 1. Ensuring that all teachers and service providers maintain accurate special education student activity coordinations (SESACs) so that all services are provided and timelines are met 2. Ensuring that all service providers maintain a schedule of when and where they provide services to students, and checking regularly that the service tracking logs for all service providers are entered into Welligent regularly 3. Making classroom visitations daily to ensure that all students are receiving their supports and services as listed in their IEPs 4. All mandated service providers will routinely complete their Welligent Tracking Log and provide a copy to the designated administrator each month <p>Additionally, a case manager, who will be provided by our partner, Youth Policy Institute, will be available to support each students and his or her family enrolled at the school.</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<p>Students 14 years and older will have a completed Individual Transition Plan including technological skills, project-based learning, and problem-based classroom projects. This will ensure that students will be ready to become self sufficient and productive members of their community.</p> <p>The transition plan will be developed and implemented with the collaboration of all stakeholders.</p>
Federal requirement	Access to Extra- Curricular/Non academic activities:	<p>As a small school, all students will be embraced to participate in all extracurricular activities. Students and teachers know each other well, through the added advisory period, and students will be encouraged to be full participants in all extracurricular activities with the accommodations as indicated in the student's IEP.</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	Providing Extended School Year	<p>Students with Disabilities at CRMS 7 will also be served through the Extended School Year (ESY) program. ESY will be provided to students based on the following criteria:</p> <ol style="list-style-type: none"> 1) Students' regression over time on account of missing school for periods of vacation during the school year; 2) Students' inability to relearn material not attained over a period of time 3) Students' severity of a disabling condition 4) Students' learning critical to maintaining Individualized Education Program (IEP) skills 5) Students' extent of regression caused by interruption in educational programming or placement 6) Students' rate of recoupment of learning following a period of interruption <p>Students with Disabilities will be identified for ESY based on the aforementioned criteria, and the criteria will be specifically delineated as a need in the Individualized Education Program (IEP). Students eligible to attend ESY will do so according to the guidelines and procedures set forth by LAUSD. Eligible students will attend ESY at the LAUSD designated LD 5 school. The budget for ESY will be provided by the Division of Special Education as is for all other LAUSD schools. As an LAUSD school, CRMS 7 will be part of the District's internal structure and therefore will seek and secure budget information from LAUSD's proposed budget.</p>

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Federal Court requirement	MCD Outcomes (to be woven among others)	<p>CRMS 7 will ensure that:</p> <p>All students will participate in Statewide assessments (CST,CAN, CAPA) for both ELA and Math. Alternatives to suspension will be utilized whenever possible.</p> <p>All students will spend as much time as possible in general education classrooms, and will only be pulled out when their needs cannot be met in the general education classroom.</p> <p>Every effort to meet the needs of home school students will be made. Students will only be sent to others schools when their needs cannot be met at CRMS 7.</p> <p>All students age 14 and over shall have an Individual Transition Plan developed in accordance with federal law.</p> <p>All IEPs will be held in a timely manner whether they be annuals, triannuals, initials, 30 day , or re-evaluations.</p> <p>Appropriate division personnel will be notified and paperwork will be completed if parents disagree at an IEP.</p> <p>All Resource Specialist Teachers and Designated Instruction and Services service providers will provide a schedule of when and where they will provide services to students on their Special Education Student Activity Coordination data system (SESAC). Administration will monitor that these services are being provided through classroom observations and Wellreport documentation</p> <p>Every effort to have parents attend IEP meetings will be made. Days and times for meetings will be scheduled to accommodate parent need providing it is within the school work hours. Parent participation by phone will also be offered when a parent is unable to attend.</p> <p>If written translation of the IEP is requested, the necessary forms and paperwork will be submitted as soon as possible.</p> <p>Special Educators will be credentialed and highly qualified.</p> <p>Behavior Support Plans (BSP) will be written for students who have the eligibility of Emotional Disturbance (ED) or Autism. It is understood that the BSP can reflect any behavior to be modified and it does not have to be a negative behavior, just one that would help the student (to ask questions when they</p>

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All	Professional Development	<p>need clarification; to ask for help when needed).</p> <p>Anytime a student is being assessed with the possibility of an ED eligibility, the comprehensive evaluation will contain all the necessary prior interventions, documentations, and completed checklist and will go to Case Review prior to the Individualized Education Program (IEP).</p> <p>CRMS 7 agrees to adhere to the terms, conditions, and requirements of the Modified Consent Decree (MCD) and other court orders imposed upon the Los Angeles Unified School District pertaining to special education. The school will use the District's Special Education Policies and Procedures Manual, the Integrated Student Information System (ISIS), Welligent, the District-wide web-based software system used for online IEPs, in monitoring and tracking related services provided to students during the course of their education.</p> <p>Professional development at CRMS 7 will develop the capacity of all teachers to work collaboratively and collectively on enhancing practices specifically related to improving student learning and teacher effectiveness. For the 2011- 2012 school year, all teachers will participate in professional development in September for five days before school begins, supplemented by an additional five full non-instructional days of in-service professional development during the school year, including four Saturdays (October, January, February, and March) and one Friday holiday (April).</p> <p>Weekly staff development opportunities are structured into the bell schedule on early-release Tuesdays. Teachers will authentically have a role in professional development as full faculty, interdisciplinary teams, and content-based teams will research training options in order to be better informed of their options and choose relevant topics that will encourage student success and collaboration between all (general ed and special ed) teachers.</p> <p>The instructional leadership team comprised of the principal and teachers will design the professional</p>

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		<p>development calendar each year setting the direction for professional learning by conducting classroom observations, data analysis, and discussions with teachers about what support they need or would like to receive. Facilitation of professional development is shared among the staff. Often, a teacher leader will be trained in a strategy (e.g. student portfolios) and return to the site to train others on what they have learned and support implementation. Community learning and outreach will be crucial as teachers will come together to share best practices and conduct workshops with community organizations and leaders who provide feedback and valuable resources. Furthermore, CRMS 7 will institute a professional development evaluation process to solicit feedback on the program and facilitate continuous improvement.</p> <p>The leadership team will collect and use data to inform and coordinate the operational and instructional decision-making at CRMS 7. It will be comprised of the principal and teachers from the interdisciplinary and content-based teams. They will meet every two weeks to communicate about school issues, analyze data and make recommendations for program improvement.</p> <p>Interdisciplinary academic teams will meet bi-monthly to share content knowledge and strategies, design curriculum and share instructional practices that support the school's interdisciplinary approach to teaching and learning. The interdisciplinary academic teams will make recommendations to the leadership team for school-wide changes in curriculum and instruction based on their collaborative work.</p> <p>Content-based teams will meet weekly to develop curriculum coherence within content area. They will research and identify best practices within the content area and support content area pedagogy school-wide. The content-based teams will make recommendations to the leadership team for school-wide changes in curriculum and instruction based on their collaborative work.</p>

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		<p>The full faculty will meet once per month per year to work together to support teaching and learning. Full faculty meetings will provide shared leadership and decision making groups to communicate their collaborative work with the full staff and create a space for the entire faculty to make decisions on whole-school-related issues.</p> <p>Consultants will collaborate with CRRMS 7 teachers, site and administrators, parents, and community members to strengthen curriculum, deepen teacher content knowledge, improve instructional strategies for all students, understand student learning, and use data-driven inquiry to improve outcomes for all students.</p> <p>Community partners and parents will be invited to attend professional development alongside teachers.</p> <p>The school calendar, daily schedules and professional development program will be aligned with the school's vision, mission, and educational plan. The professional development calendar will provide additional time for teachers that exceeds the traditional amount of time by 10 days.</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 6, 8, 16	Staffing/Operations	<p>For the 2011-2012 school year, credentialled teachers who will be selected through current district teaching staff will fill all teaching positions.</p> <p>The office technician will devote 50% of his/her time to monitoring IEP meeting dates and notification requirements. This individual will communicate timelines to staff members who interact with the student to ensure that all procedures related to the IEP are followed in a timely manner. This individual will also work with parents to schedule the IEP meeting at a time in which they can attend. Further a reminder call will be made to remind the parent of the meeting and confirm attendance 24 hours in advance.</p> <p>Nursing staff will inform teachers of student health needs.</p>
	Fiscal	<p>Special ed teachers will ensure that student needs are met, with the support of general ed teachers.</p> <p>The Los Angeles Unified School District and Local District 5 will be responsible for generating all financial and budget reports for CRMS 7. The District's budget tracking systems (IFS/GUI and FREDB) will be used to monitor and update budget encumbrances and expenditures for non-categorical (unrestricted programs/accounts) and categorical programs (restricted programs/accounts).</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 14	Parent Participation	<p>Parents will be an integral aspect to our school culture. The development of a parent cadre will allow for parents to become facilitators of learning. Parents become the driving force in instilling school expectations, a positive work ethic, and self worth. With the inclusion of parents we also bring in a vast array of cultures and skill sets that would otherwise be untapped. CRMS 7 will be a place that links community resources to school families. Parents, teachers, and community partners will be expected to support and contribute to the success of students at the school.</p> <p>At CRMS 7 every attempt will be made to encourage parent participation at all IEP meetings, if not in person, then at least by phone. Parents will receive paperwork in preferred language. IEP meetings will be arranged considering parent scheduling needs. All necessary accommodations will be provided to allow parents access to attend the meeting. Oral translation will be available to any parents and when requested, IEPs will translated into the parents' language. All stakeholders will have ongoing communication with parents during the year so that parents are continuously aware of their child's progress.</p> <p>As a Network Partner School, YPI will work collaboratively with CRMS 7 to manage daily operations of the school site and utilize autonomy to determine budget, governance, curriculum and professional development. CRMS 7 will be a school where parents, community members, and partnerships play active roles to impact their children's daily education. Parent positions will be held on the governing board and advisory board. A Parent Cadre will meet in collaboration with Families in Schools and Youth Policy Institute to create and implement parent leadership, parent involvement and parent education at CRMS 7.</p> <p>The Parent Resource Center will conduct ongoing parent workshops and training on awareness of the school's vision and mission. Parent education will address the English learner reclassification process, workshops on the California state standards, and the school's use of authentic, formative, and</p>

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>summative assessments, gifted and talented programs, high school graduation requirements, college graduation requirements, intervention services, and special education services. CRMS 7 will conduct parent surveys on a regular basis to determine the preferred types of workshops and trainings.</p> <p>A parent orientation with the principal and teachers will set high expectations for all parents by encouraging active involvement in family academic activities that will be organized during the school year.</p> <p>Regular communication to parents and community members will include, but will not be limited to: an interactive school website, informational displays, fliers, Connect-Ed telephone calls, regular distribution of informational materials, daily interaction with parents, and an online calendar of events.</p> <p>Parent concerns/complaints will be handled in a timely and professional manner. Although parents are encouraged to meet first with the teacher, administration is always available to listen to parent concerns.</p>

November 19, 2010

Attention: Ramon Cortines, Superintendent of Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Dear Superintendent Cortines:

The mission of **Create Now**, a 501 (c)(3) nonprofit organization, is to transform the lives of high-risk and at-risk youth through creative arts mentoring, education, resources and opportunities. With our five programs (music, art, writing, performing arts and cultural excursions), high-risk and at-risk youth learn to express themselves in a positive manner versus the destructive ways that they have in the past. Our programs develop vital skills and build teamwork, self-esteem and confidence. We've reached more than 21,000 of the most troubled youth in Southern California in the last 14 years.

Create Now is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate Central Region Middle School #7 as a community school in a Network Partner model. This school will work with parents, teachers and community residents to offer innovative community-based models of learning that directly build on existing YPI efforts in this community, including the Full-Service Community Schools program and Monseñor Oscar Romero Charter Middle School.

The Youth Policy Institute has an outstanding track record providing education and community services in this community and throughout Los Angeles. YPI serves thousands of youth and families each school day with direct funded charter schools, a Pilot Middle School and other programs that partner with families including full-service community schools, afterschool, a Promise Neighborhood, workforce development, adult education, and Public Computer Centers.

Create Now strongly supports the Youth Policy Institute in this community-based proposal to boost academic achievement and build a highly successful middle school at Central Region Middle School #7. This school is operated in partnership with parents, teachers, and community partners as fully described in the included proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely yours,



Jill Gurr
Founder and Executive Director
Create Now



ADMINISTRATION

7120 Franklin Avenue, Los Angeles, CA 90045
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November 30, 2010

Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017
Telephone: (213) 241-7000
Attention: Ramon Cortines, Superintendent of Schools


Dear Superintendent Cortines:

Aviva Family and Children's Services is very pleased to support the Youth Policy Institute (YPI) in their Public School Choice application to operate Central Region Middle School #7 as a community school in a Network Partner model. This school will work with parents, teachers and community residents to offer innovative community-based models of learning that directly build on existing YPI efforts in this community, including the Full-Service Community Schools program and Monsenor Oscar Romero Charter Middle School.

The Youth Policy Institute has an outstanding track record providing education and community services in this community and throughout Los Angeles. YPI serves thousands of youth and families each school day with direct funded charter schools, a Pilot Middle School and other programs that partner with families including full-service community schools, afterschool, a Promise Neighborhood, workforce development, adult education, and Public Computer Centers.

Aviva Family and Children's Services strongly supports the Youth Policy Institute in this community-based proposal to boost academic achievement and build a highly successful middle school at Central Region Middle School #7. This school is operated in partnership with parents, teachers, and community partners as fully described in the included proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely yours,


Andrew Diamond, LCSW
CEO/President





ศูนย์พัฒนาชาวไทย

THAI COMMUNITY DEVELOPMENT CENTER

6376 Yucca Street, Suite B

Los Angeles, CA 90028

Phone : (323) 468-2335 Fax : (323) 461-4688

November 15, 2010

Ramon Cortines, Superintendent of Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017

Dear Superintendent Cortines:

The Thai Community Development Center (Thai CDC) is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate Central Region Middle School #7 as a community school in a Network Partner model. This school will work with parents, teachers and community residents to offer innovative community-based models of learning that directly build on existing YPI efforts in this community, including the Full-Service Community Schools program and Monsignor Oscar Romero Charter Middle School.

The Youth Policy Institute has an outstanding track record providing education and community services in this community and throughout Los Angeles. YPI serves thousands of youths and families each school day with direct funded charter schools, a Pilot Middle School and other programs that partner with families including full-service community schools, afterschool, a Promise Neighborhood, workforce development, adult education, and Public Computer Centers.

The Thai Community Development Center strongly supports the Youth Policy Institute in this community-based proposal to boost academic achievement and build a highly successful middle school at Central Region Middle School #7. This school is operated in partnership with parents, teachers, and community partners as fully described in the included proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,

Chanchanit Martorell
Executive Director



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Los Angeles, CA 90015
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Los Angeles Unified School District
333 South Beaudry Avenue, 24th Floor
Los Angeles, CA 90017
Telephone: (213) 241-7000
Attention: Ramon Cortines, Superintendent of Schools

Madison Garden Club
Dear Women-Like

Extended Hours
Vine Club
Adults Only for the
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Wayne S. Anderson
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 10000 15th Avenue East
 Denver, CO 80231

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Abstract **Conclusions**
Consent to publish is required.

Charles Andrews III, *Waynesburg University, Pennsylvania*
Executive Director and President

The Youth Policy Institute has an outstanding track record providing education and community services in this community and throughout Los Angeles. YPI serves thousands of youth and families each school day with direct funded charter schools, a Pilot Middle School and other programs that partner with families including full-service community schools, afterschool, a Promise Neighborhood, workforce development, adult education, and Public Computer Centers.

The Salvadoran American Leadership and Educational Fund (SALEF) strongly supports the Youth Policy Institute in this community-based proposal to boost academic achievement and build a highly successful middle school at Central Region Middle School #7. This school is operated in partnership with parents, teachers, and community partners as fully described in the included proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely yours,

car e p. legend

Carlos Antonio H. Vaquerano
Executive Director

24

Bet Tzedek Legal Services

THE HOUSE OF JUSTICE

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Writer's Direct Line: (323) 549-5806
Writer's E-mail: vmackey@bettzedek.org

November 24, 2010

Los Angeles Unified School District
333 South Beaudry Ave., 24th Floor
Los Angeles, CA 90017
Attention: Ramon Cortines, Superintendent of Schools

Dear Superintendent Cortines:

Bet Tzedek is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate Central Region Middle School #7 as a community school in a network Partner model. This school will work with parents, teachers and community residents to offer innovative community-based models of learning that directly build on existing YPI efforts in this community, including the Full-Service Schools program and Monsignor Oscar Romero Charter Middle School.

The Youth Policy Institute has an outstanding track record providing education and community services in this community and throughout Los Angeles. YPI serves thousands of youth and families each school day with direct funded charter schools, a Pilot Middle School and other programs that partner with families, including full-service community schools, after-school, a Promise neighborhood, workforce development, adult education, and Public Computer Centers.

Bet Tzedek Legal Services strongly supports the Youth Policy Institute in this community-based proposal to boost academic achievement and build a highly successful middle school at Central Region Middle School. This school is operated in partnership with parents, teachers, and community partners as fully described in the included proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely,

Velinda Mackey
Director of Public Grants
Bet Tzedek Legal Services



November 24, 2010

Los Angeles Unified School District
333 South Broadway Avenue, 24th Floor
Los Angeles, CA 90017
Telephone: (213) 241-7000
Attention: Ramon Cortines, Superintendent of Schools

Dear Superintendent Cortines:

The Hollywood Community Studio is very pleased to support the Youth Policy Institute (YPI) in their **Public School Choice** application to operate Central Region Middle School #7 as a community school in a Network Partner model. This school will work with parents, teachers and community residents to offer innovative community-based models of learning that directly build on existing YPI efforts in this community, including the Full-Service Community Schools program and Monsenor Oscar Romero Charter Middle School.

The Youth Policy Institute has an outstanding track record providing education and community services in this community and throughout Los Angeles. YPI serves thousands of youth and families each school day with direct funded charter schools, a Pilot Middle School and other programs that partner with families including full-service community schools, afterschool, a Promise Neighborhood, workforce development, adult education, and Public Computer Centers.

The Hollywood Community Studio strongly supports the Youth Policy Institute in this community-based proposal to boost academic achievement and build a highly successful middle school at Central Region Middle School #7. This school is operated in partnership with parents, teachers, and community partners as fully described in the included proposal. Please do not hesitate to contact me should you have questions regarding this letter of support.

Sincerely yours,

Alexander Holsheimer
Technical Services Coordinator



Centro Latino for Literacy

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Clark D. Reiche

Chief Technology Officer
One Economy, Corp.

Trudy Sokolick

Director, Retired
USFED Emergency Immigrant Education
Program

Lee Truitt

Senior Vice President
Chief Financial Officer
First Credit Bank

Executive Director

Mari Riddle
Centro Latino for Literacy

November 29, 2010

Mr. Ramon C. Cortines
Superintendent
Los Angeles Unified School District
333 S. Broadway Ave.
Los Angeles, CA 90017

**Re: Support for Youth Policy Institute Public School Choice Application for
Central Region Middle School #7**

Dear Superintendent Cortines,

On behalf of Centro Latino for Literacy, I am pleased to submit this letter in support of the Youth Policy Institute (YPI) in their Public School Choice application to operate Central Region Middle School #7 as a community school in a Network Partner model. This school will work with parents, teachers and community residents to offer innovative community-based models of learning that directly build on existing YPI efforts in this community, including the Full-Service Community Schools program and Monsenor Oscar Romero Charter Middle School.

Centro Latino for Literacy (CLL) is a non-profit organization that provides Spanish literacy, English as a Second Language (ESL), computer and student leadership classes to adults, many of whom did not have the opportunity to attend school as children. YPI routinely refers students' parents to CLL's adult education classes and since April 2010, YPI offers Centro Latino's *Leamos*™ literacy program at their FamilySource Center in Hollywood.

The Youth Policy Institute has an outstanding track record providing education and community services in this community and throughout Los Angeles. YPI serves thousands of youth and families each school day with direct funded charter schools, a Pilot Middle School and other programs that partner with families including full-service community schools, afterschool, a Promise Neighborhood, workforce development, adult education, and Public Computer Centers.

We strongly support the Youth Policy Institute in this community-based proposal to boost academic achievement and build a highly successful middle school at Central Region Middle School #7.

We are excited at this opportunity for YPI and we offer them our support in this endeavor. If you have any questions please feel free to contact me at 213-235-9990.

Thank you for your time and consideration.

Sincerely,

Mari Riddle

Mari Riddle
Executive Director

Dixon Slingerland

dslingerland@ypiusa.org

EXPERIENCE

Executive Director, Youth Policy Institute (YPI), Los Angeles, CA. 1996–present.

Directs more than 1,200 staff at 125 program sites in Los Angeles providing services for low-income communities and families in poverty. Grown organization from sub-\$1 million annual budget to \$35 million annual budget, with funding increasing by at least 50% each year for the last six years. Rate of growth and range of services unmatched in Los Angeles nonprofit community. Recognized for leadership by U.S. Senator, Members of Congress, Los Angeles Mayor and City Councilmembers, Los Angeles Unified School District, State Senate, State Assembly, and State Controller.

Board President, Bert Corona Charter School and Monseñor Oscar Romero Charter School, Los Angeles, CA. 2004–present.

Developed, opened, and operates two YPI-affiliated charter middle schools. Bert Corona has 370 students in the low-income majority-Latino community of Pacoima. Monseñor Oscar Romero has 325 students in Pico-Union, one of the most impoverished neighborhoods in L.A. Achieved substantial gains in standardized test scores, far outpacing area schools.

YPI PROJECTS

Ongoing

- San Fernando Valley Poverty Initiative: comprehensive strategy for addressing poverty in the San Fernando Valley of Los Angeles, modeled on the Harlem Children's Zone.
- Full-Service Community Schools: one of only ten awards in the U.S. Department of Education's first round of FSCS, targeting four schools with collaborative holistic services for students and families before, during and after the school day; identified by the United Way as a leading model of educational reform in Los Angeles.
- FamilySource Center: City of L.A.'s flagship poverty program, YPI operates the Hollywood FamilySource Center and leads a collaborative of community-based organizations providing an integrated array of services for families including case management, counseling, job training, legal services, youth advocacy, financial literacy, tutoring, and referrals.
- Bert Corona Charter School and Monseñor Oscar Romero Charter School: middle schools opened and managed by YPI with 700 total enrollment in two low-income underserved communities of Los Angeles.

- San Fernando Institute for Applied Media: pilot school operated by YPI as part of the Los Angeles Unified School District's revolutionary Public School Choice process; middle school with 430 students.
- Afterschool Programs at 56 Schools (K-12): YPI serves more than 5,000 students every school day with afterschool programs including tutoring and enrichment activities.
- Workforce Development: \$6 million initiative training 800 clients for health careers; summer youth employment program for 600 youth; two day laborer centers.
- GEAR UP: lead partner in six-year U.S. Department of Education GEAR UP grant following a cohort of 1,300 students with college preparation services, case management, academic support, and summer bridge programs.
- Family Technology Project: groundbreaking digital divide initiative that has provided more than 950 families with brand new home computers and broadband internet access; 375 additional families to be served in 2010-11.
- AmeriCorps: YPI has 96 AmeriCorps members placed at schools throughout Los Angeles offering tutoring, academic support, enrichment, and community service projects.
- Supplemental Educational Services: Title I-funded tutoring for 2,500 students each year.
- Physical Education: Carol M. White Physical Education Program grant from the U.S. Department of Education targeting six schools.
- Adult Education: ESL and GED classes.
- Neighborhood Networks: U.S. HUD-funded technology program for youth and adults in the San Fernando Gardens public housing development.
- Capacity Building: two separate grants from the U.S. Departments of Labor and HHS to strengthen community and faith-based organizations through subgrants and capacity building.

EDUCATION

Stanford University, A.B., American Studies, 1991.

PUBLICATIONS & HONORS

- Member of President Obama's National Finance Committee (NFC) and Education Policy Committee during the 2008 Presidential campaign. Currently a member of the NFC for the Democratic National Committee. Honored Guest at the 2008 Democratic National Convention, Election Night in Grant Park (Chicago), and the Presidential Inauguration in January 2009.
- U.S. Senator Barbara Boxer's *Excellence in Education* award.
- Renaissance Weekend attendee.

Regina (Yvette) King-Berg

Public Schools Executive Director: Youth Policy Institute January 2010-Present

Vice President of School Development and Advocacy-Southern California: California Charter Schools Association (July 2008-January 2010), Coordinated responsibility for cross-team articulation on issues related to school support and development, principally with the Advocacy team to ensure state level and regional strategy alignment with VPs and local advocacy with authorizers, supervised and supported the Southern California General Managers.

Accomplished professional with a diversified background in **academic administration**, **secondary**, elementary, and early education. Experience in school-based administration, teaching, project development, and behavioral management, curriculum & instruction, and training abilities. Excellent administrative, interpersonal, and communication skills, as well as expertise in identifying instructional requirements and developing effective instructional plans which are outcome driven. Positive motivator skilled in educating both student and adult learners.

AREAS OF ACADEMIC ADMINISTRATIVE STRENGTH

Eleven Years of Administrative Experience (twenty-two years of educational experience in total)~ **Curriculum & Program Development** - California State Board of Education Instructional Standards~ **Data Analysis**~ Researcher ~Community Involvement & Leadership~ Administrative & Board Relations~ **Staff Training & Development**~ Special Education Programs ~ Integrated Instruction~ Cognitive Coaching~ Cooperative Learning ~ Continuous Education~ **Staff Development & Training**~ Contract Negotiations~ Classroom Management ~ Student Discipline~ Extensive background working with **multicultural, special needs, and at-risk** students and their families~ Conversational Spanish

Education

Doctoral Student, Educational Leadership & Change, Fielding Graduate University-Currently
Preliminary Administrative Services Credential, National University June 2006
Masters, Educational Administration, National University, July 1999
Professional Clear Teaching Credential, State of California, March 1990
Masters, Theology, Fuller Theology Seminary, August 1987
Bachelors, Liberal Arts, Westmont College, May 198

Yvette King-Berg

Continuing Education

ASCD Training, Spring 2009, NACSA Training, October 2009, AB75 Administrative Training, California's Principal Training Institute, Fall 2005-Winter 2006: UCLA, Reading Certificate Program, 12 hrs, Fall 2004: CEU Developing Fluency in Reading Instruction, Comprehension & Study Strategies in Reading Instruction, Planning & Delivery of Instruction Based on Assessment, Areas & Issues Related to Reading Language Arts, 9 hrs Spring 2005: CEU Intervention Strategies at Both Early & Intermediate Levels of Reading, Field Experiences in Reading Instruction~ UCLA Writing Project Fellow, Spring 2002

Professional Development

Curriculum Development for Secondary & Middle Schools ~Second Chance At Literacy Training ~ Success For All Reading Program **New Leaders Institute**~ Reading For Understanding Academy (Voyager Learning Systems) ~ Success For All **Experienced Trainers Institute**~ All Kinds of Minds, Dr. Mel Levine~ **Cognitive Coaching**~ Brain Research~ Family Support Training~ Second **Language Acquisition** Workshops~ Six Traits of Writing Training ~ USDE Teacher to Teacher Initiative~
USDE Administrator to Administrator Initiative

Professional Affiliations

Member, American Association of School Administrators (AASA), Current
Member, Association of California School Administrators (ACSA), Current
Member, American Education Research Association (AERA), Current
Member, Association for Supervision and Curriculum Development (ASCD), Current
Member, National Association of Bilingual Educators (NAEB), Current
Member, National Council of Teachers of Mathematics (NCTM), Current
Member, National Science Teachers Association (NSTA), Current

Presentations

*Social Contexts of Educational Praxis: **Ecologies of Latino Parent's Engagement & Community Development** (AERA, Montreal, Canada, April 2005) ~ **Struggling Readers; Strategies That Work!** (Project GRAD USA National Conference, Houston, Texas, January 2005) **College Participation Amongst Latino/a, First Generation Students** (WACAC, Chapman College, Orange, CA, June 2000) **Principal Professional Development**, Local Superintendent's Principal Meetings (1999-present)*

Civic Affiliations

Los Angeles City Commissioner; LAUSD Redistricting Committee, Spring 2001- Spring 2002
Andres Y Maria Cardenas Foundation, Advisory Board Member 1996-Present
Fenton Avenue Charter School Board Member 2007-2010

Ruben Dueñas

EDUCATION

University of California at Berkeley

Bachelors of Arts Degree

Social Welfare with emphasis in Education and Public Policy

May 1992

California State University, Los Angeles

Multiple Subject Teaching Credential- CLAD

June 2001

California State University, Dominguez Hills

Masters in Administration

Administrative Credential

August 2004

WORK EXPERIENCE

Principal,

Bert Corona Charter School, Pacoima,, California

Create and implement collaborative school wide vision in congruence with the charter petition. Develop, oversee, and implement the instructional program and professional development per the school-wide vision. Manage and hire administrative, credentialed, and non-credentialed staff. Develop and oversee student disciplines and counseling services. Provide clear lines of communication for all stakeholders and resolve concerns and conflicts. Manage the use of school facilities and repairs. Maintain strong relationship and communication with property owner. Ensure compliance with federal, state, and local regulations and programs. Develop, monitor, and expend budget in compliance with board policies and guidelines. Write and develop grants and programs that supports the vision of the school. Develop and maintain relationships with community organizations and government officials. Articulate the schools vision to all stakeholders and community. Report to Executive Director and board of Directors.
July 2006 to Present

Assistant Principal, Required Learning Administrator

Belvedere Middle School, East Los Angeles, California

Member of administrative team. Responsible for advising principal on all school and community related concerns with a primary focus on building a more inclusive collaborative approach to school leadership and decision-making. Responsible for implementation of academic Intervention programs for students at school site including teacher selection, training, student recruitment, and parent communication. Administrator responsible for developing a small learning community (School for Advanced Studies) including developing a team approach to instruction of talented and gifted students, counseling, discipline, supervise and evaluation of instruction, and budget. Acted as school site liaison to community organizations including UCLA, Gear Up (CSULA), Talent Search, and YWCA. Special responsibilities included implementing school safety plan during recent walkouts, motivational presentations to students regarding immigration issues and education, and school-wide retreat. Developed school wide positive behavior support plan and college going environment.
October 2005 to July 2006

After-School Academic Support and Enrichment Coordinator

Building Up Los Angeles, Hollenbeck Middle School, Boyle Heights, California

Recruited teachers and students to participate in after school and before school academic support and enrichment program. Oversee 15 teachers and provide support when needed. Responsible for dissemination/collection of student applications, as well as, attendance records, and payment records to staff. Liaison to administrator in charge and BULA after school staff and

management.

September 2003 to October 2005

Lead Teacher

Hollenbeck Middle School- Math, Science, Technology Magnet, Boyle Heights, California

Responsible for implementing standards based curriculum in English, Social Studies, and Technology. Facilitated team approach to instruction vertically and horizontally. Efforts lead to integration of technology across the curriculum, implementation of school wide science fair competition, History Day, and Model UN participation. Developed training and supported teachers to integrate technology across the curriculum. Built and maintained computer lab. Assisted with construction and maintenance of school wide network. Member of school-wide technology team. Provided support to Technology Coordinator. Provided assistance in building and maintaining butterfly garden. Served as elected representative of magnet program to Local School Leadership Council and School Improvement Council. Assisted with monthly parent meetings. Sponsored Magnet Leadership Class. Developed and implemented special community projects including Annual School-Wide Cesar Chavez Service Project, cultural celebrations, and magnet picnic.

September '99 to October 2005

Program Director

Building Up Los Angeles AmeriCorps Program, East Los Angeles, California

Responsible for developing and implementing a \$500,000 comprehensive support service program at Roosevelt High School, Hollenbeck Middle School, and Sheridan Elementary. Primary responsibilities included: Coordinating 22 collaborative agency services, supervising, and training 2 professional support staff, and 36 FTE AmeriCorps members to deliver direct services to seventy-five families; planning and implementing educational events and community building projects for the greater school and community population. Grant writing and fundraising. Acted as liaison between school administration, program staff, government officials, and supporting agencies. Programs include: tutoring, mentoring, parent education, leadership development, beautification projects, and community building events. Special programs included developing a model Red Cross Blood Drive Campaign focusing on the Latino Community; Chili and Vegetable Garden at Roosevelt, and Sheridan Elementary School; Cesar Chavez Beautification Project; Hollenbeck MS Drill Team; Cultural Mural Project on 6th and Mott Street; 3 Citywide service days for AmeriCorps organizations in the greater Los Angeles Area including over 700 members.

July '94 to October '95

Director/Founder

Casa Angelica Summer Enrichment Program, Pico Union, California

Responsible for writing and securing \$75,000 one time funding source from LA City Council CPR Grant. Developed and implemented program for over 200 community youth. Activities included: tutoring, sports, arts and crafts, educational/recreational trips and community service projects.

June '94 to July '94

SCHOOL BASED ASSIGNMENTS

- Lead Teacher, Magnet Department – 6 years
- Technology Coordinator- School Wide- 2 years
- Technology Coordinator- MST Magnet- 4 years
- Leadership Sponsor- School Wide- 2 years
- Leadership Sponsor- MST Magnet- 6 years
- Cesar Chavez Day of Service Coordinator- 2 years
- Magnet Coordinator- 5 months

. Nick A. Vásquez, Ed.D.

nvasquez@ypiusa.org

Professional Experience

2010 – Present	Principal, Monseñor Oscar Romero Charter School
2008 – 2010	Executive Director, Monseñor Oscar Romero Charter School, Bert Corona Charter School
1997- 2008	Principal, Morningside Elementary School (LAUSD) #295528
1995-1997	Assistant Principal, Sixty-Sixth Street School (LAUSD)
1994-1995	Assistant Principal, Edison Elementary, Glendale, CA
1993-1994	Adviser, Region D, (LAUSD)
1990-1993	Teacher, Fernangeles Elementary School, (LAUSD)
1984-1990	Coordinator, UCLA Partnership Program
1984	Broadcast Operations Assistant, KCET Channel 28, Los Angeles
1978-1983	Teacher, Union Avenue Elementary School (LAUSD)
1977-1978	Teacher, Central Junior High School, Pittsburg, CA
1976-1977	Youth Coordinator, United Council of Spanish Speaking Organizations, Pittsburg, CA

Education

2004	University of California, Los Angeles, Doctor of Education, Educational Leadership Program
1987	University of California, Los Angeles, M.Ed., Administrative Policy Studies, Administrative Services Credential
1977	California State University, Hayward, Bilingual Cross- Cultural Credential

1976	University of California, Los Angeles, B.A., Spanish
1974-1975	U. C. Education Abroad Program, Universidad Iberoamericana, Mexico City
1972	Summer Session, Universidad de Guadalajara

Consulting

2005 to Present	Project GRAD USA, Dream Team organization at Columbus, Ohio, Project GRAD site.
1994	American Association for the Advancement of Science. Site Coordinator for AAAS/ARCO Los Angeles Organizational Meeting for Parent Math/Science Programs in Southern California, ARCO Foundation, Los Angeles, CA
1993-1994	ARCO Foundation, Pre-college Program Directory for Southern California.
1993	KCET, PBS. Educational consultant for PBS special, "Count On Me," aired in September 1993. Advised parents how to help their primary grade children to succeed in mathematics through home-based activities.
1992-1993	National Council of La Raza, Project Success. Developed bilingual science curriculum (53 lessons) for junior high and high school students at sites nationwide.
1992-1993	Corpus Christi State University, Pre-college Programs, Corpus Christi, Texas
1989	Governor's Job Training Office, State of Colorado

Language Competencies

Spanish-fluent: excellent speaking and writing skills. Administered Spanish fluency exam for teachers, LAUSD, 1992. Official translator, 1984 Summer Olympic Games, Los Angeles, CA

Portuguese-fluent: good speaking and writing skills.

Academic Preparation

- M.A. *University of California, Los Angeles*
 Education Administration
- B.S. *California State University, Northridge*
 Home Economics/Humanities/Spanish

Professional Experience

2005 - 2006 **Director of College Prep Programs, Families In Schools**

Los Angeles Unified School District (Retired 2005)

2000-2005 **Assistant Superintendent, Student Health and Human Services**

Provided leadership and central support for the District's Coordinated School Health Program including Medical, Nursing, Psychological, Pupil Services, Mental Health, Counseling, Health Partnerships, Health Education and Integrated Services. Collaborated with city and county agencies to maximize services to students. Responsible for 3,000 certificated and licensed staff.

1994 - 2000 **Cluster Administrator, San Fernando Cluster**

Responsible for Operations and Academic Achievement of San Fernando High School and the 19 schools in the feeder pattern, including 24,000 students and 1200 teachers.

1988-94 **Principal, San Fernando Junior High School, a multiethnic, low income, overcrowded year round school of 3,400 students**

1986-1988 **Coordinator, School-Based Health Clinic Program,**
Led the establishment, and fundraising for \$1.5 million of private funds for the first three school-based health clinics.

1983-1986 **Assistant Principal, Chester Nimitz Junior High School**

1978-1983 **Curriculum Specialist, Career Education, Office of Instruction**

1977-1978 **Specialist, Career and Continuing Education Office**

- 1975-1977 **Resource Teacher, Home Economics Office**
- 1969-1975 **Teacher, Home Economics, Health, Spanish; Grade counselor, Dean
San Fernando High School**

Professional Organizations

- Association of California School Administrators
- Association for Supervision and Curriculum Development
- International Reading Association
- Association of Mexican American Educators
- California Association of Bilingual Educators
- Council of Mexican American Administrators (Past President)
- California League of Middle Schools
- California School Nurses Association

Community Involvement

- 2009 to present – Docent in Training for Los Angeles County Museum of Art
- 2003 - 2006 BOARD MEMBER, Mission College Advisory Committee
- 2002 - 2005 Los Angeles County Task Force on Child Health and Physical Fitness
- 2002 - 2005 BOARD MEMBER, Citizens Oversight Committee, Los Angeles Community College District
- 1987- to present, Comision Femenil San Fernando Valley (three term President)
- 1999 Appointed by Congressman Berman to State Democratic Committee
- 1989- to present- Volunteer for MEND (Meet Each Need with Dignity)

Awards and Recognition

- 2009 Distinguished Community Leadership Award, The Muniz Family Foundation
- 2006 Woman of the Year, Los Angeles County Commission for Women
- 2006 Lifetime Achievement Award, Council of Mexican-American Administrators, LAUSD
- 2006 Visionary Award, Valley Community Clinic
- 2005 Lifetime Service Award, Pupil Service and Attendance Counselors Association
- 2005 State Leadership Award for Coordinated School Health, State Department of Education
- 2005 Coordinated School Health Recognition, American Cancer Society
- 2005 American Cancer Society Leadership Award
- 2004 Dedication To Community Award, Northeast Valley Health Corporation
- 2003 Los Ninos Heroes Award, The City Terrace Coordinating Council, Inc.

- 2000 Woman of the Year, 20th Senatorial District, California State Senate
- 1999 Selected for State HOPE (Hispanas Organized for Political Equality) Leadership Team
- 1998 Recognition for Excellence in Education, Parent Institute for Quality Education
- 1998 Recognition of Outstanding Citizenship Activities Enhancing Community Betterment, Honorable Richard Alarcon, Councilman 7th District
- 1996 Recognition Award for Volunteer Efforts, City of Los Angeles, James K. Hahn, Los Angeles City Attorney
- 1997 Special Recognition Award, UCLA Parent Project
- 1997 Appreciation Award for Dedication and Support to Manufacturing Technology Laboratory, VICA Foundation
- 1997 Certification of Recognition: Women's History Month, San Fernando City Council
- 1995 Educator of the Year, Comision Femenil, San Fernando Valley
- 1995 Recognition Awards: Mayor's Office, City of Los Angeles and Los Angeles City Council, Seventh District
- 1995 Certification of Appreciation, Los Angeles County Supervision, Third District
- 1992 Woman of the Year, 38th Senatorial District, California State Senate

Fidel Ramirez

framirez@youthusa.org

Education:

Master of Arts, Educational Administration, 2001
California State University, Northridge

Bachelor of Arts Degree, Liberal Studies, 1992
California State University, Northridge

Professional Experience:

Director of Youth Services (Youth Policy Institute)
Los Angeles, CA 90014 (2010- present)

Leader of youth services at 60 afterschool sites throughout the City of Los Angeles that serve more than 6,300 students each school day.

Principal
Community Charter Early College High School (CCECHS)
Lakeview Terrace, CA 91342 (2007-2010)

Instructional and operational leader, who motivates, leads and mentors teachers to improve instructional practice while increasing content expertise. Passionate about providing students with an exceptional education by utilizing data to drive instructional practices. Graduation average 93%, 100% college admittance rate and 95 % CAHSEE passing rate (2009-10). Additional duties:

- PUC Complex, Incident Commander
- Youth Policy Institute/Rock on Education, Liaison
- CIF, Coordinator
- School Advisory Council, Coordinator
- WASC, Co-Chair
- Expulsion Hearing Panel, Coordinator

Principal
Community Charter Middle School (CCMS)
San Fernando, CA 91342 (2005-2007)

Instructional leader who inspired teachers, students and staff to reach their full potential. Provided weekly professional development to teachers, focused on promising instructional practices. Increased daily English and math instruction. API increase of 70 points (2006-07). Additional duties:

- School Incident Commander
- WASC, Chair
- Washington D. C., Field Trip Coordinator

Fidel Ramirez

- Youth Policy After School Program, Liaison
- City of San Fernando, Cesar Chavez Commemorative March for Justice, School Coordinator

Associate Director

Student Outreach and Recruitment Services

California State University, Northridge CA (August 1993-2005)

Planned-directed the California State University, Northridge recruitment plan for first time freshmen and transfer students. Administered, coordinated, the following Programs:

1. Recruitment and pre enrollment services aimed at freshman students
2. Middle School Academic Outreach programs
3. Outreach Internship Program for high school students
4. I'm Going To College
5. Mother Daughter Preparatory Program
6. Parent Education Programs
7. Pre-college Summer Enrichment Programs
8. GEAR UP, Projected STEPS

Supervised and evaluated a team of 15 professional staff members and over 50 university interns who served as tutors, mentors, and peer outreach counselors. Monitored three annual budgets. Outreached 100 high schools, 25 community colleges, and 15 middle schools within Los Angeles and neighboring Counties. Additional tasks:

- Open House, Chair
- College: Making It Happen Family Conference, Chair
- CSU Counselors Conference, Co-Chair
- High School College Counselor's Advisory Council, Chair

Skills: Bilingual, bicultural and bi-literate.

Professional References: Available upon request.

Iris Zuñiga-Corona

Education	California State University, Northridge (CSUN), Masters Public Administration.	
	University of California, Los Angeles (UCLA), B.A., Sociology and Chicano/a Studies.	
	Los Angeles Mission College, A.A., Liberal Arts.	
Professional Experience	December 2009 – Present	Youth Policy Institute
	Chief of Staff	
	<ul style="list-style-type: none">• Manage more than 1,100 staff at 95 program sites across Los Angeles with a \$34 million annual budget.• Partner with 71 schools in Los Angeles (K-12), including 42 charter schools.• Oversee After School programs at 60 LAUSD and charter schools, including 36 high schools. YPI is the largest high school after school provider in California.• Assist the Executive Director in all aspects of grants and program implementation.• Outreach and communications with partners and larger community.• Collaborate with the Director of Development and Chief Operating Officer in the preparation of grant proposals and the development and negotiation of contracts.• Implement program directives and agency policies.• Facilitate interdepartmental communication; organize and run staff meetings.• Primary negotiator, leader, and manager of all special projects.• Responsible for strategic planning and YPI's research and evaluation department.	
	September 2006 – November 2009	Youth Policy Institute
	Director of Youth Services	
	<ul style="list-style-type: none">• Directed all after school programs at YPI, a total of 56 school sites, the largest after school provider for charter schools in the U.S. and the state's largest high school after school provider.• Ensured that goals, targets and performance outcomes were met on a daily, weekly and monthly basis throughout the contract period.• Supervised 20 full-time and 300 part-time staff – conducted individual and team supervisory meetings, site visits, personnel evaluations, disciplinary actions.• Maintained partnerships and relationships with other non-profit organizations, coalitions, businesses, civic and political groups, and educational institutions.• Designed and monitored program content; attended trainings.• Created curriculum development plan and implementation process.• Worked with Director of Development in submitting grants and providing information to qualify for additional program funding.	
	September 2005 – September 2006	State Senator Richard Alarcon
	District Representative	
	<ul style="list-style-type: none">• Researched information for policy initiatives; briefed senator on issues of education.• Created Valley Education Collaborative composed of 40 organizations and 5 high schools.• Implemented "Got College!" program, coordinated classroom visits to 30 elementary schools and coordinated conference for 600 participants.• Implemented SAT enrollment campaign targeting over 2,000 students.	

- *Attended community meetings and facilitated communication process for projects.*
- *Worked on master plan to end poverty in CA focusing on education and job training.*

**Professional
Experience
(cont.)**

September 2004 – October 2005 Healthy Start/Urban Education Partnership
Program Director

- *Established and supervised case management services for three elementary schools.*
- *Identified and recruited local agencies to provide services and other community resources through school sites.*
- *Organized community events, fundraised and recruited volunteers.*
- *Worked with schools, agencies and govt. representatives to maintain and expand existing partnerships and developed new ones.*
- *Evaluated and oversaw the collection of yearly data.*
- *Oversaw Program Budget and supervised all Program Staff.*

December 2003-September 2004 San Fernando Valley Mental Health
Counselor II / Case Manager

- *Worked in collaboration with therapist and family to develop a plan of care that takes into account family's strength, goals and needs.*
- *Carried case load of at-risk youth and assisted with crisis intervention.*
- *Demonstrated creativity and leadership by organizing client trips to universities, libraries, and museums.*
- *Maintained documentation: Progress Notes, Designated Outcome Measures as well as created behavior charts, budgets and schedules for client and family as needed.*

2001-2003 UCLA Early Academic Outreach Program
Academic Advisor

- *Provided 1:1 and group counseling to high school students.*
- *Independently planned and conducted financial aid, college entrance and examination requirements workshops throughout the year.*
- *Inputted and analyzed data to calculate UC eligibility.*
- *Visited high schools on a weekly basis and increased the number of applicants to the UC system in one academic year.*

2001-2003 UCLA Academic Advancement Program
Transfer Peer Counselor

- *Designed and coordinated monthly evening workshops targeting transfer students.*
- *Provided counseling to a caseload of 40 transfer students.*
- *Participated in student panels and served as a spokesperson for transfer students.*

**Professional
Membership**

1999 to Present Hispanas Organized for Political Equality (HOPE)

- *Attend conferences and policy events throughout the year.*
- *Guest Speaker for youth component.*

2006 to Present Comision Femenil of San Fernando Valley

- *Co-President (2007-2008).*
- *Organize fundraisers.*
- *Create and implement youth leadership program, targets 30 high school students every year.*

Eugene D. Straub

Professional Experience

Youth Policy Institute, Los Angeles, California

- Chief Financial Officer/Chief Operating Officer, November 2007 – Present

Responsible for the finance, accounting and operational activities of \$30+ million non-profit agency serving disadvantaged youth and families throughout the City of Los Angeles. Program services include: youth mentoring, workforce development, technology and financial literacy, afterschool programs, physical education programs, tutoring, ESL/GED and day labor sites. Management responsibilities include: accounting, human resources, technology, facilities, grant reporting and compliance, program design, development, strategic planning, budgeting, audit/compliance, system development and internal controls. Work with Federal, State and Local agencies to secure funding and increase capacity. Develop partnerships with other area Non-Profit and Community-Based Organizations to leverage resources and improve program service delivery models.

Larchmont Charter School, Los Angeles, California

- Chief Operating Officer, August 2006 – November 2007

Responsible for all non-educational activities of public k-6 charter school, including financial management, site/facilities management, fundraising, compliance, parent relations, human resources, technology, legal and safety. Worked closely with Board, parents, site leadership and community to develop the business model for the school.

IMMS, Inc./Group 500, Inc., Culver City, California

- Chief Financial Officer, March 2005 – June 2006

Responsible for the finance and accounting activities of a privately held company providing internet-based marketing and management tools to independent insurance agents. Key functional responsibilities include strategic planning, budgeting/forecasting, banking, human resources, legal affairs, regulatory compliance and investor relations.

Break the Cycle, Inc., Los Angeles, California

- Chief Operating Officer, October 2003 – November 2004

Key member of executive management team that guided the national expansion of LA-based non-profit organization from one office (LA) to four (LA, NY, SF, WDC). Directly responsible for all financial activities, including budgeting, forecasting, accounting, lease negotiations, insurance and banking relationships, staffing of new offices and implementation of internal controls, policies and procedures. Executive supervision of all functional areas, including development (fund raising), program implementation, public policy and new city offices. Managed budgets and cash flow, provided Board of Directors and finance committee with monthly financial reports, supervised annual audit, implemented sound financial practices and planned growth of national infrastructure.

Twentieth Century Fox Film Corporation, Los Angeles, California

• **Senior Vice President – Studio Operations, February 2000 – October 2003**

Responsible for daily operational activity of 54-acre studio facility, including executive management of construction, maintenance, administrative services (print, Xerox, mail, freight), risk management, purchasing/strategic sourcing, real estate, environmental affairs, safety, production services, office services, parking and facilities. Directly accountable for \$85+ million operating budget, \$15+ million capital budget and nearly 1.2 million square feet of owned and leased office and production space. Created and implemented strategic plans for all areas focusing on operational restructuring, financial management and controls, marketing and accountability. Effectively increased utilization of all on-lot services while reducing costs and improving efficiency. Developed and implemented various systems to support operational activities - systems included rent management and billing, service call management, construction cost management and production utilization and pricing models. Created forecasting tools to improve management and increase accountability of line managers in all areas of the group – tools included enhanced capital budgeting, occupancy modeling and production resource usage. Negotiated production deals with in-house and 3rd party clients for stages, office space and production packages. Managed staff of over 150 union and non-union employees and participated in union negotiations. Led studio response to 9/11, including implementation of numerous on-lot security enhancements, negotiations with landlords to improve safety of employees at offsite locations and upgrading of overall preparedness for future emergency situations.

• **Vice President – Production Services, October 1999 – February 2000**

Responsible for operations of Studio back-lot and related support departments, including wardrobe, art, paint, set lighting, grip, drapery, mill, metal, craft service, transportation, frame shop, sign shop and staff shop. Negotiated feature film and TV production contracts to fill Studio's 15 soundstages. Responsible for \$20+ million annual operating budget and \$3+ million capital budget.

Education

Le Cordon Bleu, Paris, France - Diplôme de Cuisine (with honors), 1994

Michigan State University, East Lansing, Michigan - Bachelor of Arts – Finance, 1987

Stan Saunders

Experience	2002-present	<i>Youth Policy Institute</i>	Los Angeles, CA
	Director of Development		
	<ul style="list-style-type: none"> Wrote funded grant proposals to local, state, federal, and private funders that raised over \$130 million in fields of education, workforce development, and technology for the Youth Policy Institute education and training services in Los Angeles. Successful grant proposals funded from the U.S. Departments of Education, Health and Human Services, Labor, Commerce, and Housing and Urban Development. Increased total company revenue from \$1.2 million annual budget to \$34 million annual budget in eight year period. Agency has achieved 50% growth in each of the past six years, and now employs over 1,200 full- and part-time staff to serve more than 40,000 clients at 125 locations in Los Angeles. 		
	2001-2002	<i>Stan Saunders Writing</i>	Long Beach, CA
	Freelance Commercial Writer		
	<ul style="list-style-type: none"> Provided marketing writing (brochures, flyers, press releases) for five companies to support software products and financial services. Produced user manuals and marketing material for accounting software product targeting professional business managers in Los Angeles. 		
	2000-2001	<i>Vibex Software</i>	Torrance, CA
	Technical/Marketing Staff Writer		
	<ul style="list-style-type: none"> Wrote marketing/sales material for print and website in support of sales team. Material produced includes all website copy, as well as complete media kits and marketing material produced in partnership with company graphic designer. Wrote complete user documentation for company software products- five user manuals targeting business customers without technical knowledge. 		
	1997-2000	<i>Marymount College</i>	Palos Verdes, CA
	College Instructor		
	<ul style="list-style-type: none"> Taught history and political science 		
Education	1994-1996	<i>University of California, Riverside</i>	Riverside, CA
	<ul style="list-style-type: none"> M.A., History 		
	1987-1992	<i>University of California, Santa Barbara</i>	Santa Barbara, CA
Computer Skills	<ul style="list-style-type: none"> B.A., Political Science 		
	Proficiency with Microsoft Office Suite, Acrobat Creative Suite		
	Familiarity with Visio, RoboHelp, Microsoft FrontPage		
Portfolio	Portfolio samples and published articles gladly provided upon request.		

Karina Favela-Barreras

EXPERIENCE:

Youth Policy Institute

Los Angeles, CA

12/09 – Present

Director of School and Community Partnerships: Work closely with Senior Management Team to ensure fulfillment of all grant requirements. Develop, manage and coordinate documents needed for internal and external program audits and compliance requirements. Ensure the timely submission of all required reports – both financial and programmatic. Work closely with the development team to identify potential sources of new funding and assist with all grant submissions. Manage internal data collection system, files and track documentation for accountability with grantees. Organize and facilitate quarterly collaborative meetings. Maintain partnering relationships with other non-profit organizations, coalitions, businesses, civic and political groups, and educational institutions.

12/08 – 12/09

Associate Director of Youth Services: Assisted the Director with oversight of department projects. Monitor the performance of programs to ensure the fulfillment of all grant requirements. Develop, modify and regularly review department program activities and projected outcomes with program staff and ensure that any necessary corrective actions are taken to maintain compliance. Ensure the timely submission of all required reports – both financial and programmatic. Assist with all grant submissions. Monitor site budgets and ensure proper spending of funds for 56 school sites.

10/06 – 12/08

Assistant Director of Youth Services: Managing, monitoring and overseeing 12 school sites which provide after school services. Ensure that goals, targets and performance outcomes are met. Mentor, guide and provide leadership to all site coordinators. Maintain up-to-date administrative files such as: biweekly timesheets, expense receipts, intake forms for program enrollment and attendance. Conduct individual and team supervisory meetings, site visits and personnel evaluations. Coordinate and conduct meetings with key school administration on an ongoing basis. Monitor program content; attend trainings and incorporate fresh ideas into department. Participate in program events such as: culminations, presentations, community fairs and such. Monitor site budgets and ensure proper spending of funds.

08/01 – 10/06

Urban Education Partnership

Los Angeles, CA

Program Coordinator: Assisted Manager with overseeing and coordination of school readiness program in primary school sites. Supervised 5 full and 15 part-time staff, including interns and volunteers. Worked closely with counsel partners and community members to ensure the fulfillment of all grant requirements; including coordination and facilitation of monthly meetings. Coordinated and conducted meetings with key school administration on an ongoing basis. Provided support and guidance to school-based program staff. Planned and executed monthly community fairs; 100-200 participants per event. Applied community-wide workshops to build an educated healthy lifestyle population. Participated in the collaborative planning and implementation of parenting workshop curriculum.

SKILLS:

Bilingual in English and Spanish, Typing 50 wpm, Basic Payroll, Managing Program Budgets, Computer and Financially Literate, Customer Service, Organized, Creative and Multi-task oriented

Marcos Torres
Educational Technology Consultant

Marco Antonio Torres has taught high school for ten years, and has been media coach and education technology director for San Fernando High School, one of the nation's largest urban schools in Los Angeles. In addition to his work in the classroom, Marco Torres is also a professional filmmaker and photographer who uses these digital storytelling skills to add value to his curriculum. He has been recognized locally and internationally, including being honored as a California Teacher of the Year, for his accomplishments in the classroom, and for the use of technology to empower minority students. Torres is an advocate for more collaboration between the media arts world. In addition, many television, radio, online, magazines, books, and news periodicals have highlighted his media rich program.

Torres has presented at numerous conferences throughout the world and his practical workshops help teachers push their teaching and learning to new exciting levels. He is a consultant for many U.S. and international schools and has keynoted in almost every state. He sits on the board for the George Lucas Educational Foundation, New Media Consortium and Full Sail University Online Advance Studies. He has been recognized by thought leadership groups such as TED and Big Ideas Fest.

Marco currently serves as an advisor on education leadership, strategy, and creativity both nationally and internationally in places such as Texas, Chicago, NY, Mexico, Australia and London and is co-owner of Alas Media, a production studio.

Principal Job Description

JOB TITLE: Principal,
STATUS: Full-time (Exempt)
REPORTS TO: Governing Board

OVERVIEW

The Youth Policy Institute (YPI) provides education, training and technology services to lift low-income families out of poverty. Since 2001, YPI has accomplished this by serving families in Los Angeles at 125 sites throughout the city. YPI offers families education and training resources in the areas of after school, job training, early childhood education, physical education, adult literacy and ESL, computer literacy, charter schools, and college preparation. YPI also supports efforts to boost the capacity and effectiveness of small grassroots nonprofits that provide essential services for youth. Each year, YPI helps more than 40,000 youth and adults each year through these programs.

The targeted School is one of Los Angeles Unified School District's Network Partner school and will open in September 2011. Through integration of education technology, the school will create a place of learning that empowers students to become functional, prepared and innovative communicators, as well as community centered problem solvers. A vigorous Project/Challenge-Based Learning structure will produce media-literate students with a strong foundation in language arts, math, social studies, and science. The Site and Leadership Councils and the School Leadership Team require a principal with strong entrepreneurial skills who embraces the collaborative role of distributive leadership and supports the vision of the school.

As instructional leader, the principal must have experience with and deep understanding of the needs of English Language Learners as well as students with Special Needs. In addition, he/she must demonstrate experience in generating authentic family involvement and community relationships. The principal must have a global perspective on the need for creativity, innovative learning, and the needs of our new economy: technologies, new ways of thinking, planning and business acumen. Candidate must demonstrate media competency and its role in the learning process while advocating for new ideas and always seeking learning innovations.

SUMMARY

Youth Policy Institute along with the Site and Leadership Councils and the School Leadership Team are seeking a principal for the Network Partner school. The principal will have strong entrepreneurial skills that embrace the collaborative role of distributive leadership and support the vision of the school. The principal will be employed by the Los Angeles Unified School District (LAUSD). Responsibilities may include, but are not limited to:

ESSENTIAL FUNCTIONS

- Work with Site and Leadership Councils and the School Leadership Team to provide operational and curricular leadership for the opening of a new school
- Master schedule, budget, staffing, curriculum and parent/community engagement
- Teach a minimum of one course per school year.
- Align the use of time, people and resources to support the instructional priorities
- Design and implement a process to support and evaluate staff
- Oversee efficient functioning and safety of school and joint use facilities
- Establish and foster a positive school culture

QUALIFICATIONS

- At least 5 years of successful full-time service in a public school certificated position(s)
- Three years experience as a teacher in a K-12 public school program
- Two years in an administrative position
- Master's Degree in Education, Liberal Arts and/or closely related fields
- California Administrative Services Credential
- Multicultural coursework (Out-of-District candidates have one year to complete this requirement)
- District Master Plan Requirements (Out-of-District candidates have one year to complete this requirement)
- Principal must have experience with and deep understanding of the needs of English Language Learners as well as students with Special Needs experience in specified program.
- Must demonstrate experience in generating authentic family involvement and community relationships.
- The principal must have a global perspective on the need for creativity, innovative learning, and the needs of our new economy: technologies, new ways of thinking, planning and business acumen.
- Must demonstrate media competency and its role in the learning process while advocating for new ideas and always seeking learning innovations

OTHER REQUIREMENTS

- Clear criminal background check
- Negative tuberculosis test

COMPENSATION

MST 42G – B-Basis (\$85,959 - \$107,340) - 234 PAID DAYS

WORK SCHEDULE

Full-time

APPLICATION PROCESS

To be considered for this position, qualified candidates must submit the following documents:

- Letter of Intent
- Resume with academic and employment history (include employee number)
- Three letters of recommendation, one from a current supervisor.
- Salary history and salary requirements

Submit to jobs@ypiusa.org. Write "Principal Pilot" in the subject line.

DEADLINE: TBA

Prospective candidates will be invited for an interview. POSITION WILL BE OPEN UNTIL FILLED.

YPI's mission is to "create opportunities for low-income families and communities through technology, education and training services."

EOE

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IMPLEMENTATION PLAN TEMPLATE

PROPOSAL ELEMENT What element of your proposal program will be implemented?	THUROWING In what year will you implement this element of your proposal?	PERSONNEL/QUALITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
Phase 1:	Now –Beginning of April 2011				
1. Setup core implementation team add students and community members	Ongoing Weekly meeting	Implementation Team , YPI, & LD	Technical assistance from the LD	Meeting selected Established meeting schedule	<ul style="list-style-type: none"> Calendar Agendas/Minutes from ongoing meetings
2. Determine Principal Selection process Sub committee will: <ul style="list-style-type: none"> Insure job description is accurate Work with LD to post opening Develop Interview questions, Interview process and Interview committee including parents, and students Develop rubric Round 1 of interviews: 	March/April 2011	The Implementation Team, YPI, & LD	Local District Support to communicate opening within LAUSD community	Principal selected and in Place	<ul style="list-style-type: none"> Completed Application created Questions developed and selected for interview process List of candidates approved by personnel to verify that min. requirements have been met Round 1 interviews completed Round 2 interviews completed and candidate selected

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<ul style="list-style-type: none"> Paper screen Call applicants with Status Conduct Round 2 						
3. Establish Advisory Committees and recruit parent and community members.	March 2011	School Implementation Team & Local District		Monthly Parent Meetings	Core group of parents who are engaged in the decision making process	
4. Address concerns of Superintendent- Revise and rewrite sections on Curriculum and Instruction including Parent and Community Involvement	March 30, 2011	The leadership Team and Local District, and IDesign Division				
5. Identify curriculum Changes. Create implementation plan to roll out: materials, professional development for teachers	March 30, 2011-ongoing	Implementation Team, YPI Leadership Team, Curriculum Committee	The Superintendent's office & LD	Updated progress report will be submitted to advisory team that has updated pacing plans that reflect the scope and sequence of instructional program	Instructional Plans presented to advisory committee Mid-April Curriculum completed by end of June	
6. Plan Community and Family Outreach- Develop and action plan with designated sub committees to keep the work moving forward	Now – April 2011	Principal, YPI, Implementation Team, School Community Advisory Committee & LD	Telecommunication Systems set up Communication and outreach support from LD	Parents and Students will have been recruited for the 2011-2012 School year	End of April- Parent and Student Recruitment Campaign in action with dates and meetings attended	
7. Develop school safety plan and assign roles once teaching	April-June	Implementation Team, Principal	Local District	Primarily Plan completed by June Final plan approved for	Completed Safety Plan in place and everyone is aware of the process and	

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staff has been hired				August	know what do in an emergency
8. Order Textbooks and materials based on enrollment	April-June	Implementation Team, Principal		Text books have been ordered-late April-Early May	All students have textbooks and in compliance with the Williams decree.
Phase 2	April-June 2011				
1. Professional Development: Establish PD committee to plan and conduct Summer Institute which will include teambuilding activities: Teacher Induction Data Driven Instruction & Action Research Strategic Design Project-Based Learning Technology Integration (i.e. Portfolio development) Service	April- June 2011 Develop the plan August Implement the plan	Implementation Team, principal, and teachers		Effective use of SFA strategies in place during reading and throughout core content areas Teachers will submit pacing, unit, and weekly lesson plans to Administration post Strategic Design training. Unit plans will include student projects Technology will be integrated into lessons and used as a tool not just as a subject/topic. Units will include culturally relevant material, information, and resources Teachers will have implemented advisory plans that reflect the	Teacher/Staff Evaluations/Surveys indicate that PD has been effective Teacher PD Needs Assessments Benchmark Assessments Bi-Weekly student summative assessments State mandated assessments Teachers integrate high-quality standards-based projects into each instructional unit Teachers complete a project twice a year. All teachers integrate standards-based projects throughout the year in

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Learning/Culturally Relevant Ed. Data 101 SFA (SFA Foundation) SDAIE & ELL Support ALEKS Advisory Principal to receive				core values of the program such as student accountability notebooks for data tracking and goal setting for their PEP.	varying frequencies.
2. Work with LD, to identify enrollment procedures. Put a plan into action	April –June 2011	Implementation Team and School Leadership Council	Marketing and outreach funding needed	High student retention from semester to semester and year to year High Attendance rates	Number of School Applications received
3. Review Intervention/Acceleration Plan to insure that it aligns with the curriculum, and the needs of incoming students	April –June 2011	Implementation Team,	Seminars & Workshops	Schedule created to match the needs of students during the school day and for the afterschool tutoring and enrichment program. Students are assigned to SFA and ALEKS classes	Increase of percentage of students that move from one band to another on ongoing and state assessments All students will actively participate
Counseling Services plan to place into operation for the fall	April-June 2011			Counseling services, social and emotional, will be in place and available to all families and students who need them.	High quality counseling model in place and operational

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4. Recruit and Hire teachers	April-June 2011	Principal, Leadership Team	Support from LD	Teachers selected	Strong teacher retention year-to-year
5. Establish attendance procedures	April-June 2011	Principal, Leadership Team	Support from LD	Effective Attendance Plan in Place	High student attendance rates
6. Establish Standards-based grading	April-June 2011	Principal, Leadership Team		Report card is developed Policy clearly defined and distributed to teachers, parents, and students	Reports reflect grades that are aligned to the standards
7. Train key office staff personnel in school site procedures	April -June 2011	Principal, Leadership Team	Support from LD		
8. Create faculty Handbook including yearly calendar	April 2011	Principal, Leadership Team			Handbook is distributed and signed off by staff members prior to the opening of school
9. Determine Room Assignments	June-August 2011	Principal			
10. Design Map for Emergency Evaluations	June-August 2011	Principal, Leadership Team, Local District			Complete emergency Plan in place including schedule of drills for the year
11. Purchase emergency supply items	June-August 2011	Principal, Leadership Team		Emergency supplies ordered	Emergency supplies, stored in a safe place with emergency plan and equipment
Phase 3	June-August 2011				
Hold professional development opportunities throughout the summer to prepare for the school year	May-August 2011	Principal, Leadership Team, Curriculum Advisory Committee	(See phase 2 point #1 for details)	Teacher Two week Summer Institute will be held The first two weeks of August Student orientations held	(See phase 2 point #1 for details) Including: Strong student evaluations

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(See phase 2 point #1 for details)					prior to school opening August 15, 2011	from orientation activities
2. Develop a master schedule that aligns with curriculum, and intervention needs	June-August 2011	Principal, Leadership Team			Draft matrix completed by the beginning of June Final matrix completed by the beginning of August	Teachers are content with the schedule and can manage workloads that produce high student outcomes
3. Identify students, collect IEP's, CUMS etc. Familiarize with individual student services Attend Welligent Training Review LAUSD Self-Review Checklist	June-August 2011	Principal,	Central District, Special Education Contact LD		IEP's transferred to school in Welligent Cum's are reviewed and filed	Students with IEP's show up for SESAC reports
4. Plan for Special Education program (organize IEP's, classes, schedules, etc.)	June-August 2011		Special Education contact LD		Interim Benchmark outcomes reflect that special needs students are growing and engaging.	
5. Final Checks, walk through, insure all operations are resolved, and have a back up plan for "walk-ons" during the first week of school.		Principal, Leadership Team	Local District			

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6. Set up LAUSD school mail delivery	June-August	Principal, LD	Local District		
7. Work computer for Principal	When hired	Principal, LD			
Phase 4	August-November				
1. Establish Instructional Leadership teams, School Leadership councils, etc.	August-November	The school leadership council,	Rachel Bonkovsky Monique Epps	April 2011 Leadership Council Established May 2011 Curriculum Committee Established August 2011 ELL Committee Established	
2. Action Research Data Driven Instruction	November 2011			Data is distributed during PD time each quarter to provide the necessary data reflection and action research based on outcomes	
3. Action Research Portfolios to document student growth/ Leveraging community partnerships in the classroom	December 2011-January 2012	Principal, teachers, Leadership Team	University Community Partner Support	See phase 2 point #1 for details)	See phase 2 point #1 for details)
4. Action Research Data Driven Instruction and outcomes	February 2012-March 2012	Principal, teachers, Leadership Team	University Community Partner Support	See phase 2 point #1 for details)	See phase 2 point #1 for details)

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5. Action Research Teaching through the Theme	April-May 2012	Principal, teachers, Leadership Team	University Community Partner Support	See phase 2 point #1 for details)	See phase 2 point #1 for details)
Year 2	2012-2013				
PO Capstone Projects Data Management & Analysis	2012-2013		University Community Partner Support	See phase 2 point #1 for details)	See phase 2 point #1 for details)
Hire additional teachers and staff and all year-to-year operational topics such as teacher PD, student outreach, teacher induction, teacher institutes		Principal, teachers, Leadership Team, Leadership Council, Curriculum Committee		Teachers interviewed Institute dates are set and planning is underway Marketing plan in place for student outreach	Teachers Hired prior to the first day of school, no classes are covered by subs in long term positions. Teacher Induction Held evaluations are strong Teacher Institute held and surveys come back with 95% satisfaction Enrollment targets have been met before norm day.
Year 3	2013-2014				
Complete all activities in phases 2-4 that relate to school opening, outreach, special education, teacher PD, day-to-	2013-2014	See phases 2-4 above	See phases 2-4 above	See phases 2-4 above	See phases 2-4 above

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day operations, hiring of new staff, etc.						
PO Technology Integration Web iMovie Dreamweaver Photoshop iPhoto Data Management & Analysis Full Parent Engagement	2013-2014	Curriculum Committee, Leadership Team		Teacher utilize programs listed in the professional development training during daily instruction	All classroom projects and daily instruction integrate technology appropriately. Students can identify, select, and apply the most appropriate technology applications for given project or assignment.	
	2013-2014	Principal, Leadership Team		Full-time Administrative position to focus on parent engagement Frequent high quality events occurring that respond to and meet the needs of parents	Every parent event maximizes parent ability to support student academic success	
Year 4	2014-2015					
In addition to annual day-to-day operations planning and preparation, along with Special Education planning, Enrollment, Human resource responsibilities, this year will focus on participating in a third party evaluation such	September 2014	Principal, instructional school based leadership team	Add cost to budget in year 3	Set up for initial visits Complete self-studies	Written Evaluation from Cambridge, or WASC team	

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as Cambridge, and, or WASC							
Use third party evaluation report to determine strategic plan for the remainder of year 4 and for year 5			Principal, Instructional school based leadership team	Add cost to budget in year 3	Plan retreat	Retreat evaluations are positive and stakeholders have a clear vision of next steps.	
Year 5	2015-2016						
Complete all activities in phases 2-4 in year 1 that relate to school opening, outreach, special education, teacher PD, day-to- day operations, hire new staff, etc.	2015-2016		See phases 2-4 above	See phases 2-4 above	See phases 2-4 above	See phases 2-4 above	
Continue to focus on Instructional outcomes and high academic achievement for all students, implement year 2 of strategic plan	Mid October 2014		Principal, Instructional school based leadership team, Curriculum and Advisory committees, leadership council	Add cost to budget in year 3	Plan draft and shared with council	Increased student achievement in all measures and metrics established for the school.	
Hold 5 year anniversary event and celebrate accomplishments			Education committee, ELL Committee, and Curriculum Committee	Community Partners	Event calendar Timeline of tasks created to project manage event Multiple Stake holder involvement	Event well attend by 80 % of student population and their families	

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ASSURANCES FORM

Please check the school model that you have selected for your proposal:

- ☐ Traditional
 ☐ Pilot
 ☒ Network Partner
 ☐ ESMM
- ☐ Independent Charter
 ☐ Affiliated Charter

Name of School Central Middle School #7 A

Name of Applicant Group/Applicant Team Youth Policy Institute

Lead Applicant Youth Policy Institute

Title of Lead Applicant Dixon Slingerland, Executive Director

Mailing Address 634 South Spring Street 10th Floor Los Angeles, CA 90014

Phone Number 213.688.2802 Fax Number 213.688.2942

Email Address dslingerland@ypiusa.org

Website (if available) www.ypiusa.org

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements.

- ☐ The Applicant Organization/Applicant Team listed above is comprised of a **FOR-PROFIT ENTITY**.
- ☒ The Applicant Organization/Applicant Team listed above is a **NOT-FOR-PROFIT** entity. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.
- ☐ The Applicant Organization/Applicant Team listed above is **ONLY** comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
- ☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) **IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES**. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.

2. Assurance that an Applicant Organization is Solvent

(For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care

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placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate "Service Plan for Students with Disabilities Assurances".

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the "School Self Review Checklist" for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)(i), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance

- *(For Independent Charter School Operators Only)* In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District's waiver from the State Board of Education codifies these requirements.

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While PSC independent charter schools can initiate a lottery and/or enroll students outside the school's attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant Youth Policy Institute

Title of Lead Applicant Dixon Slingerland, Executive Director

Signature of Lead Applicant  Date 11/30/2010

Name of Board President* David Hackett

Signature of Board President*  Date 11/30/2010

**The additional name and signature of the Board President is only applicable to organizations with*

Instructions for Public School Choice 2.0 Applicant Teams

Please read thoroughly and have your authorized team representative sign below. Please send the signed agreement by e-mail to psc@lausd.net or fax to 213-241-4710 no later than **Tuesday, November 12th**. For questions, please call the PSC number at 213-241-2547.

We agree to:

- Conduct ourselves in a professional manner keeping in mind that our aim is to respond to the needs of students and parents first;
- Represent our organization with integrity and dignity and show respect for others within and outside our team at all times;
- Collaborate with stakeholders and other agencies to develop a strong well rounded proposal;
- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;
- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;
- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and will discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;
- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;
- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;
- Serve students and the community to the best of our ability; and
- Openly seek input from the community during the development of our application.

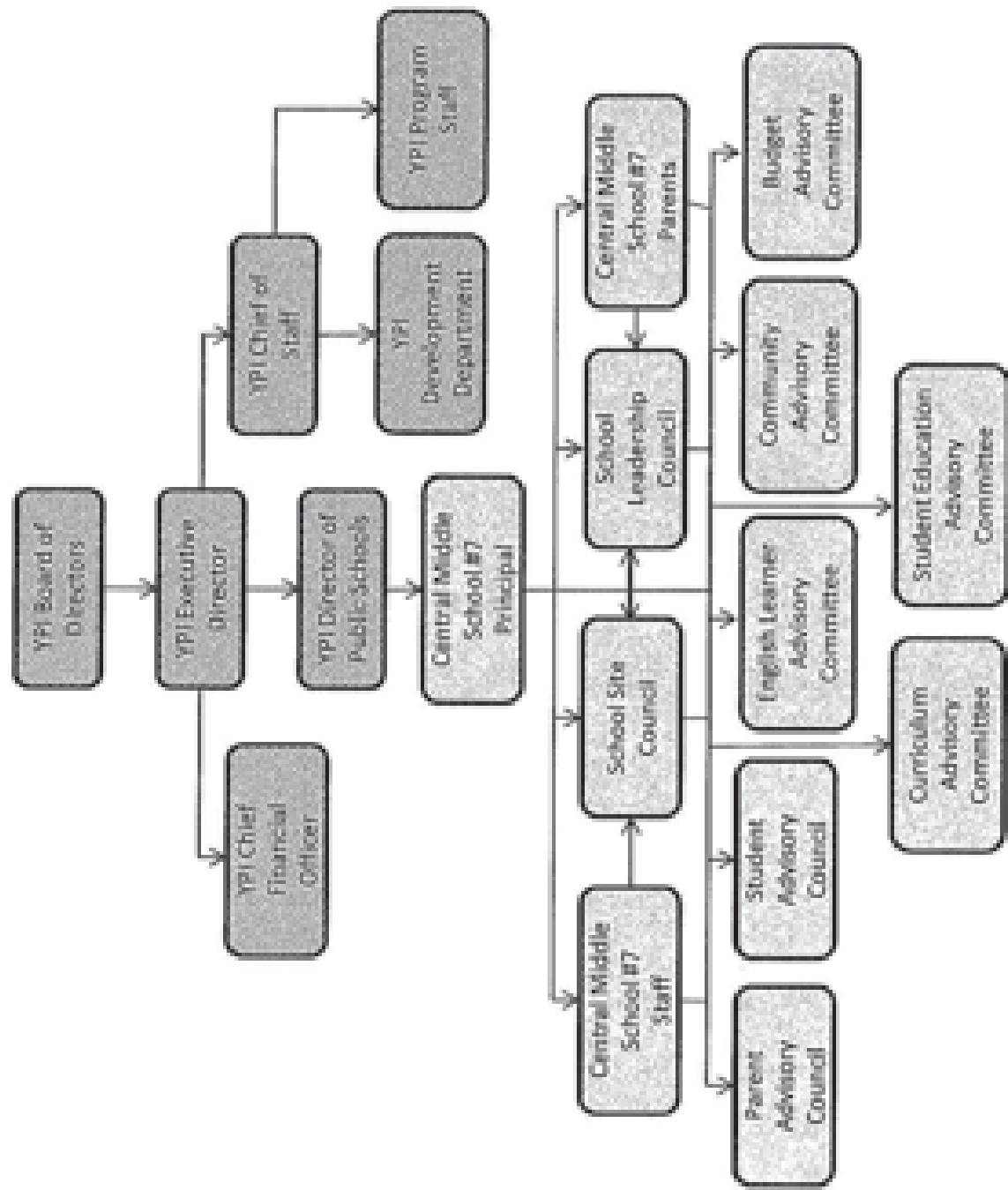
We understand that failure of any representative from our team to adhere to any of the expectations spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

DIXON SLINGERLAND
Name/Team Representative

 12/1/10
Signature/Date

YOUTH POLICY INSTITUTE
Applicant Team Name/Organization

School Organization Chart



ARTICLES OF INCORPORATION
OF
YOUTH POLICY INSTITUTE, INC.

TO: The Recorder of Deeds, D.C.
Washington, D.C.

We, the undersigned natural persons of the age of twenty-one years or more, acting as incorporators of a corporation, adopt the following Articles of Incorporation for such corporation pursuant to the District of Columbia Non-Profit Corporation Act:

FIRST: The name of the corporation is:
YOUTH POLICY INSTITUTE, INC.

SECOND: The period of duration is perpetual.

THIRD: This corporation is organized exclusively for and at all times will be operated exclusively for charitable and educational purposes including, but not limited to, the following specified purposes:

To empower young people through citizenship education;

To provide leadership development opportunities for young people;

To provide factual and objective monitoring and reporting of youth issues at the federal, state, and local levels;

To foster national and local debate on youth policy; and

To encourage local participation and action on youth policy issues of national concern.

75

FILED

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Notwithstanding any other provision of these Articles, the purpose or purposes for which the corporation is organized shall be limited so as to qualify the corporation as exempt under Section 501(c)(3) of the Internal Revenue Code of 1954, as amended, or any successor provision.

FOURTH: The corporation shall not have members.

FIFTH: The manner of appointment of directors shall be as provided in the By-Laws of the corporation.

SIXTH: Provisions for the regulation of the corporation's internal affairs shall be as provided in the By-Laws.

SEVENTH: The corporation may be dissolved or finally liquidated by a majority vote of the Board of Directors. On dissolution or final liquidation, the corporation's assets will be donated to one or more non-profit organizations, which may include non-profit organizations other than political organizations or committees, as determined by the Board of Directors. The selected non-profit organizations must be charitable, religious, educational, scientific or literary organizations which would then qualify under the provisions of Section 501(c)(3) of the Internal Revenue Code of 1954, as amended, or any successor provision.

EIGHTH: The address, including street and number, of the corporation is 1734 Corcoran St., N.W., Washington, D.C. 20006, and its registered agent at such address is Kevin K. Ellis.

NINTH: The number of directors constituting the initial Board of Directors is three (3), and the names and

addresses, including street and number, of the persons who are to serve as initial directors until the first Annual Meeting, or until their successors have been elected and qualified, are:

<u>Name</u>	<u>Address</u>
David L. Hackett	4815 Jamestown Road Bethesda, Maryland 20816
David H. Crawford	7412 Maple Avenue Takoma Park, Maryland 20912
Heidi E. Schallenberg	2122 Tunlaw Road, N.W. Washington, D.C. 20007

TENTH: The name and address, including street and number, of each incorporator is:

<u>Name</u>	<u>Address</u>
David L. Hackett	4815 Jamestown Road Bethesda, Maryland 20816
David H. Crawford	7412 Maple Avenue Takoma Park, Maryland 20912
Heidi E. Schallenberg	2122 Tunlaw Road, N.W. Washington, D.C. 20007

IN WITNESS WHEREOF, we have made, subscribed and acknowledged these Articles of Incorporation this 28th day of March, 1983.

David L. Hackett

David H. Crawford

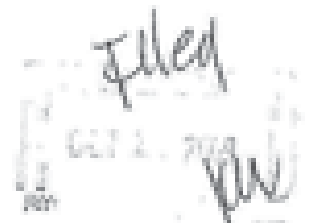
Heidi E. Schallenberg

Incorporators

ARTICLES OF AMENDMENT TO
ARTICLES OF INCORPORATION
OF
YOUTH POLICY INSTITUTE, INC.

TO:

DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS AND PROFESSIONAL LICENSING ADMINISTRATION
CORPORATIONS DIVISION
PO Box 92360
WASHINGTON, D.C. 20090



Pursuant to the provisions of the District of Columbia non-profit Corporation Act, the undersigned adopts the following Articles of Amendment to its Articles of Incorporation:

FIRST: The name of the Corporation is: Youth Policy Institute, Inc.

SECOND: The following amendment to the Articles of Incorporation was duly adopted by the Corporation in the manner prescribed by the District of Columbia Non-profit Corporation Act:

ARTICLE THIRD is amended to read in full as follows:

This corporation is organized exclusively, and at all times will be operated exclusively, for charitable and educational purposes including, but not limited to, the following specified purposes:

The corporation's primary purpose is to increase economic opportunities through support services including job training and placement to low-income residents within the Los Angeles area, including Pacoima, North Hollywood, Van Nuys, and Hollywood. These communities are characterized by high rates of poverty and a significant Latino population;

To empower young people through citizenship education;

To provide leadership development opportunities for young people;

To offer education and technology programs within the Los Angeles area.

Notwithstanding any other provision of these Articles, the purpose or purposes for which the corporation is organized shall be limited so as to qualify the corporation as exempt under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or any successor provision.

BY-LAWS
OF
YOUTH POLICY INSTITUTE, INC.

ARTICLE I – NAME AND LOCATION

Section 1. Name. The name of this corporation shall be Youth Policy Institute, Inc.

Section 2. Location. The registered office of the corporation shall be located in the District of Columbia. The corporation may have such other offices, either within or without the District of Columbia, as the Board of Directors may determine.

The corporation shall have and continuously maintain in the District of Columbia a registered office, and a registered agent whose office is identical with such registered office, as required by the District of Columbia Non-Profit Corporation Act. The Registered office may be, but need not be, identical with the principal office in the District of Columbia, and the address of the registered office may be changed from time to time by the Board of Directors.

ARTICLE II – PURPOSES

The corporation is organized to operate exclusively for charitable and educational purposes, including, but not limited to, the following specified purposes:

The corporation's primary purpose will be to increase economic opportunities through support services including job training and placement to low-income residents within the Los Angeles area, including Pacoima, North Hollywood, Van Nuys, and Hollywood. These communities are characterized by high rates of poverty and a significant Latino population.

To empower young people through citizenship education;

To provide leadership development opportunities for young people; and

To offer education and technology programs within the Los Angeles area.

Notwithstanding any other provision of these By-Laws, the purpose for which the corporation is organized shall be limited so as to qualify the corporation is organized shall be limited so as to qualify the corporation as exempt under Section 501 (c) (3) of the Internal Revenue Code of 1954, as amended, or any successor provision.

ARTICLE III – PROHIBITED ACTIVITIES

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to its directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation, to reimburse for expenses incurred in the performance of such

services, and to make payments and distributions in furtherance of the purposes set forth in Article II hereof. Notwithstanding any other provision of these By-Laws, the corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501 (c) (3) of the Internal Revenue Code of 1954, as amended, or any successor provision.

ARTICLE IV – MEMBERSHIP

The corporation shall not have members. In accordance with D.C. Code § 29-516 (d), any authority given the members of a non-profit corporation by the District of Columbia Non-Profit Corporation Act shall be vested in the Board of Directors.

ARTICLE V – BOARD OF DIRECTORS

Section 1. General Powers. The affairs of the corporation shall be managed by its Board of Directors. Directors need not be residents of District of Columbia.

Section 2. Number, Tenure, Qualifications. The number of directors shall be at least three (3) but not more than nine (9). Directors shall be elected for three-year terms and shall continue to serve until their successors have been elected and qualified. The Board may increase or decrease the number of directors by amendment to these By-Laws. No decrease in the number of directors, which may be effected by amendment to these By-Laws, shall shorten the term of any incumbent director.

Section 3. Resignation and Removal. Any director may resign at any time by delivering written notice of such resignation to the Secretary of the corporation and such resignation shall become effective upon receipt by the Secretary.

Any director may be removed for cause by a vote of two-thirds (2/3) of the directors present and voting at a meeting of directors at which a quorum is present.

Section 4. Annual Meeting. An annual meeting of the Board of Directors shall be held in the month of September beginning with the year 1983 at the principal office of the corporation, or such other place designated by the Chairman.

The Chairman shall choose the date and time of the meeting and give oral or written notice to the Board of Directors at least thirty days in advance of the meeting.

Section 5. Election of Directors. At the first annual meeting, the initial Board of Directors shall elect the succeeding Board of Directors and in this fashion each Board shall elect its successors at the annual meeting each year.

Section 6. Chairman. At its annual meeting, the Board shall elect one of its members as Chairman, to serve for a term of three years. The Chairman shall preside over all meetings of the Board of Directors. In the event of a vacancy in the office of Chairman, Board shall elect one of its members to serve as Chairman until next annual meeting and until his or her successor shall have been elected and qualified.

Section 7. Special Meetings. Special meetings of the Board of Directors may be called by the Chairman or any two directors and may be held at any time and place the Chairman selects. Notice of special meeting may be given orally or in writing and shall be at least five days in advance of a meeting, except that any director may waive notice of any meeting. The attendance of a director at any meeting shall constitute a waiver of the notice of such meeting, except where a director attends a meeting for the express purpose

of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these By-Laws.

Section 8. Quorum. A majority of the number of directors then serving pursuant to the Articles of Incorporation or these By-Laws shall constitute a quorum for the transaction of business at any meeting of the Board of Directors; but if less than a majority of the directors is present at said meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

Section 9. Manner of Acting. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these By-Laws.

Section 10. Vacancies. Any vacancy occurring in the Board of Directors may be filled by the affirmative vote of a majority of the remaining directors, even though the remaining directors are less than a quorum of the Board of Directors. A director elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Section 11. Compensation. Directors as such shall not receive salaries for their services, but by resolution of the Board of Directors, a fixed sum and expenses may be allowed for attendance at meetings of the Board. Nothing herein shall preclude any director from serving the corporation in any other capacity compensation therefore.

Section 12. Informal Action by Directors. Any action required or permitted to be taken at any meeting of the Board of Directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the directors. The resolution and the written consents shall be filed with the minutes of the proceedings of the Board.

ARTICLE VI – OFFICERS

Section 1. Officers. The officers of the corporation shall be an Executive Director, a Secretary, a Treasurer and such other officers as may be elected in accordance with the provisions of this article. The Board of Directors may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority to perform the duties prescribed, from time to time, by the Board of Directors. Any two or more offices may be held by the same person, except the offices of Executive Director and Secretary. A director of the corporation may also be an officer of the corporation.

Section 2. Election and Term of Office. The officers of the corporation shall be elected annually by the Board of Directors at their annual meeting. If the election of officers is not held at such meeting, such election shall be held as soon thereafter as convenient. New offices may be created and any vacancies may be filled at any meeting of the Board of Directors.

Section 3. Removal and Resignation. Any officer elected or appointed by the Board of Directors may be removed by two-thirds (2/3) vote of the Board of Directors whenever in its judgment the best interest of the corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed. Any officer of the corporation may resign at any time by giving written notice

of his resignation to the Board of Directors, the Executive Director, or to the Secretary. Any such resignation shall take effect within two weeks, and, unless otherwise specified therein, the acceptance thereof by the Board of Directors shall be necessary to make it effective.

Section 4. Vacancies. In the event any office becomes vacant by reason of death, resignation, removal, or other cause, the Board of Directors may elect an officer to fill the vacancy at any regular or special meeting thereof. Unless otherwise determined by the Board of Directors, any officer so elected shall hold office until next annual meeting of directors and until a successor has been duly elected and qualified.

Section 5. Executive Director. The Executive Director shall be the principal executive officer of the corporation and, except as otherwise provided in these By-Laws, shall supervise and control all of the routine business and affairs of the corporation. He may sign, with the Secretary or any other proper officer of the corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these By-Laws or by statute to some other officer or agent of the corporation, and in general he shall perform all duties incident to the office of Executive Director and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. Treasurer. The Treasurer shall have charge and custody of and be responsible for all funds and securities of the corporation; receive and give receipts for moneys due and payable to the corporation from any source whatsoever; and deposit all such moneys in the name of the corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of Article IX (3) of these By-Laws; and in general perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him by the Executive Director or by the Board of Directors. The Treasurer shall keep full and accurate records of all financial transactions of the corporation and provide an annual report to the Board of Directors on all income and expenses of the corporation.

Section 7. Secretary. The Secretary shall keep the minutes of the meeting of the Board of Directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provision of these By-Laws or as required by law; be custodian of the corporate records; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the Executive Director or by the Board of Directors.

Section 8. Assistant Treasurers & Assistant Secretaries. The Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall assigned to them by the Treasurer or the Secretary or by the Executive Director or Board of Directors.

ARTICLE VII – BOARD OF ADVISORS

The corporation shall have a Board of Advisors selected by the Board of Directors and such number as the Board may choose. The members of the Board of Advisors shall, when requested, and from time to time, provide guidance to the corporation. Meetings of the Board of Advisors shall be held at such times and places as the Chairman may determine.

ARTICLE VIII - COMPENSATION

No member, director, officer, or employee of the corporation, or advisor to the corporation, or other private person shall receive any money from the corporation or any part of the net earnings of the corporation except that the corporation is authorized and empowered to pay reasonable compensation for services actually rendered to the corporation, to reimburse for expenses incurred in the performance of such services, and to make payments and distribution in furtherance of the purposes set forth in Article II hereof, when such payments are authorized by Board of Directors. No director or advisor of the corporation may receive compensation merely for acting as a director or advisor.

ARTICLE IX - CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 1. Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these By-Laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, etc. All checks, drafts or orders for the payment of money, notes or other evidence of indebtedness issued in the name of the corporation shall be signed by the Executive Director and/or the Treasurer or Assistant Treasurer.

Section 3. Deposits. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as selected by the Board of Directors. All deposits shall be made in the name of the corporation.

Section 4. Gifts and Contributions. The Treasurer may accept on behalf of the corporation any contribution, gift, or bequest as may be permitted by applicable federal, state or local law, for the general purposes or for any special purpose of the corporation.

Section 5. Bonding. All officers or employees handling money on account of the corporation shall be bonded in amounts to be determined by the Board of Directors. The expense of furnishing such bonds shall be paid by the corporation.

Section 6. Annual Audit. All accounts of the corporation shall be audited, at the direction of the Chairman, at least once a year by a certified public accountant chosen by the Board of Directors, and a report thereon shall be transmitted to each director.

Section 7. Investments. The funds of the corporation may be retained in whole or in part in cash or be invested and reinvested from time to time in such property, real, personal, or otherwise, or stocks, bonds, or other securities as the Board of Directors in its discretion may deem desirable.

ARTICLE X – CORPORATE EXPENDITURES

Section 1. Board Authorization. The corporation shall not make any contribution, contribution-in-kind or independent expenditure unless specifically authorized by the Board of Directors. The Board of Directors may delegate this responsibility in whole or in part to one or more directors or the Executive Director as it deems appropriate.

Section 2. Procedure. Approval by the Board or its delegate(s) may be given orally to the Executive Director or Treasurer provided a written memorandum of such approval is placed in the corporate records by the person to whom such approval is conveyed.

ARTICLE XI – BOOKS AND RECORDS

The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of the Board of Directors at the registered or principal office of the corporation. All books and records of the corporation may be inspected by a director for any proper purpose at any reasonable time.

ARTICLE XII – FISCAL YEAR

The fiscal year of the corporation shall begin on the first day of July and end on the last day of June in each year.

ARTICLE XIII – SEAL

The corporate seal shall be circular in form and shall have inscribed thereon the name of the corporation, the year of its organization and the words "Corporate Seal, District of Columbia." Said seal may be used by causing it or a facsimile thereof to be impressed, affixed or otherwise reproduced.

ARTICLE XIV – DISSOLUTION

In the event of dissolution or final liquidation, the remaining assets of the corporation shall be applied and distributed as follows: All liabilities and obligations of the corporation shall be paid, satisfied, and discharged, or provision shall be made thereof; any assets held on the condition they be returned, transferred or conveyed upon dissolution shall be disposed of in accordance with such requirement; all remaining assets of every nature and description whatsoever shall be distributed to charitable, religious, educational, scientific or literary organizations which would then qualify under the provisions of Section 501 (c) (3) of the Internal Revenue Code of 1954, as amended, or any successor provision.

ARTICLE XV – WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the District of Columbia Non-Profit Corporation Act or under the provisions of the Articles of Incorporation or these By-Laws of the corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XVI – AMENDMENTS

Section 1. By-Laws. Any of these By-Laws may be altered, amended or repealed and new By-Laws may be adopted at any meeting of the Board of Directors by the affirmative vote of a majority of the directors then in office; provided that the notice, if any, of such meeting shall state the substance of the By-Law to be altered, amended, repealed, or adopted; and provided further, that such notice provision may be waived by the unanimous written consent of the Board of Directors.

Section 2. Articles of Incorporation. Amendments to the Articles of Incorporation may be adopted at any meeting of the Board of Directors by an affirmative vote of at least two-thirds (2/3) of the directors in office.

Internal Revenue Service

Department of the Treasury

**P. O. Box 2508
Cincinnati, OH 45201**

Date: November 14, 2002

Person to Contact:

**Jackie Johnson 31-07453
Customer Service Specialist**

**Toll Free Telephone Number:
8:00 a.m. to 6:30 p.m. EST
877-829-5500**

**Fax Number:
513-263-3756**

**Federal Identification Number:
52-1276339**

**Youth Policy Institute, Inc.
634 S Spring St Ste 621
Los Angeles, CA 900 14-3906**

Dear Sir or Madam:

This letter is in response to your request for a copy of your organization's determination letter. This letter will take the place of the copy you requested.

Our records indicate that a determination letter issued in January 1984 granted your organization exemption from federal income tax under section 501 (c)(3) of the Internal Revenue Code. That letter is still in effect.

Based on information subsequently submitted, we classified your organization as one that is not a private foundation within the meaning of section 509(a) of the Code because it is an organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

This classification was based on the assumption that your organization's operations would continue as stated in the application. If your organization's sources of support, or its character, method of operations, or purposes have changed, please let us know so we can consider the effect of the change on the exempt status and foundation status of your organization.

Your organization is required to file Form 990, Return of Organization Exempt from Income Tax, only if its gross receipts each year are normally more than \$25,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of the organization's annual accounting period. The law imposes a penalty of \$20 a day, up to a maximum of \$10,000, when a return is filed late, unless there is reasonable cause for the delay.

All exempt organizations (unless specifically excluded) are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more paid to each employee during a calendar year. Your organization is not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, these organizations are not automatically exempt from other federal excise taxes.

Donors may deduct contributions to your organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to your organization or for its use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

-2-

Youth Policy Institute, Inc.
52-1276339

Your organization is not required to file federal income tax returns unless it is subject to the tax on unrelated business income under section 511 of the Code. If your organization is subject to this tax, it must file an income tax return on the Form 990-T, Exempt Organization Business Income Tax Return. In this letter, we are not determining whether any of your organization's present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

The law requires you to make your Organization's annual return available for public inspection without charge for three years after the due date of the return. If your organization had a copy of its application for recognition of exemption on July 15, 1987, it is also required to make available for public inspection a copy of the exemption application, any supporting documents and the exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of \$20 a day for each day you do not make these documents available for public inspection (up to a maximum of \$10,000 in the case of an annual return).

Because this letter could help resolve any questions about your organization's exempt status and foundation status, you should keep it with the organization's permanent records.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

This letter affirms your organization's exempt status.

Sincerely,

A handwritten signature in black ink that reads "John E. Ricketts". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

John E. Ricketts, Director, TE/GE
Customer Account Services

Youth Policy Institute
Statement of Solvency

	6/30/10 Unaudited	6/30/11 Pro Forma
Fund Income	21,841,437	23,593,946
Miscellaneous	205,523	90,000
Donations & Matching	253,143	940,000
Total Revenue	22,300,103	24,623,946
Compensation & Benefits	16,334,764	17,224,065
Rent & Utilities	778,491	736,800
Equipment Leases	485,238	487,404
Participant Support	110,104	645,460
Program Costs	2,456,989	2,525,000
Professional Fees	541,366	243,000
Subrecipient Costs	273,392	1,496,870
Fundraising Expense	29,391	105,000
Depreciation	38,122	36,000
Travel & Entertainment	272,184	144,000
Insurance	91,744	77,445
Interest, Taxes & Fees	119,005	93,600
Miscellaneous	73,027	-
Total Expense	21,603,817	23,814,644
Net Income	696,286	809,302
	3.1%	3.3%

Report of Independent Auditors

Board of Directors Youth Policy Institute, Inc.

We have audited the accompanying statements of financial position of Youth Policy Institute, Inc. (a nonprofit organization) as of June 30, 2009 and 2008 and the related statements of activities and cash flows for the years then ended. These financial statements are the responsibility of Youth Policy Institute's management. Our responsibility is to express an opinion on these financial statements based on our audits.

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of material misstatement. . An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Youth Policy Institute, Inc.'s internal control over financial reporting. Accordingly, we express no such opinion. An audit also includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audits provide a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Youth Policy Institute, Inc. as of June 30, 2009 and 2008 and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States of America.

Our audits were performed for the purpose of forming an opinion on the basic financial statements of Youth Policy Institute, Inc. taken as a whole. The schedules of functional expenses are presented for purposes of additional analyses and are not a required part of the basic financial statements of the Organization. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

In accordance with Government Auditing Standards, we have also issued our report dated August 9, 2010, on our consideration of Youth Policy Institute's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in assessing the results of our audits.

Our audit was conducted primarily for the purpose of expressing an opinion on the financial statements taken as a whole. The accompanying supplementary information, as listed in the table of contents, is presented for purposes of additional analysis, as required by the *Guide for Auditing Child Development, Nutrition, and Adult Basic Education Programs* issued by the California Department of Education. They are not a required part of the financial statements of the Institute. Such information has been subjected to the auditing procedures applied in the audit of the financial statements of the Institute and, in our opinion, is fairly stated in all material respects in relation to the financial statements taken as a whole.

Vincent & Company LLP

Los Angeles, California
August 9, 2010

Youth Policy Institute, Inc.
Statements of Financial Position

		June 30	
		2009	2008
ASSETS			
Current assets			
Cash	\$	337,840	\$ 549
Contract and grant receivables, net of allowance for doubtful accounts of \$ 712,000 in 2009		1,880,339	1,680,660
Due from Monsenor Oscar Romero Charter School		-	35,789
Prepaid expenses		21,258	3,902
Total current assets		2,239,437	1,721,100
Property and equipment - net		189,466	166,247
Deposits and other assets		32,344	6,536
Total assets	\$	2,461,248	\$ 1,893,883
LIABILITIES AND NET ASSETS			
Current liabilities			
Accounts payable and accrued expenses	\$	1,609,153	\$ 959,603
Line of credit		287,725	96,592
Contract and grant advances		315,753	-
Due to affiliates		100,141	12,797
Total current liabilities		2,312,772	1,068,992
Net assets			
Unrestricted		37,348	-
Temporarily restricted net assets		111,128	824,891
Total net assets		148,476	824,891
Total liabilities and net assets	\$	2,461,248	\$ 1,893,883

Youth Policy Institute, Inc.
Statements of Activities

		Years ended June 30	
		2009	2008
Changes in unrestricted net assets			
Revenues and other support			
Contracts and grants	\$	13,447,032	\$ 9,224,197
Contributions		37,780	72,890
Other income		304,237	211,967
Total unrestricted revenues and other support		13,789,050	9,509,054
Expenses			
Program services			
School partnership		11,248,910	7,741,056
Workforce development		520,498	749,519
Community technology		201,999	185,508
Fundraising		292,584	-
Others		1,382,474	393,582
Total program services		13,646,465	9,049,665
Support services			
General and administrative		930,128	283,322
Total support services		930,128	283,322
Total expenses		14,576,593	9,332,987
Change in unrestricted net assets		(787,543)	176,067
Change in temporarily restricted net assets			
Contributions		111,128	-
Change in net assets		(676,415)	176,067
Net assets			
Beginning of year		824,891	648,824
End of year	\$	148,476	\$ 824,891

Youth Policy Institute, Inc.
Statements of Cash Flows

	Years ended June 30	
	2009	2008
Cash flows from operating activities		
Change in net assets	\$ (676,415)	\$ 176,067
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	52,621	53,665
Increase (decrease) in assets:		
Contract and grant receivables	(199,479)	(691,175)
Due from Monsenor Oscar Romero Charter School	35,789	(35,789)
Prepaid expenses	(17,356)	7,486
Deposits and other assets	(25,808)	-
Increase (decrease) in liabilities:		
Accounts payable and accrued expenses	649,550	592,494
Contract and grant advances	315,753	(90,044)
Due to Bert Corona Charter School	87,344	(271,897)
Net cash provided by (used in) operating activities	<u>221,398</u>	<u>(259,193)</u>
Cash flows from investing activities		
Acquisition of property and equipment	<u>(75,240)</u>	<u>(36,179)</u>
Net cash used in investing activities	<u>(75,240)</u>	<u>(36,179)</u>
Cash flows from financing activities		
Borrowings from line of credit	<u>191,133</u>	<u>50,364</u>
Net cash provided by (used in) financing activities	<u>191,133</u>	<u>50,364</u>
Change in cash	337,291	(245,008)
Cash at beginning of year	<u>549</u>	<u>245,557</u>
Cash at end of year	\$ <u>337,840</u>	\$ <u>549</u>
Supplemental Disclosure of Cash Flow Information		
Interest paid during the year	\$ <u>9,497</u>	\$ <u>2,273</u>

NOTE 1 ORGANIZATION PROFILE

The Youth Policy Institute, Inc. (YPI) is a not-for-profit corporation organized on April 28, 1983 pursuant to the District of Columbia Non-Profit Corporation Act to operate exclusively for charitable and educational purposes. YPI's principal purpose is to empower young people through citizenship education, provide leadership development opportunities for young people, provide factual and objective monitoring and reporting of youth issues at the federal, state and local levels, foster national and local debate on youth policy, encourage local participation and action on youth policy issues of national concern, and provide community economic development services including job training, placement, and employment support services for the Pacoima and Northeast San Fernando Valley Community of Los Angeles.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of Accounting

The financial statements of YPI have been prepared on the accrual basis of accounting.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Contributions

Contributions received, including unconditional promises to give, are recognized as revenue at their fair value in the period received. For financial reporting purposes, YPI distinguishes between contributions received that increase one of the three net asset categories (unrestricted, temporarily restricted, and permanently restricted) in accordance with donor-imposed restrictions, and recognizes the expiration of donor-imposed restrictions in the period in which the restriction expires.

Revenue Recognition

Revenue from cost reimbursement grants and contracts is recorded to the extent of expenses incurred applicable to the grant or contract. Any difference between expenses incurred and the total funds received (not to exceed the grant or contract maximum) is recorded as a receivable or an advance whichever is applicable. Revenue from other grants is recognized on an accrual basis as earned according to the provisions of the grant. Revenue from donations and fund raising events is recognized on an accrual basis according to the condition of the promise.

Unrestricted Net Assets

Contributions and allocations, the uses of which are not restricted by donors or grantors, are recorded in unrestricted assets.

NOTE 2 SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Donated Services

Portion of YPI's functions are conducted by unpaid volunteers. The value of this contributed time is not reflected in the accompanying financial statements since the volunteers' time does not meet the criteria for recognition under FASB ASC Topic 958, *Accounting for Contributions Received and Contributions Made*.

Property and Equipment

Property and equipment are stated at cost or, if donated, at fair value at date of donation. Expenditures for maintenance and repairs are charged to expenses as incurred. The provision for depreciation and amortization is computed on the straight-line method over the estimated useful lives of the properties, as follows:

Leasehold improvements	7 years
Equipment	3 – 5 years

Functional Allocation of Expenses

The costs of providing YPI's various programs and other activities have been summarized on their functional basis in the statement of activities. Accordingly, certain costs have been allocated among the programs and supporting services benefited by the expenditure.

Income Taxes

YPI is a nonprofit corporation exempt from the payment of income taxes under Internal Revenue Code Section 501(c)(3) and California Revenue and Taxation Code Section 23701(d). Accordingly, no provision has been made for income taxes.

Reclassification

In order to facilitate comparison of financial information, certain prior year amounts have been reclassified to conform to the current year presentation.

Fair Value Measurements

Effective July 1, 2008, the Institute adopted ASC Topic 820, *Fair Value Measurements and Disclosures*, which defines fair value, establishes a framework for measuring fair value and expands disclosures about fair value measurements. The Institute's adoption of ASC Topic 820 did not have a material impact on the Institute's financial condition or results of operations but did require the Institute to include additional disclosures in the notes to the financial statements as further described below.

Fair value is defined as the exchange price that would be received for an asset or paid to transfer a liability (an exit price) in the principal or most advantageous market for the asset or liability in an orderly transaction between market participants at the measurement date. Assets and liabilities are measured at fair value using a three-level fair value hierarchy that ranks the quality and reliability of the information used to measure fair value. The three levels of inputs used to measure fair value are as follows:

Level 1: Quoted prices are available in active markets for identical assets or liabilities as of the reporting date.

NOTE 2 SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Fair Value Measurements (Continued)

Level 2: Pricing inputs are other than quoted prices in active markets included in level 1, which are either directly or indirectly observable as of the reporting date.

Level 3: Pricing inputs include significant inputs that are generally unobservable from objective sources. These inputs may be used with internally developed methodologies that result in management's best estimate of fair value.

An asset's or liability's level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. All assets and liabilities for which the fair value measurement is based on significant unobservable inputs or instruments which trade infrequently and therefore have little or no price transparency are classified as Level 3.

The Institute's financial assets and liabilities primarily include cash and cash equivalents and receivables, accounts payable and accrued liabilities. Because of the short-term nature of the cash, receivables, accounts payable and accrued liabilities, the carrying amounts of these assets and liabilities approximate their fair value.

NOTE 3 CONTRACT AND GRANT RECEIVABLE

Contracts and grants receivable amounting to a net \$1,880,339 and \$1,880,860 as of June 30, 2009 and 2008, respectively, mainly consist of balance due from cost-reimbursement contracts from various government agencies.

NOTE 4 PROPERTY AND EQUIPMENT

Property and equipment at June 30 consist of:

	<u>2009</u>	<u>2008</u>
Leasehold improvements	\$ 330,969	\$ 301,233
Equipment	106,987	64,332
Construction in progress	<u>23,849</u>	<u>-</u>
	460,805	365,565
Less accumulated depreciation and amortization	<u>271,339</u>	<u>219,318</u>
	<u>\$ 189,466</u>	<u>\$ 166,247</u>

Depreciation expense for the years ended June 30, 2009 and 2008 amount to \$52,021 and \$53,665, respectively.

NOTE 5 LINE OF CREDIT

YPI has revolving line of credit arrangements with Universal Bank for \$ 500,000 and with Wells Fargo Bank for \$500,000. The line of credit with Wells Fargo Bank bears interest at the greater of a floating rate equal to the index plus 2.25% (the "indexed" rate), or the floor rate of 5% payable monthly. The line of credit with Universal bank bears interest at the bank's index rate payable monthly. The index rate is 6% as of June 30, 2009. Amounts outstanding with Universal Bank as of June 30, 2009 and 2008 were \$287,725 and \$85,592, respectively. There is no balance outstanding for Wells Fargo Bank as of June 30, 2009.

NOTE 6 COMMITMENTS

YPI leases certain facilities under various operating lease agreements expiring through October 2013. Future minimum lease payments under these non-cancelable leases at June 30 are as follows:

Year ending June 30,	
2010	\$ 345,000
2011	393,048
2012	407,560
2013	515,026
Total	\$ <u>1,660,637</u>

NOTE 7 RELATED PARTY TRANSACTIONS

YPI contracted the services of a law firm and one of its partners is the spouse of YPI's executive director. For the years ended June 30, 2009 and 2008, YPI paid \$179,424 and \$68,389 for legal services rendered, respectively.

YPI has entered into several transactions with Bert Corona Charter School (BCCS) and Monsenor Oscar Romero Charter School (MORCS) (collectively called "Charter Schools"), related entities through common control. These transactions include YPI's lease of MORCS facilities, money advances for operations and donations. YPI and the Charter Schools also have two common members of the Board. As of June 30, 2009 and 2008, due from (to) Monsenor Oscar Romero Charter School amounted to (\$741) and \$35,789, respectively. Due to Bert Corona Charter School amounted to \$4,138 as of June 30, 2008.

YPI also an outstanding obligation to the Executive Director amounting to \$95,261 as of June 30, 2009, for unpaid compensation and expenses advanced during the years 1999-2001.

NOTE 8 CONCENTRATION OF RISK

YPI maintains its cash in deposit accounts in a major bank, which at times may exceed federally insured limits. YPI has not experienced any losses in such accounts and believes it is not exposed to any significant credit risk on cash. YPI's deposit accounts with the bank exceeded the Federal Deposit Insurance Corporation insured limit by \$-0- as of June 30, 2009 and 2008.

NOTE 9 NET DEFICIT AND LIQUIDITY

YPI's total expenditures for the year ended June 30, 2009 exceeded its total revenues by \$676,416 which reduced its net assets (excess of assets total over total liabilities) to \$148, 476 as of June 30, 2009. This and the delays in collecting its accounts receivables affected YPI's ability to pay for expenditures for its programs.

Moreover, YPI did not meet the liquidity requirements of Universal Bank as of June 30, 2009 in relation to its line of credit arrangement.

Management is addressing this issue through a variety of means including reductions in the number of staff not allocable to the programs, increasing unrestricted revenues through additional fundraising efforts and solicitation of foundation, corporate and individual donations and a reduction in non-program expenses. In addition, credit facilities have been increased/established with Universal Bank and Wells Fargo Bank to provide operating capital for the organization. Management will continue to address the cost structure of the agency and will evaluate all present and future grants to ensure they fit within the cost parameters of the organization.

NOTE 10 SUBSEQUENT EVENTS

In accordance with ASC Topic 855, *Subsequent Events*, YPI has evaluated events or transactions that occurred subsequent to the balance sheet date through August 9, 2010 the date the accompanying financial statements were available to be issued, for potential recognition or disclosure in the financial statements. Other than the following, YPI determined that no other subsequent matters required disclosure or adjustment to the accompanying consolidated financial statements.

The Institute's revolving line of credit arrangement with Universal Bank was increased to \$1,000,000 as of August 9, 2010. Amounts outstanding as of August 9, 2010 are as follows:

Universal Bank	\$ 1,000,000
Wells Fargo Bank	500,000
	<u>\$ 1,500,000</u>

Youth Policy Institute, Inc.
Schedule of Functional Expenses
Year ended June 30, 2009

Description	School			Program Services			General & Administrative		
	Partnership	Workforce Development	Community Technology	Others	Sub-Total	Fundraising	Administrative	Sub-Total	Total
Salaries and wages	\$ 6,181,887	\$ 302,210	\$ 138,274	\$ 681,267	\$ 7,304,038	\$ 223,887	\$ 713,056	\$ 937,055	\$ 8,261,094
Consultants	68,384	-	992	12,190	81,566	12,936	9,588	17,256	103,312
Subcontractors	-	-	-	743	743	-	8,047	8,047	8,790
Payroll taxes	915,202	52,583	26,666	112,666	1,106,038	27,147	286,736	313,883	1,420,921
Rent expense	186,416	22,823	9,045	84,029	295,998	1,209	81,932	83,141	379,139
Supplies	429,536	11,118	309	34,585	486,119	4,297	113,831	118,128	604,247
Equipment lease	48,813	3,835	1,882	53,435	63,794	287	288,551	288,737	352,531
Employee benefits	56,448	10	720	970	58,058	-	8,012	8,012	66,070
Accounting and audit fees	88,064	3,468	2,483	96,844	94,859	1,185	11,889	13,095	107,954
Depreciation	-	-	-	-	-	-	82,021	82,021	82,021
Travel and mileage	87,230	3,782	83	4,015	75,086	2,233	100,920	103,154	178,239
Utilities	83,929	10,819	3,418	26,426	124,452	482	48,782	49,264	173,716
Program events	317,688	8,000	4,070	285,488	626,226	-	5,970	5,970	632,197
Bank charges and interest	12,368	817	168	1,213	14,432	99	1,406	1,504	16,946
Insurance	33,726	8,431	636	3,682	43,484	345	3,913	3,858	47,342
Computer supplies and software	66,681	-	-	1,696	68,376	12,833	13,660	26,493	94,869
Meals and meetings	87,403	13,896	485	31,926	145,699	276	5,337	5,614	151,253
Printing	15,570	2,097	-	3,262	20,929	-	90,808	16,836	37,764
Postage and delivery	8,588	99	176	1,444	1,807	34	13,127	13,151	23,458
Internet for families	-	64	7,353	-	7,417	-	736	736	8,152
Legal fees	117,483	14,588	4,484	26,530	164,575	2,364	8,786	8,969	173,545
Miscellaneous	1,884,813	18,837	1,398	69,432	2,023,992	3,488	874,413	877,901	1,961,893
Total	\$ 11,248,913	\$ 523,498	\$ 387,989	\$ 1,382,474	\$ 13,303,881	\$ 282,644	\$ 933,128	\$ 1,215,772	\$ 14,378,593

Youth Policy Institute, Inc.
Schedule of Functional Expenses
Year ended June 30, 2008

Description	Program Services					General and Administrative	Total
	School Partnership	Workforce Development	Community Technology	Others	Total		
Salaries and wages	\$ 4,875,790	\$ 412,853	\$ 130,230	\$ 103,825	\$ 5,522,698	\$ 103,944	\$ 5,626,642
Consultants	33,571	-	-	3,783	37,354	352	37,706
Subcontractors	424,509	180,412	-	94,180	699,101	111	699,212
Payroll taxes	448,421	30,742	-	8,750	507,909	18,453	526,362
Rent expense	147,844	30,118	11,098	1,833	196,133	3,279	199,412
Supplies	691,913	21,038	1,857	128,805	843,613	6,946	850,559
Equipment lease	142,462	919	86	1,836	145,433	35,268	180,731
Employee benefits	118,527	22,538	435	-	141,498	41,442	182,940
Accounting and audit fees	45,882	1,842	1,034	3,574	51,632	1,153	52,785
Depreciation	-	-	-	-	-	53,885	53,885
Travel and mileage	35,089	3,878	484	20,262	59,723	457	60,180
Utilities	86,105	9,177	-	1,621	96,903	1,233	98,136
Program events	212,831	500	3,265	293	216,889	3	216,892
Workers compensation	99,953	71	-	-	100,024	2,510	102,534
Bank charges and interest	12,846	-	-	35	12,881	1,291	14,172
Insurance	57,556	9,644	-	-	67,200	1,448	68,648
Computer supplies and software	108,868	-	-	-	108,868	72	108,940
Meals and meetings	55,757	13,348	69	15,522	85,698	2,274	87,970
Printing	34,562	3,570	-	920	39,052	361	39,413
Postage and delivery	22,717	71	-	2,253	25,041	711	25,752
Internet for families	-	-	9,844	-	9,844	-	9,844
Legal fees	78,265	-	-	4,174	82,439	1,888	84,327
Miscellaneous	10,548	-	-	1,186	11,734	6,853	18,587
Total \$	7,741,068	749,519	165,508	393,082	9,049,085	283,322	9,332,407

RESUMES OF GOVERNING BOARD MEMBERS

ISAIAS MARTINEZ

EDUCATION

2002 - 2003 California State University, Dominguez Hills

Administrative Credential, Tier II

1995 - 2000 California State University, Dominguez Hills

Masters in Multicultural Education & Administrative Credential, Tier I

1992 - 1994 LAUSD, District Intern Program

California Clear Credential & BCLAD

1987 - 1992 University of California at Berkeley

Bachelor of Arts: Rhetoric & Political Economy of Industrial Societies

PROFESSIONAL EXPERIENCE

2006 - Present Harrison Span School, Local District 5

Principal

2004 - Present Instructional Support Services, Local District 5

Categorical Coordinator & Parent Unit Administrator

2003 - 2004 Instructional Support Services, Local District E

Standards Based & Parent Coordinator

2000 - 2003 Banning High School, Local District K

Assistant Principal, Secondary Student Services

2000 Division of Instruction, LAUSD

English Language Learner Adviser

1999 - 2000 Hollenbeck Middle School Magnet

Secondary Magnet Coordinator

1996 - 1999 Ascot Avenue Elementary

Bilingual Coordinator

1994 - 2000 LAUSD, District Intern Program

Instructor

1992 - 1996 Ascot Avenue Elementary & Seventy-fifth Street Elementary

Bilingual Teacher

Council of Mexican American Administrators

Association of Mexican American Educators, South Central Chapter

University of California at Berkeley, Alumni Association

CIVIC AFFILIATIONS

E-MAIL:

ISAIAS.MARTINEZ@LAUSD.NET

Mary G. Keipp

EDUCATION: *Stanford University, 1959-1961*

EXPERIENCE:

***Program Director, Community Based Learning Program
Office of Instructional Development, UCLA
1989 to present***

Responsible for the overall management of CBL Program, an umbrella entity for numerous projects serving adolescent youth in the Los Angeles community. The largest project is the Workforce Investment Act, a school to career transition program targeting approximately 5,000 at-risk high school youth yearly throughout the city of Los Angeles. Duties include oversight of all aspects of the program from fund development to management of a \$2,000,000 per year budget. Supervision of 30 full time staff and 40 part-time volunteer and work-study UCLA student tutors. Extensive liaison work with business and community-based organizations that partner with the program. Membership on several Workforce Investment Board policy committees in relation to this program.

Current duties also include development and management of several smaller programs, utilizing UCLA students in educational outreach activities. The Los Angeles Bridges program, as one example, is an early intervention program targeting at middle school students, funded by the Los Angeles City Council, in which UCLA students provide peer counseling and tutoring to students at Audubon Middle School. This is part of a collaborative effort with 12 other agencies; duties include total supervision, all collaboration activities and management of contract and fiscal components.

Other programs include a Media and Technology Program working with the Los Angeles Unified School District and a Teen Self-Sufficiency Program providing tutoring to identified high risk and special education high school youth.

***Training Director, Job Developer, Program Coordinator
Job Training Partnership Act (JTPA) Programs
California State University, Los Angeles
1985-1989***

Responsibilities in this position varied from job development for ex-offenders to the development of a teacher's aide training program for older workers. This position also involved writing proposals, budget management and overall coordination of the older workers' program.

***Training Coordinator, Desegregation Training Institute
California State University, Northridge
1977-1980***

Developed and implemented a staff development program in multi-cultural education program for teachers at 14 elementary schools in the San Fernando Valley, as part of a federal grant to prepare Los Angeles schools for court ordered integration program.

COMMUNITY ACTIVITIES:

Member, Board of Directors, Southern Christian Leadership Conference Los Angeles
Vice President & Member, Board of Directors, Martin Luther King Legacy Association
Member, Board of Directors, Los Angeles Center for Educational Research

HONORS AND AWARDS:

Recipient, Ann C. Rosenfield Distinguished Community Partnership Prize, UCLA Center for Community Partnerships
Staff Achievement Award, Office of Instructional Development, UCLA
Community Service Award, Council of Black Administrators, L.A.U.S.D.
Community Champion Associated Administrators of Los Angeles, L.A.U.S.D.
Humanitarian Award, N.A.A.C.P., Inglewood Chapter
Golden Apple Award, Mayor's Advisory Committee on Education
Board of Director's Award, People Coordinated Services
Community Service Award, 10th Councilmanic District, City of Los Angeles
Community Service Awards from Arlington Heights Elementary School, Tarzana Elementary School, Mt. Vernon Jr. High School and

SKILLS AND RECENT TRAINING:

Proficient in a number of software programs, including Microsoft Excel and Word
Trained in several aspects of UCLA accounting procedures including PAC system and extramural fund management
Certification in City of Los Angeles WIA Management Information Systems & Youth Employment Competency System

David L. Moguel
Associate Professor, Department of Secondary Education
Michael D. Eisner College of Education, CSU Northridge
[, david.l.moguel@csun.edu](mailto:david.l.moguel@csun.edu)

Degrees

1. Ph.D. in Teaching Studies, December 2000

Graduate School of Education & Information Sciences, University of California at Los Angeles, CA
Dissertation title: "Why Do Some Teachers Talk Too Much?: Participation and Learning in a Teacher Education Course"

2. Master's in Public Policy, 1990

John F. Kennedy School of Government, Harvard University, Cambridge, MA
Thesis title: "Evaluating the Boston Public Schools Budget," JFK School of Government, for the Office of Budget and Program Evaluation, Office of the Mayor, Boston, Massachusetts.

3. Bachelor of Arts in Political Science, 1987

Stanford University, Palo Alto, CA

4. High School Diploma, 1983

Reseda High School, Los Angeles Unified School District, Reseda, CA

Relevant Experience

1. Associate Professor of Social Studies Education 9/2000 -
present
Department of Secondary Education, College of Education, CSUN

Teach graduate level courses in methods of teaching social studies, teach the introductory field experience and seminar course of the new credential program, coordinate the supervised instruction program, supervise student teachers, and participate in various department and college committees.

2. Part-Time Lecturer 8/98 –
present
Department of Educational Leadership and Policy Studies, College of Education, CSUN
Summer instructor of ELPS 303, "Education in American Society," and ELPS 496 DV, "Equity and Diversity in Schools."

3. High School Teacher, Summer School 6/01-
8/01
Project Grad, Equity Office, College of Education, CSUN
Team-taught two social studies summer school classes of San Fernando High School juniors.

4. Student Teaching Supervisor 9/96-
6/00
Center X, School of Education & Information Science, UCLA, Los Angeles, CA
Assisted in the training and preparation of new teachers for urban secondary schools with high concentrations of low-income students. Supervised teacher candidates in the field, co-led a weekly seminar, chaired portfolio defenses, and participated in the selection of new candidates.

5. High School Social Studies Teacher

10/93 –

6/95

Thomas Jefferson High School, Los Angeles Unified School District

Taught world history, government and economics. Participated in Chapter 1 and bilingual education programs, sponsored various student organizations.

6. Teacher Candidate

1994-95

Graduate School of Education, California State University, Los Angeles, CA

Educational foundations and instructional methods classes for renewal of emergency teaching credential.

7. Program Analyst

9/90 –

10/93

U.S. Department of Education, Washington, D.C.

Served as a program analyst for the Office of Policy and Planning in the areas of education accountability, assessment, and bilingual education. Oversaw research and evaluation studies and participated in an exchange of U.S. and Japanese civil servants.

Publications

Moguel, D. (Summer 2004). "What does it mean to participate in class?: Integrity and inconsistency in classroom interaction" *Journal of Classroom Interaction*, Vol. 39, No. 1, peer-reviewed journal based at the College of Education, University of Houston, H.J. Freiberg, editor.

Moguel, D. (Fall 2003). "A Service-Learning exercise in building civic engagement in teacher education" *Issues in Teacher Education*, a peer-reviewed journal of the California Council on Teacher Education, Steve Turley, editor, and Alan H. Jones, publisher.

Moguel, D. (Spring 2002). "Getting teachers to talk less and students to talk more and participate in class discussions" *Social Studies Review*, peer-reviewed journal of the California Council for the Social Studies, Dr. Al M. Rocca, editor.

Moguel, D. (Spring 2002). "What can we do when students don't do the reading?" *The CELT Newsletter*, published by CSUN's Center for Excellence in Learning and Teaching, Dr. Cynthia Desrochers, editor.

Membership in Professional Organizations and Institutes

California Association for Bilingual Education

California Council for the Social Studies

California Council on Teacher Education

Recent Professional Presentations

Capistrano Valley High School, Mission Viejo, California, October 31, 2005. "Exploring the meaning of Latino and Hispanic." I was invited to present to the faculty and staff of a school that has experienced a recent influx of Mexican immigrants in the past three years.

Orange County Department of Education and the Orange County Area Social Science Association, May

17, 2005, part of "On Being Latino in Orange County" program. "What does it mean to be Latino?" The event was attended by almost 200 teachers and administrators.

California Association for Bilingual Education annual conference, March 4-7, 2004, San Jose, CA.

"Getting teachers to talk less and English learners to talk more," and "What Does Spanish and being Latino have to do with being African, Asian, Arabic, European, Irish, Jewish, and Philipino?"

SANDRA MENDOZA

Bio

Community-at-large organizer: Sandra's most recent activist endeavor was to establish the OUC (Organized Urban Communities), an organization which hosted its First Annual Earth Day event at McArthur Park. The Metropolitan Democratic Club, a Club established to help develop, secure and empower the democratic base in the communities of Pico Union, McArthur Park, Westlake and Downtown L.A. In addition, the MDC has recently established a scholarship fund for high school seniors in these communities who have demonstrated traits or abilities to be political activists and/or organizers. Sandra latest ventures: helping develop content for a progressive show en Español through the start up nonprofit organization, ECO Broadcast System; the Vice Chair of the Crown Jewel Club Foundation – a (501c3) nonprofit organization with an after school program which teaches ten year old girls etiquette; and she is also a current board member of the East Los Angeles Boys and Girls Club.

Local leader: Sandra was a board member of the Pico Union Neighborhood Council, and remains an active Ex-Oficio. For the '05 L.A. Mayor's race, she completed two voter registration projects for Southwest Voter Registration & Education Project (SVREP) – a nonpartisan, nonprofit organization which focuses on activating the Latino and other minority base votes.

Political organizer: she is a member of the Los Angeles County Democratic Party Central Committee, and for the state – Assembly District 46th E-Board Rep. A *Democratic GAIN and Emily's List* trainee. For the last presidential election, Sandra worked as a Field Organizer in Clark County, Nevada (a county which went blue) for the Nevada Coordinated Campaign for the Democratic Party - managing two staging sites (Laborer's and Plumbers & Pipe Fitters Union Halls) with a territory that covered nine assembly districts in minority based areas, mobilized over 800 volunteers on election weekend '04. Most recent campaign job was as the Volunteer Coordinator for the Ron Calderon for State Senate Campaign for the June 6, 2006 Primary. Lead Organizer for the California Democratic Party Coordinated Campaign Victory 2006 (November '06 general election cycle).

Joe Lucente

Joe Lucente is a pioneer in the charter school movement and recognized as one of the state's leading experts in charter school finance. In 1993, Joe led the conversion of one of the first conversion charter schools in California. Once considered one of the worst elementary schools in the Los Angeles Unified School District, Fenton Avenue Charter School became a California Distinguished School and a national model of a successful conversion charter school honored by the White House, U.S. Congress and California Legislature. A fearless warrior for charter school student equity and as past-President of the California Network of Educational Charters (CANEC), Joe was a driving force in the creation of the California Charter Schools Association (CCSA).

Now retired from Fenton, Joe utilizes his 45 years of experience in both the private sector and public education by advising current charter school operators and serving on several boards of organizations benefiting charter school students. He is currently Chairman of the Board of CharterWorks, a new charter school service company providing quality services to Los Angeles area charter schools.

Dixon Slingerland

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Youth Policy Institute
634 S. Spring Street, 10th Floor
Los Angeles, CA 90014
213.688.2802

EXPERIENCE

Executive Director, Youth Policy Institute (YPI), Los Angeles, CA. 1996–present.

Directs more than 1,100 staff at 95 program sites in Los Angeles providing services for low-income communities and families in poverty. Grown organization from sub-\$1 million annual budget to \$34 million annual budget, with funding increasing by at least 50% each year for the last six years. Rate of growth and range of services unmatched in Los Angeles nonprofit community. Recognized for leadership by U.S. Senator, Members of Congress, Los Angeles Mayor and City Councilmembers, Los Angeles Unified School District, State Senate, State Assembly, and State Controller.

Board President, Bert Corona Charter School and Monseñor Oscar Romero Charter School, Los Angeles, CA. 2004–present.

Developed, opened, and operates two YPI-affiliated charter middle schools. Bert Corona has 370 students in the low-income majority-Latino community of Pacoima. Monseñor Oscar Romero has 325 students in Pico-Union, one of the most impoverished neighborhoods in L.A. Achieved substantial gains in standardized test scores, far outpacing area schools.

YPI PROJECTS

Ongoing

- San Fernando Valley Poverty Initiative: comprehensive strategy for addressing poverty in the San Fernando Valley of Los Angeles, modeled on the Harlem Children's Zone.
- Full-Service Community Schools: one of only ten awards in the U.S. Department of Education's first round of FSCS, targeting four schools with collaborative holistic services for students and families before, during and after the school day; identified by the United Way as a leading model of educational reform in Los Angeles.
- FamilySource Center: City of L.A.'s flagship poverty program, YPI operates the Hollywood FamilySource Center and leads a collaborative of community-based organizations providing an integrated array of services for families including case

management, counseling, job training, legal services, youth advocacy, financial literacy, tutoring, and referrals.

- Bert Corona Charter School and Monseñor Oscar Romero Charter School: middle schools opened and managed by YPI with 700 total enrollment in two low-income underserved communities of Los Angeles.
- San Fernando Institute for Applied Media: pilot school operated by YPI as part of the Los Angeles Unified School District's revolutionary Public School Choice process; middle school with 430 students.
- Afterschool Programs at 56 Schools (K-12): YPI serves more than 5,000 students every school day with afterschool programs including tutoring and enrichment activities.
- Workforce Development: \$6 million initiative training 800 clients for health careers; summer youth employment program for 600 youth; two day laborer centers.
- GEAR UP: lead partner in six-year U.S. Department of Education GEAR UP grant following a cohort of 1,300 students with college preparation services, case management, academic support, and summer bridge programs.
- Family Technology Project: groundbreaking digital divide initiative that has provided more than 950 families with brand new home computers and broadband internet access; 375 additional families to be served in 2010-11.
- AmeriCorps: YPI has 96 AmeriCorps members placed at schools throughout Los Angeles offering tutoring, academic support, enrichment, and community service projects.
- Supplemental Educational Services: Title I-funded tutoring for 2,500 students each year.
- Physical Education: Carol M. White Physical Education Program grant from the U.S. Department of Education targeting six schools.
- Adult Education: ESL and GED classes.
- Neighborhood Networks: U.S. HUD-funded technology program for youth and adults in the San Fernando Gardens public housing development.
- Capacity Building: two separate grants from the U.S. Departments of Labor and HHS to strengthen community and faith-based organizations through subgrants and capacity building.

EDUCATION

Stanford University, A.B., American Studies, 1991.

Iris Zuñiga-Corona

Education

California State University, Northridge (CSUN), Masters Public Administration.

University of California, Los Angeles (UCLA), B.A., Sociology and Chicano/a Studies.

Los Angeles Mission College, A.A., Liberal Arts.

Professional Experience

December 2009 – Present

Youth Policy Institute

Chief of Staff

- Manage more than 1,100 staff at 95 program sites across Los Angeles with a \$34 million annual budget.
- Partner with 71 schools in Los Angeles (K-12), including 42 charter schools.
- Oversee After School programs at 60 LAUSD and charter schools, including 36 high schools. YPI is the largest high school after school provider in California.
- Assist the Executive Director in all aspects of grants and program implementation.
- Outreach and communications with partners and larger community.
- Collaborate with the Director of Development and Chief Operating Officer in the preparation of grant proposals and the development and negotiation of contracts.
- Implement program directives and agency policies.
- Facilitate interdepartmental communication; organize and run staff meetings.
- Primary negotiator, leader, and manager of all special projects.
- Responsible for strategic planning and YPI's research and evaluation department.

September 2006 – November 2009

Youth Policy Institute

Director of Youth Services

- Directed all after school programs at YPI, a total of 56 school sites, the largest after school provider for charter schools in the U.S. and the state's largest high school after school provider.
- Ensured that goals, targets and performance outcomes were met on a daily, weekly and monthly basis throughout the contract period.
- Supervised 20 full-time and 300 part-time staff – conducted individual and team supervisory meetings, site visits, personnel evaluations, disciplinary actions.
- Maintained partnerships and relationships with other non-profit organizations, coalitions, businesses, civic and political groups, and educational institutions.
- Designed and monitored program content; attended trainings.
- Created curriculum development plan and implementation process.
- Worked with Director of Development in submitting grants and providing information to qualify for additional program funding.

September 2005 – September 2006

State Senator Richard Alarcon

District Representative

- Researched information for policy initiatives; briefed senator on issues of education.
- Created Valley Education Collaborative composed of 40 organizations and 5 high schools.
- Implemented "Got College!" program, coordinated classroom visits to 30 elementary schools and coordinated conference for 600 participants.
- Implemented SAT enrollment campaign targeting over 2,000 students.

- Attended community meetings and facilitated communication process for projects.
- Worked on master plan to end poverty in CA focusing on education and job training.

**Professional
Experience**
(cont.)

- September 2004 – October 2005 Healthy Start/Urban Education Partnership
Program Director
- Established and supervised case management services for three elementary schools.
 - Identified and recruited local agencies to provide services and other community resources through school sites.
 - Organized community events, fundraised and recruited volunteers.
 - Worked with schools, agencies and govt. representatives to maintain and expand existing partnerships and developed new ones.
 - Evaluated and oversaw the collection of yearly data.
 - Oversaw Program Budget and supervised all Program Staff.

- December 2003-September 2004 San Fernando Valley Mental Health
Counselor II / Case Manager
- Worked in collaboration with therapist and family to develop a plan of care that takes into account family's strength, goals and needs.
 - Carried case load of at-risk youth and assisted with crisis intervention.
 - Demonstrated creativity and leadership by organizing client trips to universities, libraries, and museums.
 - Maintained documentation: Progress Notes, Designated Outcome Measures as well as created behavior charts, budgets and schedules for client and family as needed.

- 2001-2003 UCLA Early Academic Outreach Program
Academic Advisor
- Provided 1:1 and group counseling to high school students.
 - Independently planned and conducted financial aid, college entrance and examination requirements workshops throughout the year.
 - Inputted and analyzed data to calculate UC eligibility.
 - Visited high schools on a weekly basis and increased the number of applicants to the UC system in one academic year.

- 2001-2003 UCLA Academic Advancement Program
Transfer Peer Counselor
- Designed and coordinated monthly evening workshops targeting transfer students.
 - Provided counseling to a caseload of 40 transfer students.
 - Participated in student panels and served as a spokesperson for transfer students.

**Professional
Membership**

- 1999 to Present Hispanas Organized for Political Equality (HOPE)
- Attend conferences and policy events throughout the year.
 - Guest Speaker for youth component.
- 2005 to Present Comision Femenil of San Fernando Valley
- Co-President (2007-2008).
 - Organize fundraisers.
 - Create and implement youth leadership program, targets 30 high school students every year.

Eugene D. Straub

Professional Experience

Youth Policy Institute, Los Angeles, California

- Chief Financial Officer/Chief Operating Officer, November 2007 – Present

Responsible for the finance, accounting and operational activities of \$30+ million non-profit agency serving disadvantaged youth and families throughout the City of Los Angeles. Program services include: youth mentoring, workforce development, technology and financial literacy, afterschool programs, physical education programs, tutoring, ESL/GED and day labor sites. Management responsibilities include: accounting, human resources, technology, facilities, grant reporting and compliance, program design, development, strategic planning, budgeting, audit/compliance, system development and internal controls. Work with Federal, State and Local agencies to secure funding and increase capacity. Develop partnerships with other area Non-Profit and Community-Based Organizations to leverage resources and improve program service delivery models.

Larchmont Charter School, Los Angeles, California

- Chief Operating Officer, August 2006 – November 2007

Responsible for all non-educational activities of public k-6 charter school, including financial management, site/facilities management, fundraising, compliance, parent relations, human resources, technology, legal and safety. Worked closely with Board, parents, site leadership and community to develop the business model for the school.

IMMS, Inc./Group 500, Inc., Culver City, California

- Chief Financial Officer, March 2005 – June 2006

Responsible for the finance and accounting activities of a privately held company providing internet-based marketing and management tools to independent insurance agents. Key functional responsibilities include strategic planning, budgeting/forecasting, banking, human resources, legal affairs, regulatory compliance and investor relations.

Break the Cycle, Inc., Los Angeles, California

- Chief Operating Officer, October 2003 – November 2004

Key member of executive management team that guided the national expansion of LA-based non-profit organization from one office (LA) to four (LA, NY, SF, WDC). Directly responsible for all financial

activities, including budgeting, forecasting, accounting, lease negotiations, insurance and banking relationships, staffing of new offices and implementation of internal controls, policies and procedures. Executive supervision of all functional areas, including development (fund raising), program implementation, public policy and new city offices. Managed budgets and cash flow, provided Board of Directors and finance committee with monthly financial reports, supervised annual audit, implemented sound financial practices and planned growth of national infrastructure.

Twentieth Century Fox Film Corporation, Los Angeles, California

- Senior Vice President – Studio Operations, February 2000 – October 2003

Responsible for daily operational activity of 54-acre studio facility, including executive management of construction, maintenance, administrative services (print, Xerox, mail, freight), risk management, purchasing/strategic sourcing, real estate, environmental affairs, safety, production services, office services, parking and facilities. Directly accountable for \$85+ million operating budget, \$15+ million capital budget and nearly 1.2 million square feet of owned and leased office and production space. Created and implemented strategic plans for all areas focusing on operational restructuring, financial management and controls, marketing and accountability. Effectively increased utilization of all on-lot services while reducing costs and improving efficiency. Developed and implemented various systems to support operational activities - systems included rent management and billing, service call management, construction cost management and production utilization and pricing models. Created forecasting tools to improve management and increase accountability of line managers in all areas of the group – tools included enhanced capital budgeting, occupancy modeling and production resource usage. Negotiated production deals with in-house and 3rd party clients for stages, office space and production packages. Managed staff of over 150 union and non-union employees and participated in union negotiations. Led studio response to 9/11, including implementation of numerous on-lot security enhancements, negotiations with landlords to improve safety of employees at offsite locations and upgrading of overall preparedness for future emergency situations.

Education

Le Cordon Bleu, Paris, France - Diplôme de Cuisine (with honors), 1994

Michigan State University, East Lansing, Michigan - Bachelor of Arts – Finance, 1987