Public School Choice
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STANDARD APPLICATION

SUPPLEMENTAL APPLICATION

11. Executive Summary

The Youth Policy Institute is proposing to open a small community-driven middle school at the Central Middle School #7 site. This Network Partner school will serve approximately 450 grade 6-8 students and will open in September 2011. The middle school is located near the Full-Service Community Schools program led by the Youth Policy Institute, which also includes one of YPI's direct-funded charter middle schools - Monsenor Oscar Romero Charter Middle School. YPI received one of only 10 grants awarded nationwide by the U.S. Department of Education in 2008 to implement a full-service community schools model in this community. The small middle school will benefit from additional funding and resources that YPI and partners bring to the school and community. YPI is also partnering with multimedia experts like Marco Torres, professional development experts, a wide range of community-based agencies for wrap-around services, and experienced middle school administrators and teachers. Please see the case study below for an example of YPI support for a Round 1 Public School Choice school awarded in 2010. YPI currently operates two charter middle schools and partners with LAUSD in operating the pilot middle school below.

Case Study: YPI and Public School Choice

The Los Angeles Unified School District (LAUSD) selected the Youth Policy Institute (YPI) to partner in operating the San Fernando Institute for Applied Media (SFiAM) in the first round of Public School Choice. YPI then worked with parents, teachers, and the community to bring in resources. Since being selected in February 2010, YPI has raised **$1.46 million** in funding specifically targeted to the school.

- YPI received one of only 21 planning grants awarded by the U.S. Department of Education for a **Promise Neighborhood** providing cradle-to-career resources for SFiAM families.
- A Carol M. White Physical Education Program grant from the U.S. Department of Education will provide **fitness and nutrition** activities over the next three years for SFiAM families.
- A **Full-Service Community Schools** grant from the U.S. Department of Education will target SFiAM with comprehensive wrap-around services over the next five years.
- YPI received $5.6 million in September 2010 to open 80 **public computer centers.** Funded by the U.S. Department of Commerce, this initiative will provide SFiAM with a state-of-the-art school computer lab, high speed broadband access and educational technology services.
- YPI opened a center for our **Health Careers job training program** just blocks from the school. YPI works to prepare parents at SFiAM for high-wage health career jobs.
- The **SFiAM Bridge Program** operated by YPI during summer 2010 for 100 students offered academic support in the morning and enrichment services in the afternoon for students.
- YPI is operating an **afterschool program** for 80 students daily at SFiAM that provides tutoring, enrichment, and recreation services for students and families.
- With support from Time Warner Cable, YPI opened a **neighborhood computer lab and community center** for SFiAM families at the nearby Library Plaza.
- YPI's **Family Technology Project** is providing computer literacy and home computers for all sixth-grade SFiAM families.

a. State the mission, vision and core beliefs of the proposed school as well as the school's values

The vision for Central Middle School #7 is to create a place of learning that empowers students to become functional and prepared communicators for the demanding global requirements of the future. YPI will build on all that has been learned at Bert Corona Charter Middle School, Monsenor Oscar Romero Charter Middle School, and the San Fernando Institute for Applied Media pilot middle school, as well as at the many middle schools YPI partners with through its myriad of programs. The middle school will

provide a mutually supportive and positive learning environment in which every member will develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis will be placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century through a multimedia focus to this small middle school. This will link with the strong technology resources provided by the Youth Policy Institute for families in the target community.

The school will equip urban students in grades 6-8 for academic success and active community participation. The school is located in Central Los Angeles, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino families where Spanish is spoken in the home, and includes a substantial number of Central American immigrants. A very high number of area public school students are eligible for federal free or reduced meals, indicative of the high poverty levels in the area. The middle school seeks to close the achievement gap for these students by providing clear and high expectations for all students in a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom.

The mission of Central Middle School #7 is to prepare students for academic success in middle school while preparing them for high school and post-secondary education. The school seeks to prepare students to be responsible and active participants in their community, and enable students to become life-long learners. Students at the middle school will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in middle school, while preparing for high school and college.

b. Describe the student population that your school will serve

Based on average data from Central Middle School #7's two relieved schools (George Washington Carver Middle School and Los Angeles Academy Middle School), the school will include predominantly Latino student population (93%) with a small population of African American (7%) students. The majority will be economically disadvantaged (89% that qualify for the federal free and reduced price meal program, a leading indicator of family poverty). 12% will be special education students, and 37% will be English learners.

Mathematics is a challenging subject for students at the two relieved schools. On average, only 2% of the 8th grade students who took the General Mathematics exam passed at proficient and advanced levels. No student in either school scored at the advanced level in this subject. 8th grade students at Carver struggled in math with only 7% scoring proficient and advanced in Algebra I and 8% scoring at these levels in Geometry. On average, 84.10% of students scored below basic and far below basic on the General Mathematics exam last year. History and Social Science are also subjects of improvement for students from the two relieved schools. At Carver, only 8% of 8th grade students scored at proficient and advanced levels in History/Social Science.

The African American and Latino subgroups are representative of the larger school population, and the issues that have been identified are the same as the ones for all students. On average, only 9.5% of African American students in 6th grade scored proficient and advanced in English Language Arts (ELA) and Mathematics. Only 1.5% of African American 8th graders scored proficient and advanced in General Mathematics. At Carver, less than 10% of this student subgroup scored at these levels in ELA in each grade. 8.5% of African American students in 8th grade at the two schools scored proficient and advanced in History/Social Science. At Carver, only 5% scored at these levels in this subject and in science. The majority of students in the two relieved schools are Latino. Only 2% of Latino students in 8th grade scored proficient and advanced in General Mathematics. At Carver, less than 10% of this Latino subgroup scored at proficient and advanced levels in Algebra I, Geometry and History.

Few students with disabilities scored at proficient and advanced levels in all subjects across both relieved schools. Less than 5% of students with disabilities in grades 6, 7 and 8 scored at these levels in all subjects. On average, the percentage of all identified gifted students (including African American and

Latino) slightly decreased by less than one percentage point from the previous year, a trend that must be reversed as YPI opens and operates the small middle school.

The majority of students at this new school are projected to be economically disadvantaged, and math is a subject area with few economically disadvantaged students scoring at proficient and advanced levels. On average, only 1.5% of 8th graders in this subgroup at the two relieved schools scored at these levels in General Mathematics. Less than 10% of the economically disadvantaged 8th grade students at Carver attained proficient and advanced results in Algebra I, Geometry, and History.

Few English Learner students scored at proficient and advanced levels in all subjects at the relieved middle schools. On average, less than 5% of English Learner students in grades 6, 7 and 8 scored at these levels in all subjects: English Language Arts, Mathematics, General Mathematics, Algebra I, History and Science. No 8th grade English Learner at either school scored proficient and advanced in History. On average, the number of English Learners who scored proficient and advanced in English Language Arts slightly decreased one percentage point over the last five years (2005-2010). Less than 1% of students between the two relieved schools scored at these levels in this subject.

Based on these results, YPI expects and anticipates implementing with full support from the school community and neighborhood a community school that provides additional academic support in all subjects, but with particular focus on English Language Arts and Mathematics. The school will also provide broad support for families through a comprehensive student and family plan regularly updated with needed services through the efforts of Case Managers and a broad community support system.

c. Provide an overview of the instructional program of the school

Central Middle School #7 will offer students an academically rich program incorporating the following characteristics:

- Standards-Based Curriculum: a rigorous education for all students in line with the California State Standards.
- Family-Community-School Partnerships: Central Middle School #7 actively engages families and the community in the life of the school, and students engage in community service.
- Technology Integration: By implementing technology with the curriculum, Central Middle School #7 ensures that students learn computer skills while pursuing academic goals.
- Small Learning Communities: Students are given the opportunity to work in small cohort groups throughout their three years at school, thereby increasing teacher-student interaction.
- Interdisciplinary, Project-Based Curriculum: Students will understand how subjects relate to each other while achieving proficiency in all core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives.
- Culturally-Relevant Instruction: Culturally relevant instruction is integrated into the instructional experience to increase the relevance of school in students' lives.

The state and national, and eventually the common core, standards for each core subject area provide a basic framework for instruction at the middle school. From this baseline, students will expand their knowledge, skills, and analysis through in-depth inquiry and exhibition projects. All students will be expected to create digital portfolios that demonstrate essential skills, critical thinking, and problem solving across disciplines. It is not enough that students obtain and retain factual knowledge. They must also develop the analytic skills and intellectual curiosity that will help create lifelong learners. Towards this end, students will develop strong "habits of mind." Throughout the curriculum, students will consider questions of evidence (how do we know what we know?); viewpoint (who is speaking?); connections and patterns (how are events/people/places connected?); supposition (what if? how might things have been different?); and meaning (why does this event, theory, or practice matter?).

The curriculum will continue to be guided by state and national standards. The guiding principles from the *Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve*

(California Department of Education, 1994-2003) are incorporated by each of the core content areas. Course curricula will meet the objectives outlined in the *Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2001).

The ends will be learning goals enumerated in the California state standards as well as school-designed outcomes. Curriculum, materials, and instructional activities considered primary resources are aligned to state standards. They are compatible with the school's emphasis on active learning strategies that reflect cognitive science research on developing conceptual understanding, and multiple assessments.

The curriculum for the first years of the school will include the following

- SOCIAL STUDIES: History Alive! from Teachers' Curriculum Institute
- MATHEMATICS: Pearson, Prentice Hall: Connected Math grades 6-8 and Algebra I
- SCIENCE: Science Education for Public Understanding Program, Lab Aids Inc.
- SPANISH: Holt, Rinehart & Winston: Adelante Level 1, En Camino Level 1B, Ven Conmigo Level 1
- LANGUAGE ARTS: Authentic literature choices; Holt, Rinehart & Winston's grammar books: English Workshop, 1st, 2nd & 3rd Courses; Houghton Mifflin Co., Great Source, vocabulary texts: Vocabulary for Achievement, 2nd and 3rd Course; Sadlier-Oxford's vocabulary texts: Vocabulary Workshop, Level F & G. The research-based reading program Success for All: Reading Edge will be used by all students each morning.

In addition, the school instructional program will provide technology integration, as well as instruction in art and art appreciation. Students and teachers will have ample access to technology for use in student learning, classroom instruction, data management, and communication with real-time access to student progress data for teachers, students, and their parents.

A reading support program for all students will be provided through the Reading Edge. A research-based program to meet the needs of young adolescent readers, this will be used during the first period of each day. All students are assessed and placed into a reading elective block based on their instructional level. If a 6th grade student with special learning needs or an English Language Learner is reading at the 3th reading level based on the Gates-MacGinitie normed reference test he or she is assigned to a certificated teacher that is responsible for teaching reading at this level. If there is a 6th grade gifted student that is reading at the 9th grade reading level based on the Gates-MacGinitie, then he or she will have the opportunity to participate in an elective 9th grade Reading Edge Course.

d. Describe the school culture that your team envisions for the proposed school

YPI's vision for Central Middle School #7 is to prepare students for college and careers by providing saturation services based on the Full-Service Community Schools and Promise Neighborhood model so successfully implemented in programs such as the Harlem Children's Zone in New York as well as by YPI in communities that include Pico Union/Westlake and Pacoima. The school will provide youth with intellectual tools necessary to become successful students and active citizens. Through clear and high expectations for all students, a rigorous curriculum, a personalized learning environment, and family-school-community partnerships, YPI will help students overcome traditional barriers and empower them to succeed in middle school, while preparing them for high school and college. This will be done within the framework of a community model that provides services for all students and families at the school while working in close cooperation with other community and City partners to provide critical resources for students and families.

The middle school will embrace Culturally Relevant and Responsive Education (CRRE) in educating students. Defined as adjusting how we teach to the needs and experiences of students, it uses the cultural knowledge, prior experiences, frames of reference, and performance styles of students to make learning encounters more relevant and effective for them. This is a strong fit for the community school model YPI and partners will implement working with families. Research affirms that culture, teaching, and learning are interconnected and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2000).

YPI will partner with teachers and families to provide choice and culturally relevant instruction. The school will be small (serving 450 students in grades 6-8) with a technological vision to create a place of learning that empowers students to become functional and prepared communicators for the demanding global requirements of the future.

e. Discuss how your organization will set and annually update targets for the indicators in table below.

This information is to be provided by the Youth Policy Institute in the post-approval phase of the Public School Choice process, as determined by the Los Angeles Unified School District.

f. Describe the community that your proposed school will serve.

According to U.S. Census data (Nielsen Claritas 2010 Estimates) the zip code targeted by the school has 22% of the population making less than $15,000 per year, compared to 15.95% in the City of Los Angeles. The median household income is $32,919. 31.5% of all families living here are below the poverty line (compared to 15.6% for the City). 89.3% of the population is Hispanic, while 68.2% of the population 25 or older lacks even a high school diploma. 82.7% of residents speak a language other than English at home (predominantly Spanish, as is the case in 81% of these homes).

The school strongly needs the full-service community schools model YPI and partners will operate, which includes resources for family health and adult education. There are only .12 nonprofit organizations serving this area per one thousand people according to IRS submitted 990 forms (2006), much lower than is the norm for Los Angeles. Nearly a fifth of all pregnant women (19.6%) either do not get any pre-natal care or get it in the second trimester or later. 14,351 residents enroll in the Woman, Infants & Children (WIC) program. 83.5% of these WIC participants are below the federal poverty level. (PHFE WIC Data Mining Project, LA County WIC Data March 2010). 8.86% of all residents suffer from asthma and 20.9% of residents have been diagnosed with Diabetes. 57% of residents do not consume the recommend 5 helpings of fruit and vegetables per day needed for a healthy diet. 58.7% are overweight or obese (2005 California Health Interview Survey). 88.4% of children age 0-5 lack a licensed child care space (2009 California Department of Social Services Community Care Licensing Division).

YPI has extensive experience with large human services projects serving Los Angeles and the targeted neighborhood. YPI operates 18 different programs and partners with 70 schools with support from city, state, private, and federal funders in Los Angeles. YPI's annual budget is $35 million and the agency has more than 1,200 staff at 125 sites. YPI has administered nine grants from the U.S. Departments of Education, Labor, Health and Human Services, and HUD over the last eight years, while receiving federal funding through the State for programs like 21st Century afterschool. In just the last five years, YPI has raised $90 million for its work with schools in L.A., not including the general funds budgets of its own charter and pilot schools. YPI is the largest afterschool provider for charter schools in the nation and the largest high school afterschool provider in the state. The agency is also providing intensive tutoring to over 2,500 students this academic year.

YPI is an affiliate of the National Council of La Raza, and is the Lead Agency for a Full-Service Community Schools program funded by the U.S. Department of Education for Central Los Angeles. This provides wrap-around services for families at Gratts and Esperanza Elementaries, John Liechty Middle School, and Monsenor Oscar Romero Charter Middle School, including 15 academic, enrichment, nutrition, parent education, family literacy and leadership development services for 1496 students in 2009-10. YPI is also the founder and operator of two charter middle schools located in Central Los Angeles and the San Fernando Valley that have demonstrated exceptional academic achievement using the YPI model as described in this narrative.

g. Provide an overview of the proposed school's governance structure and leadership team.

The School Leadership Team, including the Executive Director of YPI Schools, will work with the Principal of the school, the teachers, other staff, and parents. Teachers, staff, parents and other community residents will be involved in the ownership of the school through their active participation in the Standing and Advisory Boards and Subcommittees. The *School Site Council* is a Decision-Making

Committee that will review and provide specific recommendations for the school Single Plan for School Achievement (School Plan) and will gather and summarize all recommendations from the school advisory subcommittees. The *School Leadership Council* is a Decision-Making Committee that works to develop and implement the staff development program, guidelines for student discipline, the use of school equipment, the scheduling of activities at the school, and allocations in the school budget.

The *Student Education Advisory Committee* works to develop and implement programs targeted to the needs of disadvantaged students at the school. The *English Learner Advisory Committee* works with staff to develop, implement, and evaluate the school English Learner Master Plan. The *Curriculum Advisory Committee* will make recommendations regarding teacher professional development, instructional materials and technology, assessments, and targeted methodology to improve student achievement at the school. *Parent and Student Advisory Committees* are open to parents and middle school students enrolled and make recommendations regarding student, parental, and community involvement to improve student achievement at the middle school. The *Community Advisory Committee* will coordinate services and information. The *Budget Advisory Committee* will make specific recommendations for the school budget process, including the allocation of program and service funding.

The YPI Leadership team includes **Dixon Slingerland**, who is the Executive Director of YPI since 1996. He is President of the Board of YPI Charter Schools. **Maria Reza** is a long-time teacher and Principal in LAUSD with experience as former Cluster Administrator for the Operations and Academic Achievement of San Fernando High School and the 19 schools in the feeder pattern. **Gene Straub** is the YPI Chief Financial Officer and Vice-Chair of the Board for Larchmont Charter School. Gene served as Senior Vice President-Studio Operations for Twentieth Century Fox Film Corporation, and was responsible for an $85 million operating budget. **Yvette King-Berg** is the Executive Director of YPI Schools. She has previously worked as Vice President, Southern California for the California Charter School Association, and a long-time administrator, teacher, and trainer with Project GRAD and Fenton Avenue Charter School. **Nick Vasquez** is Principal of YPI's Monsenor Romero Charter Middle School and former long-time Principal of Morningside Elementary in LAUSD. **Ruben Duenas** is Principal of Bert Corona Charter School. Prior to this he served as Assistant Principal at Belvedere Middle School. **Iris Zuniga-Corona** is the YPI Chief of Staff responsible for program implementation and will work with the YPI Executive Director of Public Schools and the Principal to coordinate YPI programs and services. Prior to taking this role, she ran YPI's afterschool programs at 56 schools. **Stan Saunders** is the YPI Director of Development and has led YPI fundraising over eight years that raised over $130 million for education and training services in Los Angeles. He will lead the Development Team in efforts to bring outside funding to the school. **Fidel Ramirez** is the former Principal of Community Charter Early College High School in the San Fernando Valley. **Marco Torres** is a multimedia and educational technology expert who has worked with numerous schools, including the YPI San Fernando Institute for Applied Media Pilot School, to develop a strong foundation for student technological skills.

h. Briefly explain the rationale for your choice of school type.

The Network Partner model offers the most promising model for leveraging education and community services provided by YPI and partners into the full service community schools vision for the middle school. The Network Partner model also allows YPI to deliver charter-like innovations through an in-district model, and to better share best practices. To succeed, students and parents must have access to a wide range of supportive services in and out of school. The Network Partner partnership with LAUSD offers flexibility to braid existing and new services provided by the District and YPI.

YPI selected the Network Partner model for autonomy and accountability. The middle school will incorporate the small school approach to give students access to much needed resources and a personalized learning environment (to empower students to experience a richer and relevant curriculum). The focus of the middle school is on education technology that will enable students to access unlimited learning resources. It will also assist students in organizing, presenting, and creating valuable information. Since the world has become interconnected, our students will need a bridge to bring them closer to the rest of the global community. Integrated technology (hardware, software, connectivity, community

involvement, and professional development) will help by providing that trestle our students need to connect with themselves, with their community, and with the rest of the world.

2. Curriculum and Instruction
a. Provide a thorough description of the proposed Instructional Program and the underlying theory

The vision for Central Middle School #7 is to create small middle school that is a place of learning that empowers students to become functional and prepared communicators for the demanding global requirements of the future. The middle school will provide a mutually supportive and positive learning environment in which every member will develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis will be placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century through a multimedia focus that builds on strong technology programs and services YPI has operated for low-income families, including the San Fernando Institute for Applied Media (SFiAM) Pilot School.

The mission of Central Middle School #7 is to prepare students for academic success in middle school, high school as well as a post-secondary education, prepare students to be responsible and active participants in their community, and enable students to become life-long learners. Students at the middle school will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in middle, high school and beyond.

The education plan of Central Middle School #7 will reflect best practices researched in high performing schools that regularly produce well-educated, urban students equipped to enter and thrive in college. Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults in the school. Student voice is vital in all aspects of the school that directly affect student learning, interests, and needs through structures such as advisory groups that bond each student with a personal learning team.

The school offers students an academically rich instructional program incorporating the following characteristics. A Standards-Based Curriculum provides a rigorous education for students in line with the California State Standards. Family-Community-School Partnerships engage families and the community in the life of the school, and students engage in community service to the community. Technology Integration in the curriculum ensures that students learn computer skills while pursuing academic goals. Small Learning Communities help students work in small cohorts throughout their four years, thereby increasing teacher-student interaction. An Interdisciplinary, Project-Based Curriculum will enable students to understand how subjects relate while achieving proficiency in core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives. Culturally-Relevant Instruction is integrated into the instructional experience to increase the relevance of school in students' lives, and will target Central American themes to reflect the heritage of a majority of enrolled students and families.

Structured English Language Development curriculum and instructional strategies will be provided for all students including English Language Learners and for English only students who speak non-standard English (at least 37% of students at the school). All students must have adequate time to learn successfully. The school will offer up to 180 days and supplemental extended learning time for intervention or acceleration/enrichment to meet individual student needs. Daily learning will be in extended blocks of time for focused in-depth learning. Students learn best when there is a rigorous standards-based curriculum with elevated thinking demand that challenges students to test their understanding of concepts through experiencing real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate dynamically in accountable talk about the concepts they are learning.

Students and teachers will have ample access to technology for use in student learning, classroom instruction, data management, and communication with real-time access to student progress data for teachers, students, and their parents. In addition to access to technology, students also need access to highly effective teachers who teacher who know their subject field, are well trained to deliver rigorous instruction, and can attend to the diverse needs of students. Successful teachers thrive when led by exemplary principals. Therefore, the school will have an exemplary principal who is a capable instructional leader with the necessary leadership skills to evaluate and support classroom teacher

performance and a community partner who will embrace the vision of the school.

Parents will be meaningfully engaged in their children's education. Parents will be responsible and accountable for supporting their children's learning at school and at home. Parents will be supported through parent workshops to insure understanding of what it will take to prepare their children for college, and must support the goals of the school through their voice and volunteering.

There will be multiple ongoing measures of learning and to inform instruction through real life projects, analysis of student work, benchmark assessments and mandated standardized on-demand assessments. The Principal will be responsible and accountable for implementing the core values, beliefs and best practices insuring that each and every student achieves individual and school performance goals.

The state and national, and eventually the common core, standards for each core subject area provide a basic framework for instruction at the middle school. From this baseline, students will expand their knowledge, skills, and analysis through in-depth inquiry and exhibition projects. All students will be expected to create digital portfolios that demonstrate essential skills, critical thinking, and problem solving across disciplines. It is not enough that students obtain and retain factual knowledge. They must also develop the analytic skills and intellectual curiosity that will help create lifelong learners. Towards this end, students will develop strong "habits of mind." Throughout the curriculum, students will consider questions of evidence (how do we know what we know?); viewpoint (who is speaking?); connections and patterns (how are events/people/places connected?); supposition (what if? how might things have been different?); and meaning (why does this event, theory, or practice matter?).

The curriculum will continue to be guided by state and national standards. The guiding principles from the *Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1994-2003) are incorporated by each of the core content areas. Course curricula will meet the objectives outlined in the *Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2001). The ends will be learning goals enumerated in the California state standards as well as school-designed outcomes. Curriculum, materials, and instructional activities considered primary resources are aligned to state standards and average data from Central Middle School #7's two relieved schools (George Washington Carver Middle School and Los Angeles Academy Middle School) which YPI has used to draw conclusions on the expected makeup of the new student population and academic performance. They are compatible with the school's emphasis on active learning strategies that reflect cognitive science research on developing conceptual understanding, and multiple assessments.

The curriculum for the first years of the school will include the following:

- SOCIAL STUDIES: History Alive! from Teachers' Curriculum Institute
- MATHEMATICS: Pearson, Prentice Hall: Connected Math grades 6-8 and Algebra I
- SCIENCE: Science Education for Public Understanding Program, Lab Aids Inc.
- SPANISH: Holt, Rinehart & Winston: Adelante Level 1, En Camino Level 1B, Ven Conmigo Level 1
- LANGUAGE ARTS: Authentic literature choices; Holt, Rinehart & Winston's grammar books: English Workshop, 1st, 2nd & 3rd Courses; Houghton Mifflin Co., Great Source, vocabulary texts: Vocabulary for Achievement, 2nd and 3rd Course; Sadlier-Oxford's vocabulary texts: Vocabulary Workshop, Level F & G. The research-based reading program Success for All: Reading Edge will be used by all students each morning.

History and Social Science are subjects of improvement for students from the two relieved schools. At Carver, only 8% of 8th grade students scored at proficient and advanced levels in History/Social Science. Less than 10% of the economically disadvantaged 8th grade students at Carver attained proficient and advanced results in History. 8.5% of African American students in 8th grade at the two schools scored proficient and advanced in History/Social Science. At Carver, only 5% scored at these levels in History/Social Science. At Carver, less than 10% of this Latino subgroup scored at proficient and advanced levels in History. The new school will incorporate project-based learning in these subjects by having students complete activities that encourage them to explore innovative ways of understanding the past and larger society. The **social studies program** will be utilizing the History Alive! curricular

resources and additional resources that support student investigations into multiple perspectives on historical events and concepts. Assessments will include unit quizzes and tests, homework assignments, essays, research papers, presentations and long-term projects. It will integrate core concepts of history and the social sciences into a greater understanding of science, mathematics, and language arts. The instructional program and curriculum will present history through primary sources such as art, letters, music, maps, and personal accounts.

In Sixth Grade History-Social Science, students will study World History and Geography in Ancient Civilizations. Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

In Seventh Grade History-Social Science, students will study World History and Geography in Medieval and Early Modern Times. Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A.D. 500-1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Students assess political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

In Eighth Grade History-Social Science, students will study United States History and Geography: Growth and Conflict. Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo- Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

On average, 9.5% of African American students in 6th grade scored proficient and advanced in English Language Arts (ELA). At Carver, less than 10% of African American students scored at these levels in ELA in each grade. The **language arts program** will provide a foundation in grammar and a broad vocabulary through instruction utilizing grammar text books English Workshop, 1st Course, 2nd Course, and 3rd Course (Holt, Rinehart and Winston) and the vocabulary textbooks, Vocabulary for Achievement, 2nd Course and 3rd Course (Great Source, a Houghton Mifflin Company), and, for the advanced student, Vocabulary Workshop, Level F and G (Sadlier-Oxford). 2). To contextualize explicit instruction, each language arts course includes a rich and varied selection of literature, current events analysis, and weekly writing and revising of essays or longer papers. Three times a year, students will take diagnostic tests (such as NWEA Maps or Pearson GMADE/RADE) and complete in-class essays to inform data driven instruction. The courses will prepare students for thoughtful study by conveying the importance of becoming active thinkers during reading and writing exercises.

In Sixth Grade Language Arts, students will learn the following. For Reading: Word Analysis, Fluency, and Systematic Vocabulary Development, students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of

specialized vocabulary and to understand the precise meaning of grade-level appropriate words. For Reading: Comprehension (Focus on Informational Materials), students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. For Writing skills, students will write clear, coherent, and focused essays. The writing will exhibit students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed. For Literary Response and Analysis skills, students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They will clarify the ideas and connect them to other literary works. To develop Written and Oral English Language Conventions, students will write and speak with a command of standard English conventions appropriate to the grade level. For Listening and Speaking skills students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will learn to evaluate the content of oral communication.

In Seventh Grade Language Arts, students will continue their progression in these skills. For Reading: Word Analysis, Fluency, and Systematic Vocabulary Development, students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words. For Reading Comprehension, students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. Students will understand various structural features of informational materials and will comprehend and analyze grade-level-appropriate text. In Literary Response and Analysis students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They will clarify the ideas and connect them to other literary works. In developing Writing skills, students will write clear, coherent, and focused essays. The writing will exhibit students' awareness of the audience and purpose. Essays will contain formal introductions, supporting evidence, and conclusions. To develop Written and Oral English Language Conventions, students will write and speak with a command of standard English conventions appropriate to the grade level. For Listening and Speaking Strategies seventh grade students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. Students will evaluate the content of oral communication.

For Eighth Grade Language Arts development, students will further deepen and enhance ELA skills. For Reading: Word Analysis, Fluency, and Systematic Vocabulary Development, students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words. In Reading: Comprehension, they will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. For Literary Response and Analysis students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They will clarify the ideas and connect them to other literary works. Writing Strategies will assist students in writing clear, coherent, and focused essays. The writing will exhibit students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed. Written and Oral English Language Conventions will help students write and speak with a command of standard English conventions appropriate to this grade level, while Listening and Speaking Strategies will help them deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will evaluate the content of oral communication.

At Carver, only 5% scored at proficient and advanced levels in science. The **middle school science program** Science Education for Public Understanding Program (SEPUP), developed at the Lawrence Hall of Science, UC Berkeley will provide hands-on investigations, laboratory experiences, and projects. It incorporates embedded and formative assessments, and quantitative assessments (tests,

quizzes) used to inform data driven instruction. Students will begin to understand how science and scientific processes operate and how those processes relate to one another. Students will develop important "habits of mind" that will produce active and thoughtful scientists. The instructional program and curriculum will teach students to understand and intuitively use the scientific method: identify a problem; pose relevant questions; state a hypothesis; conduct an experiment; understand the variables; analyze the data; and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry. It will provide opportunities for lab experiments, field trips, and service learning where students gather, manipulate and record data from their community.

In Sixth Grade Science, students will focus on the study of Earth Science. This course will include such topics as: plate tectonics and earth's structure, shaping earth's surface, thermal energy, energy in the earth system, ecology, and investigation and experimentation skills. For seventh grade, students will study Life Science, including Cell Biology, Genetics, Evolution, Earth and Life History, Structure and Function in Living Systems, Physical Principles in Living Systems. Students will also develop skills in investigation and experimentation. In eighth grade, they will focus on Physical Science. Topics of study will include: Motion Forces, Focus on Physical Science, Motion, Structure of Matter, Earth in the Solar System, Reactions, Chemistry of Living Systems, Periodic Table, Density and Buoyancy. Students will also enhance their skills in investigation and experimentation.

Mathematics is a challenging subject for students at the two relieved schools. On average, only 2% of the 8th grade students who took the General Mathematics exam passed at proficient and advanced levels. No student in either school scored at the advanced level in this subject. 8th grade students at Carver struggled in math with only 7% scoring proficient and advanced in Algebra I and 8% scoring at these levels in Geometry. On average, 84.10% of students scored below basic and far below basic on the General Mathematics exam last year. On average, 9.5% of African American students in 6th grade scored proficient and advanced in Mathematics. Only 1.5% of African American 8th graders scored proficient and advanced in General Mathematics. Only 2% of Latino students in 8th grade scored proficient and advanced in General Mathematics. At Carver, less than 10% of this Latino subgroup scored at proficient and advanced levels in Algebra I and Geometry.

The majority of students at this new school are projected to be economically disadvantaged, and math is a subject area with few economically disadvantaged students scoring at proficient and advanced levels. On average, only 1.5% of 8th graders in this subgroup at the two relieved schools scored at these levels in General Mathematics. Less than 10% of the economically disadvantaged 8th grade students at Carver attained proficient and advanced results in Algebra I and Geometry. YPI has exhibited success in working with economically disadvantaged students as all of its schools are economically disadvantaged. YPI has transitioned students from performing at far below basic and below basic levels to basic and proficient levels. Students will be exposed to a high level of rigorous expectations, and YPI will implement simultaneous standards-based instruction alongside instructional level support throughout the entire school day in order to close the achievement gap. YPI address both standards-based needs and students' instructional needs by teaching and scaffolding instruction and curriculum. The organization also implements a saturation model focusing on the Full-Service Community Schools program to alleviate the issues that arise as results of poverty. It supplies the schools and surrounding communities with programs and services that are specific to the needs of the students and families in the area.

The **mathematics program** will utilize multiple representations, manipulatives, and technology. Homework assignments will be collected by teachers and graded as pass/fail in answer to: Did students attempt each problem? Did students, when unable to complete a problem, ask for clarification during the daily, in-class homework review period? Weekly summative assessment will include quizzes, tests, or projects. Tri-annual diagnostic assessments such as the NWEA MAPS or Pearson GRADE/MADE will inform data driven instruction. Primary curricular choices include: Connected Math Grade 6; Connected Math Grade 7; for pre-Algebra Grade 7, Connected Math Grade 8; for pre-Algebra Grade 8, Connected Math Grade 8; Grade 8 Algebra I: Algebra I. Text publishers are Pearson, Prentice Hall, Charles/Smith 2006. Students will acquire a combination of mathematics hands-on skills and conceptual understanding. The curriculum and instruction will teach students to understand and use mathematical reasoning:

analyzing a problem; estimating a solution; expressing a clear solution and process; and checking validity of results. It will engage students to reflect upon ways mathematical concepts and theories impact their lives through real- life examples and problems, while integrating technology and technological concepts.

By the end of grade six, students will have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they will accurately compute and solve problems. They will apply their knowledge to statistics and probability. Students will understand the concepts of mean, median, and mode of data sets and how to calculate the range. They will analyze data and sampling processes for possible bias and misleading conclusions; they will use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students will conceptually understand and work with ratios and proportions; they will compute percentages (e.g., tax, tips, interest). Students will know about pi and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

By the end of grade seven, students will be adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. They know the Pythagorean theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and percents) and are proficient at changing from one to another. They increase their facility with ratio and proportion, compute percents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

By the end of grade eight, students will study number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability and mathematical reasoning. Through the study of algebra, students will develop an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts will be developed and used in a wide variety of problem-solving situations.

Arts standards will be integrated primarily through technology courses. Students learn 2-D and 3-D graphic design and master illustration and modeling applications to generate art work. The multimedia specialization of the middle school (music and video production) is integrated through projects (ELA students make movies of short stories and Social Studies students create dramatic interpretations of folk tales, for example). The school will integrate **art and art appreciation** to form a greater understanding of history-social sciences, mathematics, science, language arts, and in the after school program. The program and curriculum will provide opportunities for students to discover, develop, and polish artistic talent in the areas of dance, visual arts, music, and theater. It will engage students in an appreciation of visual and performance art through visits to museums, theaters, and concert halls as well as visits by guest performers, and engage students to reflect upon ways art and performance impact their lives through culture. It will integrate technology and technological innovations into production of art and performance.

Central Middle School #7 will support English Language Achievement by including **Spanish as a Foreign Language and Spanish Language Arts** instruction. Spanish Language Arts along with other foreign languages will be offered as an elective course. Academic research suggests that when students have significant proficiency in their primary language, Spanish, their ability to advance in English increases. The enrollment of Spanish speaking students in Spanish Language Arts will provide students with exposure to the cultural heritage of Latino literature and poetry. Reflecting the Central American make-up of the projected student population, this will include a significant amount of Central American literature and art targeted by these classes. The World Language Content Standards for California Public Schools form the basis for both the Spanish Foreign Language course and the native speakers Spanish Language Arts course. The standards are divided into five different categories: Content, Communication, Cultures, Structures, and Settings. Each category has four stages, or levels. A non-native would start at Stage 1 and go through all 4. A Spanish Speaker would start at stage 2 and go through 4. The Spanish

teacher at the middle school will be trained to develop curriculum based on these standards through the Occidental College LA Stars program.

In the area of curriculum development and **physical education and health** for grades 6-8, the middle school will implement and refine a physical education and health program using the guidelines specified in *Challenge Standards for Student Success: Physical and Health Education* (California Department of Education, 1998). The school will approach physical fitness with the goals of personal challenge, teamwork, sportsmanship, and fun. It will promote physical, social, and emotional health among students through stress management, sex education, nutrition, gang prevention, and conflict resolution. The school will engage students to reflect upon ways physical education and health impact their lives through personal well being. All students participate in the Carole M. White Physical Education (PE) program. PE teachers have been trained in, and are implementing the Sports, Play, and Active Recreation for Kids (SPARK) curriculum, which provides appropriate PE activities for students in grades 6-8. The program includes sports, dance, and general fitness, and is aligned to National PE standards. Students engage in teambuilding, leadership and communication through the Fulcrum program.

Instructional materials used at the middle school are suggested above, but will be chosen by teachers and the Principal and coordinated with teacher teams. Textbooks will be integrated in relation to an analysis of standards via the Strategic Design process. Specifically, teachers cluster standards to design units, and then integrate textbook resources as appropriate to address standards in each unit. Student texts and instructional materials are identified based on the following criteria: Alignment with state standards; Research-base and evaluation data showing success with similar student populations; Accessibility for students; Alignment with school's mission; and Ease of use for teachers. The school will evaluate, update, and revise textbook adoptions based on student needs and research about effective resources.

Teachers will be encouraged to use original and primary source material as much as possible. Instructional materials will include novels, photographs, essays, speeches, video, textbooks, and manipulative. Teachers and students will have access to the Internet, educational software, word processing, data processing, and digital graphics in each classroom. Instructional material will be relevant, thought provoking, and interactive. Please see details regarding course summaries, texts, standards addressed, and research included in the Appendix.

Prevention/Intervention/Acceleration Program:

The Reading Edge is a research-based program to meet the needs of young adolescent readers. During the first period of each day all students are assessed and placed into a reading elective block based on their instructional level. If an 6th grade student with special learning needs or an English Language Learner is reading at the 3th reading level based on the neither Gates-MacGinitie normed reference test he or she is assigned to a certificated teacher that is responsible for teaching reading at this level. If there is a 6th grade gifted student that is reading at the 9th grade reading level based on the Gates-MacGinitie, then he or she will have the opportunity to participate in an elective 9th grade Reading Edge Course.

Since the range of reading achievement is broad in this age group, the Reading Edge provides instruction for students at beginning through 9th-grade+ reading levels. Students reading at a third-grade level or higher will focus on developing comprehension strategies using both narrative and expository texts. Students reading at earlier levels use high-interest fiction, nonfiction, and reader's theatre to develop basic decoding skills, reading fluency, vocabulary, and comprehension. All levels focus on building background knowledge and developing study skills. The Reading Edge uses cooperative-learning techniques to engage students and to create a positive classroom environment. Middle school students, especially second language learners, who are reading at a second and third grade level have mastered basic phonics skills, but have not achieved enough reading fluency to make contact with the world of adult reading, which occurs at the fourth grade reading level. The goal of these units is to give students at this level the help they need to achieve a fourth grade reading level and beyond as quickly as possible.

A Typical Classroom at Central Middle School #7

Visitors will see students working in leveled or collaborative groups engaged in culturally

relevant project-based learning. While in groups students will utilize Thinking Maps to help them to think critically across all subject areas and to complete all standards based tasks and assessments. The following CRRE (Culturally Relevant and Responsive Education) instructional strategies will also be utilized throughout the day: *Contrastive Analysis*: Oral and written language skills: integrating linguistic knowledge of SAAE (Standard American Academic English) into home language of Standard English Learners. A *Personal Thesaurus* to build on prior knowledge. Learning environments will facilitate literacy acquisition and establish linkages between home and school cultures. Individual preferred orientations, social interactions during study time, and types of reward structures will motivate the individual to persist and try harder.

b. Describe the core academic curriculum that your school will use.

The state and national standards for each core subject area provide a basic framework for instruction at Central Middle School #7. From this baseline, students will expand their knowledge, skills, and analysis through in-depth inquiry and exhibition projects. All students will create digital portfolios that demonstrate essential skills, critical thinking, and problem solving across disciplines. It is not enough that students obtain and retain factual knowledge. They must develop the analytic skills and intellectual curiosity to create lifelong learners. Toward this end, Central Middle School #7 students will develop strong "habits of mind." Throughout the curriculum, students will consider questions of evidence (how do we know what we know?); viewpoint (who is speaking?); connections and patterns (how are events/people/places connected?); supposition (what if? how might things have been different?); and meaning (why does this event, theory, or practice matter?). Students will arrive at high academic achievement through in-depth investigation, rigorous thought, and meaningful production.

Teachers at all grade levels have been, and will continue to be trained in a proven effective model of standards-based instruction: Strategic Design for Student Achievement (SDSA). SDSA comprises a four-step process in which teachers analyze and prioritize content standards, align assessments to those standards, design instructional activities that are aligned to standards and assessments, and analyze achievement outcomes to determine effectiveness. Specifically, teachers trained in the SDSA model will be able to perform the following design tasks:

1) <u>Prioritize and Cluster Standards</u>
   - Analyze the level of thinking (Bloom's Taxonomy) embedded in each standard and prioritize standards according to the following criterion:
     o **Priority 1-** *Does the standard represent a multi-faceted, complex idea that requires "uncoverage"?*
     o **Priority 2-** *Does the standard represent a set of discrete skills or isolated pieces of knowledge?*
     o **Priority 3-** *Is this non-essential knowledge that may enhance student understanding of the larger/broader topic?*
   - Cluster content standards around identified "Priority 1" standards
   - Clearly communicate expected outcomes to students
2) <u>Align Assessments</u>
   - Make strategic decisions about when to use formative and summative assessments
   - Identify the "Achievement target" (knowledge, reasoning, skills, product, or dispositions) embedded in the content standards
   - Use the identified achievement target to select from among four kinds of assessments (selected response, constructed response, performance assessments, personal communication) to align to the standards
   - Clearly define and communicate assessment criterion to students *prior* to instruction
3) <u>Design Rigorous Instruction</u>
   - Define measurable, achievable objectives that align to given standards
   - Design engaging and rigorous instructional activities that align to standards and assessments

- Differentiate instructional activities (process, product, and content) based on student readiness
- Communicate performance expectations to students prior to beginning activities
4) Analyze Effectiveness and Efficiency
- Collaboratively examine student work to determine effectiveness of assessments and activities in supporting student mastery
- Analyze student achievement data to identify standards that require extension or remediation
- Conduct a collaborative lesson study to evaluate efficiency (effective coverage of content standards for mastery)

In a standards-based service-learning model, the third step is a process of aligning standards and assessments to real world learning applications that take the shape of meaningful, rigorous, and assessable service experiences. Taken together, these strategies support closing the achievement gap for students who have been historically underserved by "one-size-fits-all" instructional methods found in many public school classrooms. As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies brought to light in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock, 2001) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (Marzano, Pickering, Pollock, 2001).

The Strategic Design process outlined above enables teachers to design and deliver comprehensive standards-based lessons, in which multiple standards from across the content areas are addressed and assessed. This process can be applied using any curricular materials including adopted programs and texts. SDSA allows teachers to identify gaps between their adopted text and the state standards, and to strategically select resources that will help them fill those gaps.

Research sources about the Strategic Design for Student Achievement model include Stiggins, Rick (2005) Student Involved Assessment for Learning. Pearson /Merrill/ Prentice Hall, Wiggins, G & McTighe, J. (2001) Understanding by Design. Prentice Hall. Marzano, R., Pickering, D. and Pollock, J. (2001). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement

Central Middle School #7 will implement procedures for becoming WASC accredited once school operations begin. The school will complete eligibility for an application, including an active governing board, qualified administration, detailed plans for student achievement and assessment, a strong financial base, a qualified instructional staff, and an admissions policy linked to school objectives. Once this is in place, the school will submit a "Request for Affiliation" form. Once accepted by the WASC, the school will submit an "Initial Visit Application" form. Following the visit from WASC staff, the school expects to receive Candidacy accreditation from the WASC for three years. Central Middle School #7 will apply for full accreditation during the third year.

Describe how you will use curriculum and instruction autonomy to maximize student learning.

Autonomy will allow freedom of risk taking related to curriculum and instruction to incorporate student interdisciplinary and project-based learning in a creative, collaborative, flexible setting. One of the major goals will be 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 week dedicated to an interdisciplinary project (either the semester-end capstone or year-end presentation of learning which will be showcased to the community.

Central Middle School #7 will propel the classroom into the community through its service learning and community service programs. Community service and service-learning projects are designed using the same Strategic Design for Student Achievement template, in order to ensure that they address standards as well as serving the community. Because service learning is integrated into core academic courses, projects are monitored by the teachers who are using that instructional strategy. Teachers will use

the community to enhance and contextualize classroom learning. Students will participate in a range of community activities from field trips to long-term volunteer work. Through service learning activities, students will see themselves as vital contributors to their own community. They will connect classroom learning with real life projects to enhance their understanding and motivation. Service projects will reflect the best practices in service learning identified by Youth Service California (www.YSCal.org).

The middle school will invite resources from the community into the school. Central Middle School #7 will draw upon partnerships with area colleges, universities, and organizations to enhance resources and instruction. The school will bring the community into the classroom through its tutorial, enrichment, mentor, and parent volunteer programs. Tutors and mentors will be recruited from the University of California at Los Angeles (UCLA), Mission College, and California State University at Northridge (CSUN), building on YPI's partnerships with these institutions. Tutors will work with students on homework and basic skills. University volunteers may be recruited to lead a creative writing workshop, direct a play, or coach a sports team. Guest speakers and experts will be invited to share experiences with students and provide feedback for projects. College-aged mentors will meet with students to engage them in enrichment activities, provide positive role models, and expose students to possibilities beyond their community.

c. Articulate how Instructional Program will reinforce a commitment to different methods of instruction

African American students make up about 7% of the student population, a small sample size at both relieved schools. The majority of students in the two relieved schools are Latino. The demographics of the students at the new school are estimated to include a predominantly Latino student population (93%) with a small population of African American (7%) students. To build students' sense of connection to and pride, the curriculum includes readings, authors, and activities that reflect diverse background of students. In addition, the instructional leadership team has participated in the LAUSD Academic English Mastery Closing the Achievement GAP Branch, AEMP Summer Instructional Institute led by Dr. Nomad Lemoyne. This five-day institute focused on "Culturally Responsive Teaching: Scaffolding Access to Rigorous Standards-Based Curricula for Underachieving Students." Participants will gain increased understanding of Standard English Learners (SELs) and the barriers that impact ability to access core curricula. They will gain an understanding of origin and historical development of African-American, Mexican-American, and Central-American language and the impact that it has on learning. They will become familiar with instructional strategies that support the acquisition of language & learning in all SELs. Finally, they will deepen understanding of Mainstream English Language Development Instruction-Developing Listening, Speaking, Reading, & Writing.

Central American/Latino literature and cultural references will be integrated into the instructional experience, to increase the relevance of school in students' lives. The background and culture of all students will be respected and valued. The research affirms that culture, teaching, and learning are interconnected and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2000). To build students' sense of connection to and pride in their culture, they will focus on Central American writers such as Ruben Dario, Miguel Angel Asturias, and Claribel Alegria. By studying the works of these important literary figures, students will cultivate a deeper understanding of the role of Central American/Latino culture in our global community.

Few English Learner students scored at proficient and advanced levels in all subjects at the relieved middle schools. On average, less than 5% of English Learner students in grades 6, 7 and 8 scored at these levels in all subjects: English Language Arts, Mathematics, General Mathematics, Algebra I, History and Science. No 8th grade English Learner at either school scored proficient and advanced in History. On average, the number of English Learners who scored proficient and advanced in English Language Arts slightly decreased one percentage point over the last five years (2005-2010). Less than 1% of students between the two relieved schools scored at these levels in this subject. Neither of the two relieved schools met all Annual Measurable Achievement Outcomes 1, 2 and 3; however, LAAMS met AMAO 2 – Attaining English Proficiency for English Learners who have lived in the U.S. for less than

five years. On average, the reclassification rate trend has decreased 2.55 percentage points over the three year period from 2007 to 2010.

Students entering will arrive with a range of basic reading and mathematics skills from very poor to gifted and talented. Students will also arrive with a range of English language skills from native English speakers to fully bilingual to students who speak very little English. The school will serve all students and provide services to meet their individual needs. Special need students arriving with standard scores below grade level in reading and math will be enrolled in supplemental programs such as Reading Edge, ALEKS, and Study Island. Central Middle School #7 is uniquely positioned to use computer-assisted intervention programs that assess students and adapt to their needs in real time. All students are receiving reading instruction at their level of proficiency through the Reading Edge. Students struggling with math computation receive support during and after school via *ALEKS, Study Island, and Reading Edge.* Identified students are enrolled in after-school tutoring sessions to supplement regular instruction.

Regular progress monitoring is essential and part of the academic support structure. Student reading and math proficiency are regularly assessed, and the data is used to identify placements, modify instruction, and identify needs. Based on demographics, the middle school will have a high number (37%) of English Learners (ELs). Therefore, literacy acquisition will be a major part of the foundation for instruction. Research utilized to develop the program includes Quality Teaching for English Learners Research Study (2009). The Central Middle School #7 English language support program will consist of five steps, 1) Identification, 2) Assessment, 3) Support Services, 4) Transition, and 5) Monitoring.

On average, the percentage of all identified gifted students (including African American and Latino) slightly decreased by less than one percentage point. YPI's school program addresses gifted learners by providing them with challenging curriculum and project-based learning. It will attend to the needs of gifted students through components like presentations on learning through which students exhibit what they have learned to peers, teachers, family and community members. Gifted students are challenged in the language arts through the Success For All reading program, in which students are placed at their achievement level in reading. Math students performing above grade level will be challenged by appropriate content in the ALEKS program, which continuously adapts to each individual student's ability level. The technology courses lend themselves to supporting gifted students, as students are able to complete projects in which they apply technological literacy. When learning a 3-D modeling program, students may simply design a house to scale, while a gifted student may be challenged to design an entire neighborhood block. They will use choice and pursue their own interests under the guidance of a teacher who pushes each student to attain their maximum ability.

Students will utilize Thinking Maps™ to help them to think critically across subject areas and to complete standards based tasks and assessments. CRRE (Culturally Relevant and Responsive Education) instructional strategies will be utilized. *Contrastive Analysis*: Oral and written language skills: integrating linguistic knowledge of SAAE (Standard American Academic English) into home language of Standard English Learners. *Personal Thesaurus*: To build on prior knowledge. *Culturally Relevant Literature*: Draws upon personal knowledge to make meaning of text: Learning environments that facilitate literacy acquisition and establish linkages between the home and school cultures. *Building on the Learning Styles and Strengths of SELs (Standard English Learner)*: individual preferred orientations, social interactions during study time, and types of reward structures that motivate students to persist.

Few students with disabilities scored at proficient and advanced levels in all subjects across both relieved schools. Less than 5% of students with disabilities in grades 6, 7 and 8 scored at these levels in all subjects. Working with students with special needs and disabilities is challenging given the very specific staff skills and capacity needed to address a great variety of circumstances; however, YPI will work to create the appropriate accommodations and a welcoming environment for students with disabilities and special learning needs. All students at Central Middle School #7 will be expected to learn and grow and achieve great outcomes. YPI will utilize an inclusive educational model that meets the needs of students with disabilities (SWDs). All SWDs will be exposed to and participate in the same programs that are set up for the larger school population and receive the same wraparound support. They will be mainstreamed into regular classes with their state-required Individual Education Plan (IEP), and

receive all allowable accommodations of their plans. SWDs will receive supplemental support in and out of class from the teacher and/or specialists equipped to handle special need cases (i.e. ADD, autistic students or physically disabled) to help them stretch to their highest capabilities. Students with an IEP who need help in math, and ELA are placed in Resource Class.

12% are projected to be special education students. All Students With Disabilities (SWDs) are mainstreamed into regular classes with their state-required Individual Education Plan (IEP), and receive all allowable accommodations of their plans. They participate in all curriculum related learning with appropriate accommodations. SWDs receive supplemental support in and out of class from the teacher and/or specialists equipped to handle special need cases (i.e., ADD, autistic students or physically disabled) to help them stretch to their highest capability. Students with an IEP who need help in math and ELA are placed in Resource Class.

4. Describe instructional strategies to be implemented at school to support the Instructional Program.

Instructional methodologies to be used include project-based learning; data driven instruction coupled with teacher action research; strategic/backward design and multiple assessments; constructivist model; and, family participation and community involvement. The school will implement real world connections into experiences into the classroom. Curricula and instruction will incorporate guest speakers from companies like Disney Studios, Apple and IBM, and Time Warner, as well as field trips to local web design companies to develop and expand the multimedia theme of the middle school.

A growing body of academic research supports the use of project-based learning in schools as a way to engage students, cut absenteeism, boost cooperative learning skills, and improve test scores. Those benefits are enhanced when technology is used in a meaningful way in the projects. For example, in a five-year study, researchers at SRI International found that technology-using students outperformed non-technology-using students in communication skills, teamwork, and problem solving. According to a study by the America Connects Consortium, Promising Practices in Project-Based Learning at CTCs, project based learning can lead to greater motivation on the part of students traditionally resistant to the learning process, and provide opportunities for interdisciplinary learning. And finally, in his report, "Does It Compute?" Educational Testing Services researcher Harold Wenglinsky found that if computers were used for drill or practice, they typically had a negative effect on student achievement. If they were used with real-world applications student achievement increased. Data were drawn from the samples of 6,227 fourth graders and 7,146 eighth graders. Current research and thinking about mathematics education also supports our project based approach. The success of all mathematics teaching depends on the active involvement of children. (Ernest, 1986; Kauke & Ziller, 1996, Kilpatrick, 1985; Krulik, 1977). When math is connected to the "real world," children can relate mathematics to their own and others' experiences (Whitin and Wilde, 1995).

The Strategic Design process enables teachers to design and deliver comprehensive standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed. This process can be applied using any curricular materials including adopted programs and texts. SDSA effectively allows teachers to identify gaps between their adopted text and the state standards, and to strategically select resources that will help them fill those gaps. Research sources about the Strategic Design for Student Achievement model include: Stiggins, Rick (2005) Student Involved Assessment for Learning; Pearson /Merrill/ Prentice Hall, Wiggins, G & McTighe, J. (2001) Understanding by Design; and, Prentice Hall. Marzano, R., Pickering, D. and Pollock, J. (2001). Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.

Researchers have documented success of the constructivist model of education established with the curricula with historically under-served populations, including at University of Houston Charter School in Texas, Discovery Charter School in Newark, NJ, and Enota Multiple Intelligences Academy in Georgia. These schools and others have demonstrated that when children from disadvantaged neighborhoods, including immigrants and ELL, are given opportunity to attend schools with this focus, their test scores and whole development excel. (Amaral, 2002; Mester, 2008; Hollins, King, J. and

Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings,1997; Freire, 1995.).

The majority of students will be economically disadvantaged (89% will qualify for the federal free and reduced price meal program, a leading indicator of family poverty). YPI will provide a full-service community schools model at the school that is demonstrated to be particularly effective working with students of poverty and other with special needs. Research details parameters of full-service community schools (Benson &Haryanvi, 2001; Dryfoos, 1994; Dryfoos, 2002). The Harvard Family Research Project has reported the benefits of providing "complementary learning" resources for families in order to narrow the achievement gap in *The Evaluation Exchange* (Spring 2005). Parental and community involvement with low-income schools has been shown in studies to favorably impact student achievement. See Fan, X & Chen, M. (2001); Henderson, A.T. &Mapp, K.L. (2002). The program is consistent with the research evidence from a variety of sources: 1) historical analysis of test scores at schools that have been served by the implemented YPI model; 2) research on similar models 3) research on programmatic elements of the model; and 4) targeted evidence that documents the effectiveness of YPI service components that make up the community schools model.

At Pacoima Charter School, as described in the Case Study on pp. 52, the YPI model implemented has helped result in an 340-point increase in the school API score over the past eight years. Pacoima Charter met all 17 AYP indicators in 2009, a rare result for a PI Year 5 school and has left Program Improvement. The 2009 Similar Schools rank for Pacoima Charter is 7 (scale of 1 to 10), and it will be even higher when the latest rankings are released. This rank was a 1 when YPI first partnered with the school. An examination of California Standards Test (CST) results for English Language Arts at the school show steady gains in the percentage of students achieving proficiency over the past four years, with sharp gains for 2nd and 4th graders (100% and 130% increases from 2006 to 2009). For math, increases in proficiency have been dramatic over the past four years, with increases in grades 2, 3, 4, 5 of 70%, 72%, 93%, and 109%.

Monsenor Oscar Romero Charter Middle School was opened in 2007 by YPI and full incorporated this community school model since opening. The school's 2009 API score is 709, with 100% of students eligible for the free/and reduced price lunch program. Monsenor Romero's 2009 Similar Schools API Rank is a 10, placing it at the very top of the 100 most similar schools based on demographics and socioeconomic factors.

The YPI saturation model is similar to the Community Schools approach in that it provides a holistic network of services that address multiple aspects of barriers to learning for poor and minority students. YPI has a Full-Service Community Schools grant from the U.S. Dept. of Education, while YPI's Bert Corona Charter School has another Full-Service Community Schools grant in the San Fernando Valley. Whalen (2007) evaluates the Community Schools Initiative in Chicago and provides evidence of capacity building and benefits for students. Standardized test results indicate that CSI schools have closed the gap in achievement between themselves and the Chicago Public School District. Axelroth (2009) describes case studies of eight community high schools in the U.S. whose results include the increase of school attendance rates; large percentages of graduates being accepted into college; higher graduation rates; and increased benchmarks in reading and math. Whalen (2002) reviews results of a three-year evaluation of the Full Service Schools Initiative (FSSI) in Chicago. Rates of attendance and truancy of FSSI schools were better than Chicago Public Schools and academic performance at schools improved.

Core elements of the YPI model, including afterschool, mentoring, parent engagement, case management, college preparation, tutoring, and family support services, have shown strong evidence of effectiveness. Evidence with afterschool programs includes a Goldschmidt and Huang (2007) quasi-experimental design study of students from LA's BEST programs, students attending same schools but not participating, and students who attend schools that had no LA's BEST program. Results show higher mean scores in Reading and Math for LA's BEST students compared to total group. Results demonstrate a positive relationship between attendance and achievement scores. Another study (Huang et al 2005) examined dropout rates of students in LA's BEST program from 1-3 years to those not in the program. Results indicate that students improved or maintained California Standardized Test scores for ELA/ Math.

A parenting education study, Hara & Burke 1998, analyzed an inner-city parent involvement program in Chicago, Illinois. Students of parents improved academic achievement through reading and vocabulary scores rise over a three year period as measured by the Iowa Test of Basic Skills. Henderson and Mapp 2002 in a Harvard Graduate School of Education study have discovered that students with involved parents are more likely to earn higher grades and test scores, and enroll in higher-level programs; achieve grade promotion, regularly attend school, and graduate and go on to college. The Child-Parent Center (CPC) program in Chicago is a center-based, early intervention program that offers education and family services for low-income families. The program, following the YPI model, enhances parent-child interactions, parent and child linkages to school, social support among parents, and children's school readiness. A study (Reynolds and Clements 2005) found that children whose parents enrolled for multiple years were better prepared for school. The study demonstrated that each year families participated in the program increased the odds that children would graduate from high school by 16%. A study of 81 high-poverty Title I schools by Westat and Policy Studies Associates (2001) found that three practices of teacher outreach to families lead to a 40-50% faster gain in both reading and math among third to fifth grade students (all of which are incorporated in the YPI model) meeting families face-to-face; providing materials for home instruction of children; and regular communication with parents.

In Zimmer et al 2007, a quasi-experimental difference-in-differences approach was used to analyze achievement effects in tutoring. Students in Title I supplemental educational services scored better in reading and math in the first year and subsequent years. Participation was associated with gains in achievement in both subjects for Hispanic and African American students. For college preparation services (GEAR UP), a U.S. Department of Education quasi-experimental study (2008) of 18 middle schools and 18 matched comparison schools showed that attending a GEAR UP school was positively associated with parents' knowledge of opportunities and financial aid; involvement in school and children's education; students' knowledge of postsecondary education; and taking above grade level science courses. Family support services are shown in Layzer 2001 to be effective. A quasi-experimental design, this found positive effect in children's cognitive and emotional development and parenting behavior. Evidence indicates that programs with parent support have larger effects on children's cognitive outcomes, programs with professional staff and parent support groups produce positive outcomes.

e. Discuss how you will reach out to and address the needs of young children, ages - 5, and their families.

The YPI model of a full service community school uniquely qualified to serve teen parents and families with siblings age 5 and under at Central Middle School #7. The goal in working with parents to address needs of young children (age 0-5) will be to improve readiness for school as well as preparation of parents to ready their children for school. The program and activities will improve alignment, collaboration, and transitions between early learning programs for children birth - age 3 and in kindergarten through age 5.

Case Managers working with every student enrolled at the middle school will assess families for early learning services required to help younger siblings of enrolled students gain access to early childhood education services. This assessment is the standard process for each enrolled family at the school, and will be funded through YPI's Full-Service Community School programs. YPI and partner staff will register families on the Los Angeles Centralized Eligibility List (LACEL), and partner with Head Start and Early Head Start facilities in the surrounding area to find openings.

3. School Culture and Climate

a. Describe the culture and climate envisioned for the school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety.

YPI's vision for Central Middle School #7 is to prepare students for high school, college and careers by providing saturation services based on the Full-Service Community Schools model so successfully implemented across the country. The school will equip urban students in grades 6-8 for academic success and community participation. YPI will provide middle school youth with intellectual tools necessary to become successful students and active citizens. Through clear and high expectations for all students, a rigorous curriculum, a personalized learning environment, and family-school-community partnerships, YPI will help students overcome traditional barriers and empower them to succeed in middle school, high school, and college. This will be done within the framework of a full service community model that provides services and programs for all students and families at the school.

The middle school will embrace Culturally Relevant and Responsive Education (CRRE) in educating students. Defined as adjusting how to teach to the needs and experiences of students, it uses the cultural knowledge, prior experiences, frames of reference, and performance styles of students to make learning encounters more relevant and effective for them. Research affirms that culture, teaching, and learning are interconnected and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2000).

YPI will partner with teachers and families to provide choice and culturally relevant instruction. The school will be a multimedia small school (serving no more than 450 students in grades 6-8) whose technological vision is to create a place of learning that empowers students to become functional and prepared communicators for the demanding global requirements of the future. YPI's Central Middle School #7 will provide a mutually supportive and positive learning environment in which every member will develop communications, technological, and leadership skills. 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 an effective means to market ideas. Students will use and assess validity of the latest information available in research by accessing the most current news and data from online resources.

On average, there has been a 7.8 percentage point increase in the number of students suspended from 2008-2010. There was a 6.8 percentage point increase of Latino students and 19.8 percentage point increase of African American students who were suspended. At Carver, suspensions of African American students increased 32.2 percentage points. There are no student results for the School Experience Survey at Carver for the 2009-2010 school year. 83% of students at LAAMS strongly agreed or agreed that they feel safe in school, an amount less than the district's result of 90%. According to the 2010 School Experience Survey, 77% of parents from the two schools strongly agreed or agreed with overall school safety which is less than the district percent of 81%. Also, lower percentages of employees from the relieved schools (primarily Carver) strongly agreed or agreed on overall school safety and overall school cleanliness than the district. During the 2008-2009 school year, an average 37% of students from both schools reported that they considered their campus clean. Last year, only 50% of LAAMS students reported a clean campus, 12 percentage points less than LAUSD. LAAMS student survey results reflect lower ratings than the district with regard to school support, school involvement, opportunities for learning ELA and math, and school order. YPI will strive to maintain a clean and orderly campus and work closely with maintenance and operations to make them priorities. The new school will make the upkeep of the campus and facilities a high priority to ensure that the school remains a safe and orderly place where learning occurs. will work to ensure that the school remains a safe and orderly space for learning. It will utilize the student, family and community supports available through the community schools model to address the issues that surround student disciplinary problems and suspensions including gang prevention services and local police department programs and support.

The middle school will also be a full-service community school that will actively partner with teachers, parents, students, and community members to offer a sanctuary and one-stop center open 7am-8pm each school day, and on Saturdays. It will provide services for students and their families before, during, and after the school day at the middle school to improve academic performance, increase family income, reduce mobility, and prepare students and parents for college.

Central Middle School #7 will meet the parameters of scientifically-based research also by integrating the community school model into the curriculum and by providing staff with professional development that helps teachers to engage in the community schools process, set high expectations, and ensure appropriate learning supports for students and families. This will include professional development in creating collaborative partnerships with parents and families. Positive youth development and resiliency will be reinforced by programs such as the SEARCH Institute's "40 Developmental Assets" to promote character building and respect.

As part of the multimedia focus of this small middle school, students will graduate with computer literacy skills by being able to integrate technology inside and outside the classroom. They will exhibit competency in the core subject areas of Math, English, Science and History as well as knowledge of pathways to college and professional careers of interest. Students will have developed problem-solving and interpersonal skills to succeed in the 21st Century, and the fulfillment of these requirements delineates a well-educated and prepared individual who is ready to succeed in middle school and high school with ample preparation for success in college.

Outcome Goals:

- Central Middle School #7 will rank 7 or better on the similar schools Academic Performance Index ranking system by the end of the third year of operation.
- The school will rank 5 or better on the statewide Academic Performance Index ranking system by the end of the third year of operation.
- The annual API school growth target will be met or exceeded each year of operation.
- Central Middle School #7's academic performance on critical indicators (California Standards Test) will better performance of LAUSD schools (George Washington Carver Middle School and Los Angeles Academy Middle School) that students would otherwise attend no later than the third year of operations.
- Central Middle School #7 will increase the percentage of students demonstrating well-being in a range of health indices. The school will complete a health survey of students based on the California Healthy Kids Survey administered each year. The survey will reflect on average a 10% increase of students who indicate well-being in the health indices established in Years 2-6.

Student Focused Goals

- Increase the percentage of all student achievement in reading, language arts, math and spelling on State Standards Tests. The school will improve percentage of students who increase California Standards Test percentile rank in Proficient or Advanced categories in Years 3-6 by an average of 3 percentage points each year for ELA and 3 percentage points each year for math.
- 60% of English Language Learners will increase their CELDT scores by at least 1 ELD level every school year.
- 96% attendance rate by end of first year (exceeding LAUSD average).
- A dropout rate less than that of the relieved middle schools in the surrounding community each year of operation.

Other Academic Measures

If the school fails to meet the primary goals and growth measures, the following measures will be considered to determine whether the school should, nevertheless, be considered an academic success:

- The school's API score at the time of renewal is greater than the median API score for the comparison schools.

- The percentage of school students scoring Advanced & Proficient in ELA on the CST is greater than the median percentage for comparison schools.
- The percentage of school students scoring Advanced & Proficient in Math on the CST is greater than the median percentage for comparison schools.
- The percentage of school students scoring Below Basic & Far Below Basic in ELA on the CST is below the median percentage for comparison schools.
- The percentage of school students scoring Below Basic & Far Below Basic in Math on the CST is below the median percentage for comparison schools.
- The percentage of school ELL students redesignated to English proficiency is greater than the median for comparison schools.
- The school has met its AYP goals and is not in Program Improvement

Teacher Focused. Students learn best with highly effective teachers who know their subject field, are well trained to deliver rigorous instruction, and can attend to diverse needs of students.
- All teachers in classroom teaching core academic subjects as detailed in NCLB requirements are highly qualified.
- Establish teaching teams (teacher teams will stay with the same groups of students from 6-8th grades, and will comprise both experienced and novice teachers). Provide staff development with adequate team planning and reflecting time.

Family/Community Focused
- The school will highly recommend and encourage each family of a student to offer a minimum of 30 hours of volunteer work at the school each year. Participation may include educational activities such as Back-to-School Night, Open House, and Literacy Family Nights.
- Each enrolled student and family will be assessed by Case Managers upon enrollment, and will receive an assessment plan updated yearly with suggested services and programs provided at the school and in the immediate community.
- The school will increase percentage of families who consider Central Middle School #7 to be a safe haven conductive to learning. Questionnaires completed by 200 families in Years 2-6 will demonstrate 10% increase after Year 2 in those considering the school to be a safe haven. After each of Years 3 and 4, the percentage will rise 8%. After Year 5, it will rise an additional 5%, and after Year 6, it will rise 3%.
- The percentage of parents who report that they understand how to support their children in the school transition process will increase 8% yearly in Years 2-6. The percentage of parents who enroll in community services at the school will rise 8% each year of program services.

To build students' sense of connection to and pride in their culture, the curriculum includes readings, authors, and activities that reflect the diverse background of students. In addition, all teachers will participate in the LAUSD Academic English Mastery Closing the Achievement GAP Branch, AEMP Summer Instructional Institute as provided by the District. This five-day institute focuses on "Culturally Responsive Teaching: Scaffolding Access to Rigorous Standards-Based Curricula for Underachieving Students." Listed below are some of the seminar goals and objectives for the Institute. Participants will gain increased understanding of Standard English Learners (SELs) and the barriers that impact their ability to access core curricula. They will gain an understanding of the origin and historical development of African-American, Mexican-American, and Central-American language and the impact that it has on learning. They will become familiar with selected instructional strategies that support the acquisition of language & learning in all SELs. Finally, they will deepen understanding of Mainstream English Language Development (MELD) Instruction-Developing Listening, Speaking, Reading, & Writing.

b. Describe exactly what student success means at your proposed school.

Student success at the school will be defined in very specific ways. Central Middle School #7 will create an educational environment that fosters success in the classroom as well as the community. The school expects that each enrolled student will be on track to reach grade level proficiency in each academic subject, and is well prepared to handle the academic challenges of the next grade by the time at the end of each school year. Students are well prepared for middle school graduation.

As part of the multimedia focus of this small middle school, students will graduate with computer literacy skills by being able to integrate technology inside and outside the classroom. They will exhibit competency in the core subject areas as well as knowledge of pathways to college and professional careers of interest. Students will have developed problem-solving and interpersonal skills to succeed in the 21st Century, and the fulfillment of these requirements delineates a well-educated and prepared individual who is ready to succeed in middle, high school and beyond.

The middle school will use both a community focus and a technology emphasis to target students and families. The YPI model will be linked with the Full-Service Community Schools program already operating in the immediate neighborhood to create a strong foundation of student and family support to motivate kids to come to school and stay in school. The middle school will provide specific programs geared to student interest before school, during the school day and in the afterschool hours through its focus on multimedia education and technology. The school will actively create family-school partnerships through ongoing communication, a "contract" that conveys to parents the school's expectations, and school-wide family events organized by the Parent Association and the Community Outreach Coordinator working with YPI staff through Full-Service Community Schools and other programs operated by YPI in the target neighborhood surrounding the school.

One of the primary predictors of student success is parent involvement in their child's education. Central Middle School #7 will encourage and serve parents through opportunities leadership roles (School Site Council, the School Leadership Council, the Parent Advisory Committee), a nonbinding contract with each family describing the parameters of engaged families, and specific services at the school provided through the YPI community services model to address the parental need for education, job training and supportive services as described more fully below in Section 3e.

c. Describe the programs, resources and services that your school will provide in order to meet the social and emotional needs of students.

YPI has already worked with partners to assess the community surrounding Central Middle School #7. Resources will include those below.

The *Summer Bridge Program* is a 2-day summer orientation that bridges incoming students from elementary schools into the Central Middle School #7 culture. Students are met by 6th grade faculty who will (1) lead them into the counseling process; (2) introduce them to the school's graduation requirements; (3) provide a tour of the campus; (4) welcome them as members of the school community and assign email accounts; and (5) assess where they are academically in math and ELA using 4Sight, Gates McGinite, and Study Island assessments. This process lays the foundation for a Student Support Team (SST) to shape a personalized education plan. To break the ice for nervous newcomers, team-building activities from the Sparks curriculum, dominates the first day's activity, and by the second day, students of the newest cohort are ready to join the Central Middle School #7 community.

Case Management: Each participating student will be assessed for academic need, and will work with teachers and case managers to develop the tailored 3-year Personalized Education Plan (PEP). The Case Manager will initially meet with the student and his/her parents to present them with graduation requirements and curriculum that meet State and Common- Core consent standards. In 7th grade, the Student Success Team (SST), which includes the teacher advisor, other teachers, the case manager, and parents, supports the student's progress from one grade to the next by providing the academic and behavioral interventions to keep them on track with his/her PEP. The PEP is an organic document updated every semester as sequenced coursework is completed for graduation and college readiness, CAHSEE preparation for high school is monitored, future plans are solidified, and special needs arise (i.e.

CAHSEE preparation tutoring). PEPs help students become high school and college ready by focusing their attention and goals.

Early Childhood Services: Working with partners, YPI will establish a prenatal and early childhood education center for families of students enrolled at the middle school. Staff will register families on the Los Angeles Centralized Eligibility List (LACEL), and partner with Head Start and Early Head Start facilities to find child care services for families with younger siblings.

Tutoring and Academic Assistance: YPI will work with partners to provide in-school, before school, after school, and Saturday academic enrichment and tutoring. Teachers will conduct assessment to target deficiencies while tutoring will use Voyager, Scantron, and ReadWriteThink and Developmental Studies Center resources. A summer/intersession bridge program provides workshops that offer intensive academic support during summer and intersession. American College Testing (ACT), Pre-Scholastic Assessment Test (PSAT), California High School Exit Examination (CAHSEE) preparation is provided in small group and individual tutoring sessions to middle school students in order assist them with high school preparation in school (individual and small group pull-outs) and in afterschool programs. Research has demonstrated that students respond well to earlier support in these areas often associated with high school, and Central Middle School #7 is committed to academic acceleration by preparing middle school students for these tests.

Enrichment services are offered during free blocks, before and after school, and during weekend sessions, and include Graphic Design, Art, and programs such as disc jockey training, digital music, community gardens, and service projects. Enrichment is linked to California State Standards for academic subjects. Physical education and nutrition provides team and individual sports to promote social development through a three year Carol M. White program YPI receives in the Central LA community (2010-13). Mentoring will be school-based, with mentoring for at-risk youth to be provided using adult/child career mentoring and older/younger youth mentor models. Service Learning will help youth to develop large scale community service projects.

English as a Second Language Courses: Targeted students include many English Learners (ELs), according to community profiles established during assessments. YPI will use Coordinators for translation and to assist parents with communication with teachers. Bilingual tutors and teachers will ensure a more productive learning environment. Lead Teachers providing tutoring services are credentialed to work with English Learners. Tutors, in working with students, are trained to use the Cognitive Academic Language Learning Approach, which integrates language learning, academic content, and learning strategies. Software used has specific applications for ELs.

A key feature of personalized learning is the *student advisory program*. Each student is assigned an Advisor who will stay with him or her for all three years. Advisories will provide students a foundation for independent thinking, planning, and study and will guide them through a continuum of projects to a successful student-initiated senior project. In the beginning of each year, the advisory groups focus on building a sense of community among students and establishing trusting relationships. As the year progresses, advisory provides a forum for goal setting, problem-solving, and launching service learning. At the middle and end of each year, advisory helps students develop digital portfolios that engage them in reflection about school effort, their behavior, and their academic accomplishments.

In keeping with the multimedia technology focus of the school, the goal is to have a 1:1 ratio of laptop computers to students in each classroom. The computers will be centrally networked and have access to educational software and the Internet with proper firewalls and content screening. The school will build a reliable and supportive communication network system between itself and the community to display homework web pages, school meeting agendas and minutes, exhibitions of student work, e-mail links to teachers, and cellular phone communication using text messaging.

Students will use technology broadly to facilitate their access to learning resources, including accessing the most current news, general information, online encyclopedias, thesauri, dictionaries. Through the use of technology, students will improve their presentation of information and ideas by using electronic publishing software, using precise data synthesis and presentation; using spreadsheet applications; and, developing PowerPoint presentations. Also, students will use scanners, digital cameras,

video cameras, and other technological tools in conjunction with software such as PhotoShop, iMovie, GarageBand to further enhance their presentations. Students will design web pages and post information on our school web site. Students will use desktop publishing in all of their classes that incorporate clip art, logos, scanned images, various styles and typefaces, layouts, sizes, and colors.

The multimedia elective classes will play a vital role in the development of students. They will learn basic to advanced technology skills to share knowledge and stories through videography, animation, photography, and music. Final products will be showcased.

In addition, YPI will open a Public Computer Center directly on the school campus, and staffed by YPI through funding that includes a $5.6 million grant from the federal Broadband Technology Opportunities Program (BTOP). The YPI Center will provide education, training, and referrals to support low-income families at Central Middle School #7 based on services provided at YPI's FamilySource Center. These include multi-benefit screening by on-site Case Managers. Adults can access resources to secure employment, open a bank account, receive legal services, and guidance in applying for the Earned Income Tax Credit (EITC). They can obtain child care and utility discounts, obtain health and auto insurance, and receive needed public assistance. Adults can complete adult education and job training programs, parenting classes, and workshops in financial literacy and computer literacy. For youth, the Center provides tutoring and enrichment services to improve academic skills, as well as recreational programs such as basketball and soccer. Youth lead community service programs and enroll in college preparation workshops.

The Computer Center YPI will establish at Central Middle School #7 as part of the Community Center is one of 80 Centers YPI is opening in Los Angeles through funding from the U.S. Department of Commerce. It will provide access to broadband technology as well as educational and training services for youth and adults. Structured classes may include computer literacy, GED or SAT prep courses, as well as open hours to the public where a staff member or volunteer can provide assistance with job searches, creating resumes, or homework help. YPI Program Coordinators will be responsible for overseeing the daily operations and will assist with coordination of staffing, programs and other administrative duties.

d. Describe the programs that your school will provide to expose students to college and career opportunities

The YPI team will leverage its extensive experience with college preparation initiatives like GEAR UP and FIPSE College Preparation (both ongoing and funded YPI initiatives from the U.S. Department of Education targeting schools and students in the San Fernando Valley) to provide college and career readiness for students using full-time Case Managers. Services will include the Ansell-Casey Life Skills Assessment. Tutoring and enrichment will be provided through afterschool, summer and Saturday academic assistance classes. Tutors will conduct assessment to better target individual strengths and needs. Summer/intersession bridge program will provide afterschool programs (10am-2pm for six weeks) and work with partners such as UCLA, CSUN and the Campaign for College Opportunity to provide support that will target students in academic transition to prepare them for challenging curricula. The bridge program will offer homework assistance, time management, and tutoring in math for soon to be 6th graders. It will include College Knowledge Academies, and Going On to College!. Quarterly study habit workshops help youth become better students and will target time management. Struggling students will be recommended for workshops by teachers based on classroom assessment. College Corner will provide a place for students receive college prep and financial aid information. College preparation services will begin in middle school to help prepare students and parents for the challenges of college preparation. According to McDonough (2005), college counselors can positively impact student aspirations, achievements and financial aid knowledge when they are consistent and available. Improving counseling can have a significant impact on college access for low-income, rural and urban students and students of color. College visits to local universities (such as CSUN, USC, and UCLA) will be offered. Clic Enrollment (www.theclic.net) will be provided. This is a single online source for case management and college preparation to help families explore higher education. The program will target career technical education and college preparation working with partners like CSUN Professor David Moguel.

Multiple studies have demonstrated the success of this model. Holahan et al (2000) studied 39 middle and high school mathematics teachers in 33 schools in New Jersey who received training in use of computer-based technologies for teaching mathematics. A school model was developed to diffuse computer-based technological approaches to staff development. The study found that application of this model can achieve large-scale diffusion and institutionalization of new teaching methods.

e. Discuss strategies to engage parents and guardians in their children's education.

Of the parents who responded to the 2010 parent survey (20% average for the two schools), over 80% cited opportunities for involvement and that they felt welcome at the school; however, only an average of 34.75% reported a high level of involvement. YPI will work to increase the involvement of parents on the school campus as well as in the home, a task at which it has strong experience. There has been a remarkable level of parent engagement at YPI's Bert Corona Middle School. A very high 96.4% of parents participated in parent-teacher conferences in Fall 2010, including parents meeting with every one of their child's teachers. This rate of parental involvement received commendation from the Los Angeles Unified School District at the successful 2009 charter renewal hearing for the school and will be a cornerstone goal of services provided for parents and students at Central Middle School #7. Parents will also have access to YPI programs and resources that support academic achievement as well as family support. YPI's provides parent leadership programs to instruct and support families in navigating through the educational system and becoming advocates for their children.

Strategies to engage parents will target Full-Service Community School programs operated by YPI in partnerships with community agencies and residents in the target Central Los Angeles community served by Central Middle School #7. While the framework of the school and YPI services are designed to boost academic achievement and college readiness of middle school students, substantial research demonstrates the role that services for the entire family can play in supporting education (please see pp. 18-20 of this narrative). These services for parents will be paid for from funding YPI already has in the targeted neighborhood. The middle school will be the center of community-based learning for students and parents in the following ways.

- *Case Management*: Each participating family will be assessed for family support with a family service plan linked to the service plan created for each student. As, part of this each family will receive assessment to determine need for multi-benefit screening for services.
- For parents of students with younger siblings, the school will provide *early childhood education*. YPI will establish prenatal and early childhood education centers, and staff will register families on the Los Angeles Centralized Eligibility List (LACEL), while partnering with Head Start and Early Head Start facilities serving the Central Los Angeles area.
- *College and Career Counseling* will include Family College Nights and parent financial aid workshops that target the family and parent role in preparing their children for college.
- *Parenting Education* services include the National Council of La Raza's (NCLR) Parents As Partners (PAP) program, which focuses on college requirements. Partners will provide other parent workshops that focus on introduction to middle school and readiness for high school, improving academic communication, parental support of student learning, and parents as advocates. A "Parents as Leaders Program" offers a 8-week leadership program for parents to help them acquire skills and confidence necessary to become change agents for their children's education.
- *Counseling and Mental Health services* will include services delivered in individual, dyadic, family, or group format that will target need defined in family assessments. Community Mental Health Services (CMHS) will provide psychotherapeutic services for families. Mental and Dental Services will be provided for students and families at the schools, as well as at community clinics in the neighborhood around the school.
- *Supportive Services* are provided for parents based on case management. Direct services provided at the school and in the immediate neighborhood and referrals include shelter, food, housing,

utilities, childcare, health insurance enrollment and preventive services. YPI and partners will also provide legal, tax preparation, financial literacy, and employment support at the school.

- Leadership opportunities at the middle school include roles on the School Site Council, the School Leadership Council, the Parent Advisory Board, and other School Advisory Councils.

The middle school will employ an administrator to serve as the liaison to parents (Director of School and Community Relations). The focus of the Director is to create a positive and sensitive environment for parents to participate in their child's education, including strategies that will result in strong school/home rapport, communication, and support. In addition to leading the school community outreach efforts, the Director also serves as an additional resource to keep parents informed and involved. Parents are encouraged to drop-in for information, resources, and referrals, as well as, observe classrooms. Along with other school personnel, the Director of School and Community Relations leads and delivers training to teachers and staff. Teachers and staff receive ongoing training in the importance of parent involvement and strategies to support their child's education. Teachers are encouraged to build relationships with the families of their students and receive support and necessary resources for reaching out to parents. The Director of School and Community Relations measures the level of parent satisfaction with school staff through formal and informal surveys and meetings.

The school will convene a monthly Parent Advisory Council for parents to receive information, share information, and give feedback to school personnel, as well as plan activities that address school issues. The Parent Advisory Council designs activities that increase effective parent involvement in the education of their children at school and in the community. For example, some of the activities focus on helping parents understand how to: create a home environment that encourages learning; express high expectations for their children; help their children form a vision for their own future; and communicate successfully with school officials. All parents are members of the Parent Advisory Council.

All parents/guardians are strongly encouraged to attend an orientation at the beginning of each school year at which they will sign a nonbinding commitment form indicating they understand the school philosophy, program and outcomes, and accept the responsibilities as set forth. Commitment forms for parents/guardians of all students describe their involvement in and support of their child's educational experiences. The form commits a parent/guardian to work with the child at home with homework, projects, maintain positive and effective communication with the teacher and staff, ensure that their child attends school on a regular basis and arrives on time, enforce the school code of conduct with their middle school child, and enroll their middle school child in academic enrichment programs (After School Institutes, Saturday classes, etc.) provided by YPI at the school and in the surrounding neighborhood by YPI and partners. The school will urge parents to attend at least two parent workshops during the school year, and strongly encourages them to volunteer at the school. There will be a specific school goal of a minimum of 30 parent volunteer hours each school year.

f. Provide a copy of and describe school calendar and daily schedule for faculty and students.

Central Middle School #7 will implement a schedule that gives teachers ample time to develop student understanding. Our core value of increased time for learning is reflected in the calendar. The daily schedule includes a longer school day from 7:45 – 3:50 PM, a block schedule longer uninterrupted instructional periods of more than 50 minutes per day. YPI staff will provide academic support and enrichment services outside of the official school day schedule. Beyond the instructional days for the year eligible students will have the opportunity to participate in 120 hour summer session and a summer bridge program. Core subject classes (Language Arts, Math, History/Social Science, and Science) will be given 50 minutes or more. Before school and after-school learning opportunities will equal approximately 3 hours each day and will target intervention services for struggling students, as well as enrichment, extra-curricular activities, and community services.

Advisory Period - Students will meet with faculty in small groups (25:1 ratio) throughout the school year. In the beginning, advisory groups will focus on academic reflection and development of digital portfolios. They also build a sense of community among students and adults and establish trusting relationships. As the year progresses, the advisory will provide a forum for goal setting, problem-solving,

and launching service learning. At the middle and end of each year, the advisory will provide an avenue for students to reflect on their effort in school, their behavior, and their academic accomplishments.

Central Middle School #7 has block scheduling for the school week. Periods 1,3,5 meet on Mondays and Thursdays. Periods 2,4,6 meet on Wednesdays and Fridays. All periods will meet on Tuesday. Tuesday is a professional development day for teachers.

Central Middle School #7 Calendar 2011-2012

Beginning Date	Ending Date	Holiday & Breaks		Professional Days
Pupil Free Day August 12, 2011

Regular Instruction Begins August 15, 2011 | Instruction Ends June 1, 2012 | Admissions Day Labor Day Unassigned Day Veteran's Day Thanksgiving 2011

Winter Recess 06, 2012 MLK Birthday Second Semester Begins President's Day Cesar Chavez Day Spring Recess 06, 2012 Memorial Day | September 02, 2011 September 05, 2011 September 09, 2011 November 11, 2011 November 24-25,

December 19-January

January 16, 2012 January 9, 2012

January 20, 2012 March 30, 2012 April 02, 2012-April

May 28, 2012 | Teacher PD August 1-12, 2012 Pupil Free August 12, 2012 Pupil Free Day June 6, 2012 |
| | | | | |

Daily Schedule 2011-2012

Mondays and Thursdays (Odd# Periods)	Instructional Periods 120 minutes per class & 40 minute Advisory	Minutes Daily 400
Advisory	7:45 am-8:25 am	40+5
Period 1	8:30 am-10:30 am	120
Nutrition	10:30 am-10:50 am	20 +5
Period 3	10:55 am-12:55 pm	120
Lunch	12:55-1:25	30+5
Period 5	1:30-3:30pm	120

Tuesdays Shortened Day: Professional Development	Instructional Periods 50 Minute per class No Advisory	Minutes 300
Period1	7:45 am-8:35 am	50+3
Period2	8:38 am-9:28 am	50+3
Period3	9:31 am-10:21 am	50+3
Period4	10:24 am-11:14 am	50+3
Lunch	11:14 am-11:44 am	50
Period5	11:47 am-12:37 pm	50+3
Period6	12:40 pm-1:30	50+3
Professional Development	1:30 pm-3:30 pm	120

Daily Schedule

Wednesdays and Fridays (Even # Periods)	Instructional Periods 120 minutes per class & 40 minute Advisory	Minutes Daily **400**
Advisory	7:45 am-8:25 am	40+5
Period 1	8:30 am-10:30 am	120
Nutrition	10:30 am-10:50 am	20 +5
Period 3	10:55 am-12:55 pm	120
Lunch	12:55-1:25	30+5
Period 5	1:30-3:30pm	120

A typical day at the middle school is designed for deep exploration of subject matter content and to provide opportunities for students to socialize and engage in extracurricular activities. The schedule is set up to ensure equitable access for all students to a curriculum that meets their needs and challenges them academically. Students generally arrive in uniform at school between 7:00 a.m. and 7:55 a.m. so that they can have breakfast and prepare for the day. Teachers arrive at 7:30 am. On Monday mornings, teachers attend a calendar meeting and on Tuesday afternoon, they attend a two-hour curriculum professional development meeting. On other mornings, teachers are mentoring students, and students are finishing up assignments on computers, checking their email and ordering lunch online. Every day begins with all students attending a reading elective course 4 days a week during the Advisory block, Success For All: The Reading Edge, which provides prevention, intervention, and gifted reading instruction. Students then have a nutrition break and transition into their core content courses and/or other electives (Technology, Communication, and Foreign Languages).

Students participate in a block schedule for their core curriculum. These longer blocks allow for deeper exploration of subject matter and thematic integration to ensure content mastery. Four times a week, Monday-Thursday, each student only sees five teachers, and only makes three to four transitions. This supports a small learning community and minimizes opportunities for problems. The day ends at 3:30 p.m. daily. Everyday, students participate in intervention workshops, enrichment, extra-curricular activities, and community service after school between 3:50 p.m. and 6:50 p.m.

Lunch is served hot every day. 6th grade students have a separate lunch-time to foster a safe and pro-social environment during this year of transition from elementary to middle school.

Daily Schedule: Guiding Principles
Minimize teacher: student contacts
- 125students per team
- 75 students per teacher, per regular day in core content classes

Increase instructional time
- 120 minutes per core instructional period

Personalized learning through:
- Regular structured advisory groups (4xper wk)
- Smaller class size (25:1)

Provide consistent time for teacher planning and professional development.
- Daily conference period per teacher
- Weekly professional development 2 hours each Tuesday
- Academic Electives provide time for accelerated learning or enrichment

NOTE:
- 25 class size using PE teacher – 50 students per PE period,
- (25 from each teacher on conf at same time).
- Conference periods need to scheduled to coincide with PE
- Conference periods scheduled away from beginning of day allow for orderly opening.
- Weekly Professional Development provides time for team, curricular, or total

- School learning community development.
- Students in English Immersion will receive instruction using sheltered English strategies within English courses.

i. Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for faculty and staff.

Central Middle School #7 will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for faculty and staff. Schedules will be set according to the schools mission and vision and teacher agreements to enhance instruction and student learning and increase academic achievement. This schedule allows for more planning time and contributes to a more structured learning environment and school community. However, not all of the teachers need the same "one size fits all" model of professional development. This is where a full-time Learning Technology Director will work personally with teacher to help create with them a specialized and personal learning strategy for goals and needs. This will not be a technology show and tell experience. Strategic outcomes and personalized instruction will be coordinated by the Learning Technologies Director.

The schedule autonomy addresses student needs by providing a targeted elective to teach reading, as well as block scheduling to encourage extended study by students. The schedule reflects the proposed educational model by providing targeted blocks for direct work in school themes, as well as culturally relevant pedagogy infused throughout the curriculum and in targeted Spanish and themed period. The schedule promotes teacher collaboration through block scheduling as well as a minimum schedule on Tuesday that provides 90 minutes of professional development.

4. Assessments and School-wide Data

a. Explain the school's philosophy on student assessments.

Central Middle School #7 will implement a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Students will be assessed regularly throughout their years at the middle school through a variety of methods (see chart below with assessment methods). Student content mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. The approach to assessment will be conducive to benchmarking students against themselves, evaluating groups of students, and assessing the school on an annual basis, using local, state, and national standards. The school will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools.

Assessment at Central Middle School #7 will be fully integrated into teaching and learning. Assessments will guide the course of instruction. Students will demonstrate they can integrate knowledge, skill, and analysis to produce authentic work. They will have the opportunity to synthesize information across disciplines and evaluate their own learning and progress. Examples of such work at the school will include essays, performances, debates, staged conferences, presentations, and community service projects.

The following methods assess student progress and fulfillment of instructional objectives:

School wide Quarterly Assessments, such as Gates-MacGinitie and 4Sight will be utilized to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for gifted students. In science and social studies, quarterly assessments will be designed using a test-generator tool from Data Director. This resource will allow teachers to input standards they have addressed for the quarter into a system that will then generate standards-based test items. In the case where two teachers teach the same grade level and content area, they will collaborate to ensure pacing alignment and common test design. The results of these assessments will be used in conjunction with teacher-created assessments to monitor student progress on at least a quarterly basis.

Classroom Assessment will provide ongoing analysis of student progress on a daily basis. Each lesson will incorporate some form of assessment to determine whether the objectives of that lesson were met. Daily assessment will be documented in the form of class work and activities and will be recorded in teacher grade books. Teachers will monitor student progress through exams, essays, research projects, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments will reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents will be informed of their child's progress and report cards will be sent home quarterly.

Digital Portfolios that reflect school-wide ESLRs and state standards provide students with the opportunity to reflect upon and demonstrate their learning. Students at Central Middle School #7 will document their mastery of skills deemed essential for success in the 21st Century through academic portfolios. Portfolios will be a collection of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student's growth and progress. Students will engage with teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students will analyze their academic progress and with a teacher set new short and long term goals. Student portfolios will be evaluated by teachers and staff according to a predetermined scoring rubric.

Capstone Projects and Presentations of Learning at the end of each semester will demonstrate student learning across disciplines. Students will work in extended project blocks during the last week of each semester. Capstones and Presentations of Learning may take the form of an exhibit, community project, or theatrical presentation. An example of a capstone project math students have engaged in is a probability and statistics exploration where student teams designed and implemented various experiments to determine answers to such questions as, "What are the athletic attributes of Olympic athletes?" "What are their performance statistics and how do they compare to my athletic performance statistics?" Students performed simulations for multiple trials, recording their data in a tally chart of their own design and a bar graph. Students then took the information they collect from their random sample and used it to predict

(mathematically) the athletic potential of students in the school. Student teams used tools such as HyperStudio and PowerPoint to present their information to the class. Using a rubric the teacher created to assess mastery, students developed a clear understanding of what was expected of them in a successful presentation. School staff will refine a rubric for evaluating student performance for the capstone and presentations of learning projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts will all take part providing constructive critique and assessment of capstone projects.

State Standardized Testing: Students will be expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Standardized Testing and Reporting (STAR) exams.

The information below outlines a balanced suite of quantitative and qualitative assessments, an approach that is supported by research (Stiggins 2005); teachers must be knowledgeable to select the appropriate test given the level of cognition required by the each standard. Standards at a high level of Bloom's Taxonomy (e.g. synthesis) may require a performance assessment, such as a capstone project. Lower levels of Bloom's are effectively assessed with multiple choice or constructed response assessments. All teachers will be trained to analyze the standards, and select or create the appropriate assessment (either from the existing textbook, or from other resources if supplementation is required).

Benchmark: Teacher-led assessment design is tempered by the need for common assessments that allow for collaborative data analysis, examination of student work, and progress monitoring. To meet this need, all content areas administer common objective assessments. In ELA and math, the assessments are externally designed (Gates MacGinitie and 4Sight for ELA & Math, NWEA, and ALEKS for Math). In Science and Social Studies, teachers have in the past worked together to develop standards-based assessment items. They will be able to use the test-item generator function of Data Director to input standards and automatically produce professionally designed test items that help predict performance on the CST. In this way, all four core content areas will have objectively designed assessments that they will administer quarterly, as well as teacher and textbook designed assessments to be used formatively (daily and weekly) and summatively (capstone and presentation of learning projects, etc.). As described under the section on exiting Program Improvement, all teacher-designed assessments, including the Capstone and POLs projects are designed based on an analysis and alignment to the state content standards.

The philosophy of the school emphasizes the importance of a data driven culture for student assessment and school success. Administrators, teachers, students and parents will be partners in the process to understand what students know and what they are ready to learn. The middle school will use a balanced suite of qualitative and quantitative assessments that includes Gates MacGinitie, 4Sight, Study Island, as well as Capstone projects completed by each student each year at the school. Assessments allow students and teachers to better understand where they are on a regular basis so they together can set goals and engage in strategies to be better learners and teachers of information.

Table of assessments by grade level:

Grade	Assessment
6th	CST, CEDLT, Benchmarks (Math, ELA, Science, History)
7th	CST, PSAT, Benchmarks (Math, ELA, Science, History)
8th	CST, CEDLT, PSAT, Benchmarks (Math, ELA, Science, History)

Standards based instruction will have a prominent place in the classroom. Each classroom unit board will identify the state standards being addressed, the assessments being utilized, and specific learning objectives and outcomes for the day. Often, in the first ten minutes of the classroom, teachers will utilize a warm-up to help students activate background knowledge. Or, teachers may use the time to provide direct instruction to help students acquire new knowledge. All instruction will follow the Strategic Design for Student Achievement™ Model which trains teachers to use backwards planning process to make deliberate decisions to provide effective instruction. Strategic Design, developed by Insight Education Group, teaches teachers to identify desired outcomes (Standards and Bloom's

taxonomy) align those outcomes to multiple assessments (formative and summative assessment options are used) and to develop and differentiate instruction toward student needs (Bloom's Taxonomy, research based strategies, and differentiated instruction).

In a typical classroom at the middle school, visitors will see students working in leveled or collaborative groups actively engaged in culturally relevant project-based learning. While in their groups students will utilize Thinking Maps™ to help them to think critically across all subject areas and to complete all of their standards based tasks and assessments. The following CRRE (Culturally Relevant and Responsive Education) instructional strategies will also be utilized:

- *Contrastive Analysis*: Oral and written language skills: integrating linguistic knowledge of SAAE (Standard American Academic English) into home language of Standard English Learners.
- *Personal Thesaurus*: To build on prior knowledge.
- *Culturally Relevant Literature*: Draws upon personal knowledge to make meaning of text: Learning environments that facilitate literacy acquisition and establish linkages between the home and school cultures.
- *Building on the Learning Styles and Strengths of SELs (Standard English Learner) learning styles*: Individual preferred orientations, social interactions during study time, and types of reward structures that motivate the individual to persist and try harder.

b. Describe how the school will use assessment autonomy to maximize student learning.

Central Middle School #7 will use standardized testing through benchmarks set by the California Department of Education and demonstrated by the CA Standards Test. In addition to this measure, the school will establish multiple assessments to maximize student learning and capture student achievement at the school, including the following. Classroom Assessments will allow teachers to monitor progress through exams, essays, research projects, and presentations. Report cards will be sent home every 5 weeks. The goal will be to provide on-going communication with families through an online grading program. The school will build a reliable and supportive communication network system between itself and the community to display homework web pages, school meeting agendas and minutes, exhibitions of student work, e-mail links to teachers, and cellular phone communication using text messaging.

Portfolios will include class projects, videos, web pages, etc. that document 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.

Teachers will collaboratively create their own assessment tools based on state standards. 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. Collaboratively, students will 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 portfolios to measure understanding and achievement. As the school integrates more technology, portfolios will become e-portfolios that reflect student progress over all three years.

Intervention will be provided for students based on CST scores, previous grades, and teacher 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 the two. Integrating the elective with intervention content will diminish the negative connotations tied to intervention. The intervention courses will utilize subject-based software to engage and challenge

students. For example, a math intervention project will include the use of iMovie to create an instructional "how-to" video in which students explain how to solve a two-step pre-algebra equation. Furthermore, we will provide a pull-out support program from PE 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. 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. In addition, morning and after-school tutoring, homework club and enrichment classes will also be available for student intervention.

c. Describe school-wide assessment plan for school.

The school will use these methods to assess instructional objectives fulfillment: *State Standardized Testing, Classroom Assessment, Portfolios, and Capstone Projects.* Students will meet benchmarks set by the California Department of Education and demonstrated by the CA Standards Test. Benchmark diagnostic testing: standards-aligned tests such as NWEA Maps will be implemented and analyzed 3 times a year. *Classroom Assessment:* Teachers will monitor progress through exams, essays, projects, and presentations. Report cards will be sent home quarterly. *Portfolios* will incorporate student work, projects, and videos that document growth. An example will be a student who creates a digital portfolio in the form of a movie showing an interactive science experiment. Student portfolios will be evaluated by teachers according to a scoring rubric developed by staff for evaluation aligned with goals. Students scoring 80% or above will have mastered standards aligned to specific assessment.

LEARNING	LEARNING OUTCOMES	ASSESSMENT METHODS	ASSESSMENT
English/ Language Arts	Students will demonstrate: On quarterly assessments, at least 75 % of students will demonstrate proficiency on grade-level content standards, with emphasis on: • grade-level appropriate reading with comprehension • speaking with clarity and meaning • thorough and analytical response to historically and culturally significant works of literature • clear and effective oral expression • clear and well structured persuasive writing • 95% of students will demonstrate growth and improvement from one quarterly assessment to the next.	State Mandated Tests Portfolios of written work Teacher developed and textbook assignments and assessments Oral presentations Faculty-developed rubrics Classroom Projects Semester Capstone projects Year end Presentation of Learning projects Senior Project Benchmark assessments (4Sight, Gates MacGinitie, NWEA Maps) Summative	Annually Quarterly Daily Quarterly Ongoing Ongoing Annually Senior Year Quarterly Every 3–6 Weeks

		assessments (Study Island)	
Mathematics	Students will demonstrate: On quarterly assessments, at least 75 % of students will demonstrate proficiency on grade-level content standards, with an emphasis on: understanding of formal logical reasoning application of logical reasoning analytic and symbolic processing arithmetic and algebraic manipulation and construction number sense skills in measurement and geometry data analysis, probability, and statistics algebraic thinking 95% of students will demonstrate growth and improvement from one quarter assessment to the next.	State Mandated Tests Portfolios of mathematical work evaluated with school- and classroom developed rubrics, NWEA MAPS Teacher developed and textbook assignments and assessments Classroom Projects Semester-end Capstone projects Presentations of Learning Year-end Projects ALEKS Assessments Study Island Assessments	Annually Quarterly Daily Daily Ongoing Bimonthly Annually Every 3-6 weeks
History/Social Science	Students will demonstrate: On quarterly assessments, at least 75 % of students will demonstrate proficiency on grade- level content standards, with an emphasis on: intellectual reasoning research skills chronological and spatial thinking understanding of different points of historical and social sciences analysis historical interpretation 95% of students will demonstrate growth and improvement from one quarterly assessment to the next	State Mandated Tests Portfolios of work evaluated with school- and classroom-developed rubrics Teacher-created and textbook assignments and evaluations Classroom Projects Semester Capstone projects Year-end Presentations of Learning projects Senior Project Data Director (or equivalent) standards-based assessments	Annually Quarterly Daily Ongoing Annually Senior Year Quarterly

			Every 3-6 weeks
		Study Island	
Science	Students will demonstrate: On quarterly assessments, at least 75 % of students will demonstrate proficiency on grade- level content standards, with emphasis on: proficiency in the fundamental concepts and terms of various branches of science, skills in investigation skills in experimentation 95% of students will demonstrate growth and improvement from one quarterly assessment to the next.	State Mandated Tests Portfolios of work evaluated with school- and classroom-developed rubrics Teacher-created and textbook assignments and evaluations Classroom Projects Semester Capstone projects Year-end Presentations of Learning projects Senior Project Data Director (or equivalent) standards-based assessments Study Island ALEKS	Annually Quarterly Daily Ongoing Annually Senior Year Quarterly Every 3-6 week
Spanish Language Arts/ Heritage Language	Students will demonstrate mastery of CA Foreign Language Standards	Portfolios of work evaluated with school- and classroom-developed rubrics Teacher-created and textbook assignments and evaluations Classroom Projects Semester Capstone projects Year-end Presentations of Learning projects	Quarterly Daily Ongoing Annually
Technology/ Visual Arts	Students will demonstrate mastery of National	Portfolios of work evaluated with school-	Quarterly

	Technology Standards and CA Visual Arts Standards	and classroom-developed rubrics	
		Teacher-created and textbook assignments and evaluations	Daily
		Classroom Projects	
		Semester Capstone projects	Ongoing
		Year-end Presentations of Learning projects	Annually

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

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

d. If applicable, submit a timeline that outlines plans to develop curricula for school prior to opening.

A preliminary curriculum for the middle school is included in this narrative (Section 2). This and all other curricula will undergo a review and revision process prior to the school opening in September 2011. This process will include District review, advice, and approval, as well as the final oversight and review of the school community through the Parent Advisory Councils, the involvement of parents in the community, and the review provided by the School Site and Leadership Councils.

e. Describe school-wide data collection and monitoring plan.

Central Middle School #7 will use the LAUSD Integrated Student Information System (ISIS) to track student records and identify services to report to the District, including assessment, graduation/completion rates, suspensions, placement, transition, disproportionally, complaint response time, service delivery, parent participation, translations, teacher quality, and behavioral interventions. Reports provided as part of ISIS will include a monthly suspension/expulsion report throughout the school year, a monthly SESAC Report and Welligent Student Listing Verification, CBEDS, due at the end of October, and an All Students Enrolled Report due at the end of December.

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

Using the CA Content Standards, Central Middle School #7 has defined what students should know and be able to do in each grade level core subject area by course. These measureable student

outcomes are based on the curriculum content and serve as the basis to measure student progress. Student success in developing conceptual thinking, problem-solving skills, and content mastery will be assessed using multiple measures, based on an assessment program that both increase learning and provides certainty of accountability. The assessment measures will contain the following but will not be limited to:

- **Benchmark Assessments:** The school will administer interim benchmark assessments aligned to the California State Core Standards as one of the indicators of student proficiency, to inform instructional practices, and to influence teacher reflection and improvement of practice.
- **Classroom Assessments and Standards-based Report Cards:** Student work is planned and assessed based on standards assessed in the assignment. Standards-based report cards that will assess student proficiency on grade level standards for the course will be issued every five weeks.
- **CST Results and Analysis:** CST Reports will be provided to the school during the summer and uploaded into DataDirector for longitudinal analysis. School-wide analysis and planning will begin in the summer prior to the first day of instruction.
- **Diagnostic exams:** students will be given diagnostic exams to determine proficiency in reading (SFA) and math (ALEKS). CELDT will be administered at the beginning of the year to determine English language proficiency for those whose first language is other than English.
- **Life and Study Skills:** Students performance in non-academic areas will be measured independently from academic proficiency including e.g. behavior, study skills, and work habits.
- **State-Mandated Standardized Tests:** All state tests, CST, and CEDLT, will be administered to establish that the school is meeting state, federal and school performance targets. 5th grade CST scores will be considered baseline data for incoming 6th grade cohorts.
- **Quarterly Instruction, Benchmark Assessment, and Analysis:** Instruction for core subjects in grades 6-8 will reflect research on state standards and instructional units connected to CA Standards tests. Benchmark assessments will be administered quarterly. Results will be analyzed and provided to the principal, and teachers. The performance data will show by teacher and subject matter student performance bands from far below basic to advanced. Teachers and school leaders will meet after each benchmark assessment to analyze data, to discuss patterns across grade levels & content levels to make mid course corrections, and to share instructional strategies to better meet student needs. Teachers use data to identify students who need re-teaching, enrichment or acceleration during the two weeks prior to the next instructional period begins.
- **Bi- weekly & every three-week formative Assessment:** Every two to three weeks the Study Island assessment will be administered. Teachers will use the data from this more frequent assessment to monitor students in between the interim benchmark assessment. Each week after the test administration of this assessment the teacher will review the student data and discuss additional strategies to better meet student needs during the weekly **Tuesday two-hour professional development time.** Teachers will also share the data with students during the advisory period, where students will record progress in their accountability notebooks and reset their own targets and goals for the upcoming instructional period.

Student and staff performance will drive professional development for teachers and the principal at Central Middle School #7. The goal is increase teacher and principal effectiveness to increase student academic achievement outcomes. The schools professional development engages the principal and the teachers in ongoing collaborative reflective practice, analysis of current relevant real –time student performance data, and thoughtful discussion about best practices in instruction.

- **Ten school site pre-service days for professional development and planning:** Ten days are planned for all teachers. The focus is on instructional priorities that will be set by performance data, principal and teacher feedback.
- **Weekly Common Planning Time:** The school schedule has been established to support two hours of weekly common planning time for teachers to plan lessons, work with mentors & lead teachers, and peer coaching/teacher observations.

- **Weekly professional development:** The school will dismiss two hours early each Tuesday. The principal and school leaders will develop professional development plans based on student data and the school's pre-selected instructional hallmarks such as SFA, ALEKS, Technology, etc. All PD must be aligned to the schools mission and goals.

f. For all middle and high schools, describe the proposed graduation requirements

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

5. Professional Development

a. Describe the professional culture you envision at the school.

On average, lower percentages of employees from the relieved schools (primarily Carver) strongly agreed or agreed on overall support, commitment and collaboration; overall opportunities for professional development; and, overall teacher collaboration than the district. YPI schools have a high level of teacher collaboration as it is part of the culture as evidenced by the teacher supports that are provided through professional development and the facilitation of a collaborative professional environment. Teachers participate in two weeks of professional development before the start of the school year and engage in bi-weekly meeting during which they collaborate, have conversations about data, and complete online courses to address areas of improvement. Teachers have each other's contact information in order to consult with each other on school issues. YPI will foster this effective strategy of creating small professional learning communities and build this kind of climate in the new school. Central Middle School #7 is committed to supporting its staff and teachers by providing ongoing opportunities for professional growth and development. Specifically, teachers participate in a two-week summer institute, followed by five full days of in-service professional development days during the school year. Furthermore, weekly staff development opportunities are structured into the bell schedule on Tuesdays.

The overall goal is to create a community of learners amongst the teachers and staff of the school – this will effectively model for students what it means to be a life-long learner. Creating a community of learners will require attention to team-building, setting norms for collaborative work, and inclusion of teachers in important educational decisions. The school leadership team designs the professional development calendar each year, setting the direction for professional learning. This is done through 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. A teacher leader will be trained in a process, program, or strategy (Data Director, project- based learning strategies, student portfolios, etc.) and then return to train others on what they have learned and support implementation.

Through a Critical Friends Group and peer coaching, teachers from all YPI schools will establish a professional learning community by voluntarily coming together at least once a month for at least two hours. They will work to improve their teaching practices through collaborative learning. In these meetings, teachers will review the organization and schools' shared norms and values and engage in reflective dialogue about their work and school operations. Participation in this group will encourage a collective focus on student learning as well as continuous improvement. This kind of collaborative practice builds the spirit of shared responsibility within teachers for the learning of all students. In order to share best practices, two or more teachers work together to validate and improve teaching performance. Teachers will have the opportunity to reflect on current practices and to expand, to refine, and build new skills based on best practices. Peer coaching will be used to share new ideas across YPI schools; teach one another; conduct classroom observations; and, solve any workplace problems. Peer coaching will focus on the collaborative development, refinement and sharing of professional knowledge and skills. Teacher coaches may facilitate strategies or formal structures for examining student work or teacher work. Teachers will support each other and improve their teaching by giving and receiving feedback, questioning each other and themselves, reflecting on their work or their students' work, addressing dilemmas, collaborating across disciplines, and confronting assumptions, mindsets, and expectations.

The goal of all professional development is to raise student achievement. In first year teachers will engage in professional development on designing daily instruction that meets the level of cognition required by the standards. This will ensure that instruction is standards-based on a daily basis. In the second year of operation, the critical focus of professional development will be on data-driven instruction. Teachers will learn to, and then will be expected to demonstrate how they are using data to make instructional decisions every day. Finally, because professional development decisions are made partly based on student proficiency data, the school will consistently seeking to leverage the most high-impact in-service activities to ensure raised student achievement. In this way, professional development becomes instrumental to the school's ability to obtain high academic outcomes for all students.

Professional development will be teacher driven to focus on avenues needed to support teachers in the classroom and increase student academic achievement. The school will provide professional development that targets the multimedia theme while offering broader competencies based in community learning, teaching English learners, problem-based learning, action research and data driven instruction. Informally, teachers will look at student work and questions in order to inform their instructional practice. Formally, school leaders will train teachers in analyzing teaching, learning, and student assessment data (data driven instruction) and embarking on focused, relevant action research in the classroom.

Professional development consultants will work with the YPI Executive Director of Public Schools to lead professional development through collaboration with teachers, site and district administrators, parents, and community members to strengthen curriculum, deepen teacher content knowledge, improve instructional strategies, understand student learning, use data-driven inquiry and create a college-going culture to improve outcomes for students. The school will utilize a portfolio of professional development opportunities, including five California Subject Matter Projects in Writing, Reading and Literature, Mathematics, Science, History-Geography and a School Transformation Project that brings together multiple teacher learning and coaching opportunities at a school site. The school, with its multimedia focus, will seek support from consultants like Marco Torres, to provide professional development in how to restructure the curriculum using technology for applied productivity and to develop projects that are integrated across the academic areas.

Additional providers include NCTM conferences for math teachers, the History Alive! program by Teachers' Curriculum Institute for social studies teachers, National Science Teachers Association conferences and National Science Foundation's Problem-Based Learning Project, and National Council of Teachers of English conferences, Columbia Teacher College Writing and Reader's Workshop Training, and The Success For All Foundation Literacy Conference. Additional external professional development support for the school will come from CUE (Computer Using Educators), NECC (National Educational Computing Conference), California League of High Schools Annual Conference, With Different Eyes Conference, CMC (California Mathematics Conference), and Data Director Training through Riverside Publishing Company.

b. Describe what effective Professional Development (PD) will look like at your school.

Teachers are often presented with professional development that revolves around narrow, single "topics" such as classroom management, assessment, or differentiating instruction. CRMS #7 will contract with Insight Education Group for the delivery of professional development activities. Insight Education Group believes in a process-oriented approach to professional development in which participants learn how to use a comprehensive process of instructional planning that links critical components necessary for improving student achievement in a standards-based system: (1) Identifying and Prioritizing Desired Results (Standards); (2) Designing and Aligning Assessments to the Desired Results; and (3) Designing Effective Classroom Instruction That Provides Opportunities for All Learners.

Central Middle School #7 operates on the belief that all students can achieve at high levels and designs professional development around this concept. The following objectives provide a general outline of the "Strategic Design for Student Achievement" model that will be used at the middle school. This has been shown to contribute to improved teacher and student performance. The process empowers teachers to make their own decisions and the types of resources/programs needed to help them meet instructional goals. At the same time the process helps students understand relevance of the day-to-day classroom activities taking place by linking those activities to a larger purpose.

The sessions listed below are pre-service training opportunities for teachers. Ongoing monthly coaching and support will provide teachers with continuous feedback about their instructional practice. Coaching sessions will allow teachers to reflect and change strategies to better meet the needs of their students to impact greater academic achievement gains on periodic assessments and ultimately the CST.

The focus for session one will be an overview of the strategic design process, as well as providing participants with tools to analyze and prioritize content standards. *This is a necessary pre-requisite step to effectively designing assessments that are aligned to standards.* During session one, participants will be

introduced to a Unit Planning Guide designed to help teachers effectively design standards-based units. Participants will understand the three steps of the strategic design process (identifying desired results, designing and aligning assessments to those results, designing instructional activities). They will apply a concrete process for analyzing standards which helps teachers internalize the standards as well as determine the following information: level of thinking (Bloom's) required by students to reach mastery of the standard; identification of standards that will serve as "anchors" upon which units can be based. Other standards are tied to these "anchor" standards within each unit designed by teachers; creation of objectives linked to standards to determine effective methods for communicating standards to students.

The focus for session two will be on designing effective assessments that are aligned to standards. Participants will discuss and use criteria for selecting the most effective measure of standard mastery. Teachers will continue using the Unit Planning Guide to create standards-based units and lessons. During the second session participants will identify four overarching assessment methods from which to choose when designing standards-based assessments (both formative and summative); match an appropriate assessment method to each standard; examine elements of effectively communicating assessment expectations to students; and use the Unit Planning Guide to continue developing standards-based units and lessons with a focus on developing assessments aligned to standards.

The middle school staff will also engage in regular professional development on reading and literacy strategies that help them develop literacy across the curriculum as implemented and guided from the Success For All: Reading Edge curriculum. This will be supported by educational technology professional development funded through competitive Enhancing Education Through Technology program. The Youth Policy Institute has received competitive EETT funds for both its direct-funded charter schools and intends to apply for this Network Partner middle school as soon as it is available. This will support LACOE training and technology mentors who observe and provide coaching to teachers, digital media academy training on various software applications, and a one-week training on software (e.g. Dream Weaver, Photoshop, etc.) that teachers use to integrate technology into the curriculum.

In addition to teacher professional development, YPI program staff providing education and training services for students and families will receive professional development to better integrate services with the school mission and goals. Case Managers receive training to work with students families in assessing need and to create and update service plans while coordinating services with teachers. All program staff will receive a four-hour facilitator training covering effective trainers and adult and youth learning theories; training methods; creating a conductive learning and assessment environment; creating an organized training plan, presentation techniques and learning styles; and post workshop follow-up. Staff will evaluate effectiveness and solicit feedback to improve techniques, skills and materials.

Program staff located at the school will meet monthly with teachers to review services and coordination. Each staff person will have a checklist of duties and services for which they are responsible, and trainings will target how successfully programs and services are integrated. The checklist will help ask and answer essential questions to measure success: Have families received all appropriate referrals? Are families receiving thorough follow-up? Do tutoring and college preparation services reflect deficiencies as found in student assessments as conveyed by teachers? Are tutoring and support services aligning with school curricula and instruction? Monthly meetings will review staff and partner duties and will provide a forum for improvements in service difficulties and communication.

YPI's strategy includes the use of the Social Solutions data management system to track all services and outcomes. This will allow staff to upload weekly data from service components to a central system to create a data repository for review by staff and partners. Data management systems will provide access to real time unduplicated client numbers each week and provide analysis of community saturation and penetration of services at the child, parent, family and community level. Batch Upload supports Participant, Household and Effort data uploads. The database can also support uploading of Assessment, Attendance, Entity and Housing data.

c. Describe induction program for new and existing teachers.

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

d. Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities.

The outline below details the specific initiatives that will be addressed in the next five years of operation with the understanding that other professional needs will be addressed both formally and informally throughout the years in coaching and faculty meeting forums. Central Middle School #7 is committed to full implementation of all of its initiatives by the end of the 2010-11 school year, with most completed by 2013-14. The following table identifies priority initiatives, the current status, and the implementation end goal and timeline.

INITIATIVE	STATUS	END GOAL	TIMELINE FOR Quarter	COMPLETION Year
Strategic Design (Standards-Based Instruction)	All teachers trained and implementing standards-based units and unit boards. Continuing efforts to align daily lesson objectives and activities.	All units and lessons and assessments are aligned to CA standards and at an appropriate level of rigor.	4	2011-12
Project-Based Learning	All teachers complete a project at least once per year. All teachers integrate standards-based projects throughout the year with varying frequency.	Teachers integrate high-quality standards-based projects into every instructional unit.	4	2011-12
Capstone Projects	All teachers facilitate a capstone project every year. Continued effort to improve quality, rigor, and cross-curricular integration.	One high quality, integrated, standards-based capstone project per grade level per year.	4	2012-13
Technology Integration – Classroom	2. Will begin with a 5:1 Student: computer ratio in classrooms. Will work towards 1:1. All teachers trained on basic office application, Iweb, keynote, IMovie,	All classroom projects and daily instruction integrate technology appropriately. Students can identify, select, and apply the most appropriate	4	2013-14

	Dreamweaver, Photoshop, ishowu, googledocs. All being used by students. All teachers using some technology applications.	technology applications for a given project or assignment.		
Technology Integration - Digital Portfolio	All students will complete a digital portfolio. Continued efforts to systematize criteria, process, and rigor of the portfolios.	Digital portfolios are aligned to standards and school-wide outcomes, are of excellent quality and support student reflection and learning.	4	2011-12
Service-Learning/ Culturally Relevant	Primarily after school (service club) and minimally during the school day (leadership class) and school-wide service days more akin to community service. Minimal service-learning integration in core content areas. Continued efforts to connect to the curriculum.	Every teacher implements high-quality standards-based service-learning in at least one unit per year.	4	2011-12
Parent Involvement	Full time administrative position focus on parent involvement. Frequent high quality events occurring that respond to parent needs.	Every parent event maximizes parent ability to support student academic success.	4	2013-14
Community Involvement	Strong relationships with elected officials, YPI (grants and services), Digital Media Academy, Cesar Chavez Foundation, Japanese American Community Center, and CSU Northridge and UCLA	The school is viewed as a resource to the community, and community partners create ongoing opportunities for students and families.	4	2011-12
Data Management	All students regularly assessed on reading	Data Director on line and being used	3	2012-13

and Analysis	proficiency using the Gates MacGinitie assessment. Data will be used at regular intervals to place students and examine instruction. Math benchmark will be administered regularly and used to inform instruction. Will get Data Director on line to facilitate effective and regular data analysis.	in all content areas. Data driven decision-making is continuous school-wide and in individual classrooms.		
Counseling Services	Counseling services, social and emotional, will in place and available to all families and students who need the services. Academic Counseling will be available year 1	High quality counseling model in place and operational.	1	2011-12
Intervention/ Acceleration/ Enrichment	All students will receive systematic intervention or acceleration targeted to their needs in Math and ELA during the school day. Tutoring and enrichment will be available during the day and after school.	All students will actively participating in appropriate, high-quality intervention, acceleration, and enrichment that result in increased achievement.	1	2011-12

Teachers will participate in a two-week summer institute, with five full days of in-service professional development days during the school year. The school leadership team designs the professional development calendar each year. This is done through classroom observations, data analysis, and discussions with teachers about what support they need or would like to receive. To overcome budget constraints, a teacher can be trained in a strategy (ex. portfolios) and then return to train others and support implementation. Teachers from the middle school will come together for workshops with community leaders and organizations in order to learn about community needs.

Scheduled professional development events include Summer (August) Institute: Data Driven Instruction and action research; Community based schools; Backward Design of curriculum (projects) that incorporate problem-based learning and are standards-aligned; the use of Portfolios to Document Student growth/achievement in the multimedia small school; Project GLAD (or SDAIE). September/October: Action Research (ongoing link to Data Driven Instruction), Project GLAD in depth, problem-based learning, community-based schools and integration with the community. November: Action Research, project-based learning, Teaching through the Theme (Multimedia). December/January:

Action Research (ongoing link to Data Driven Instruction), using Portfolios to Document Student Academic Growth, Leveraging Community Partnerships into the Classroom, Backward Design for multiple assessments aligned to standards. February/March: Action Research (related to mid-year assessment data), Service Learning, Project GLAD, teaching through Theme. April/May: Action Research, subject-specific data driven instruction.

e. Describe how PD program will be evaluated to assess success and effectiveness on an ongoing basis.

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

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

f. Describe how school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve instructional practice.

Teachers will participate in a two-week summer institute supplemented by five full days of in-service professional development days during the school year. Weekly staff development opportunities are structured into the bell schedule on Tuesday afternoon (two hours per week). The School Site and Leadership Councils design the professional development calendar each year, setting the direction for professional learning by conducting classroom observations, data analysis, and discussions with teachers about support they need or would like to receive. Furthermore, facilitation of professional development is shared among the staff. Often a teacher leader will be trained in a strategy and return to the site to train others and support implementation. Community learning and outreach will be crucial as teachers conduct workshops with community organizations and leaders who provide feedback and valuable resources.

The middle school will look to higher educational institutions and other educators to provide professional development. The school will seek support from qualified consultants like Marco Torres, Learning Technology Director, to provide professional development designed to teach how to restructure the way in which curriculum is delivered using technology for applied productivity and develop projects that are integrated across the academic areas. Consultants will collaborate with teachers, site and district administrators, parents, and community members to strengthen curriculum, deepen teacher content knowledge, improve instructional strategies, understand student learning, use data-driven inquiry to improve outcomes for students. External professional development will also include NCTM conferences for math teachers, History Alive! program by Teachers' Curriculum Institute for social studies teachers, National Science Teachers Association conferences and National Science Foundation's Problem-Based Learning Project, National Council of Teachers of English conferences, Computer Using Educators, National Educational Computing Conference, California League of Middle Schools Technology Conference, California League of Middle Schools Annual Conference, With Different Eyes conference, and California Mathematics Conference, Gifted and Talented Education Conference.

6. Serving Specialized Populations

a. Explain how the school will implement and monitor the special education compliance processes

Please see the Service Plan for Special Education included as Attachment D, which provides a comprehensive overview of special education services at the school. With an expected student population of 450 students, Central Middle School #7 expects to have 54 students with disabilities at the school.

As an internal operator, Central Middle School #7 will continue to be a part of LAUSD regarding provision and funding of special education services consistent with the requirements of LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education. Schools will continue to provide special education supports using the LAUSD Special Education Policies and Procedures Manual as required by the Modified Consent Decree. It is expected that the Memorandum of Understanding that Central Middle School #7 establishes with the Los Angeles Unified School District as a Network Partner will define that the school will continue to use LAUSD for all special education services. School staff will work closely with the District to ensure that the needs of all special education students are met at Central Middle School #7. School staff will work with the District special education unit to ensure compliance with all policies and procedures as described below regarding the education of students with disabilities. An important part of compliance is the completion of School Self Review Checklist, Students with Disabilities, which Central Middle School #7 will complete as required by law. The school will also utilize resources offered online by the District, including the above checklist, and the Memorandum on Special Allocation for Support of School Compliance.

Other District support that Central Middle School #7 will use as a Network Partner in LAUSD will include services for autism, deaf and hard of hearing, and services for the visually impaired. LAUSD Division of Special Education will also provide as needed assistive technology, adaptive Physical Education, speech and language and transition services among many others.

The middle school will adhere to laws affecting individuals with exceptional needs, including all provisions of the Individual with Disabilities Education Act (IDEA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil Rights mandates, LAUSD SELPA guidelines and AB 602. The school will adhere to all requirements of the Modified Consent Decree, including compliance with the Annual Plan for achievement of outcomes. The school will participate in quality assurance process for special education including verification reviews, coordinated compliance self-reviews, complaints, and the local plan. All students will be given equal access to the school regardless of disabilities and will be provided with a free, appropriate public education in the least restrictive environment. The school will not discriminate against any student based on disability.

As an internal operator, Central Middle School #7 will continue to be a part of LAUSD regarding provision and funding of special education services consistent with the requirements of LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education. The school will continue to provide special education supports using the LAUSD Special Education Policies and Procedures Manual as required by the Modified Consent Decree.

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

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

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

Extended school year services will be provided to students with disabilities by providing year round educational services in school classrooms for qualified students with disabilities as available through District funding for qualified students with disabilities.

Placement of students through the IEP will be supported through the District through the use of a Resource Specialist for students with disabilities who works with classroom teachers and staff to ensure placement in the least restrictive environment. A Bridge Coordinator will monitor the special education program at the school to ensure that all provisions of the Modified Consent Degree are met for that student. A key role played by the YPI Leadership Team at Central Middle School #7 will be to work with the District on behalf of the school to ensure that all District resources are utilized by the school to the fullest extent that enrolled students who qualify can benefit.

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

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

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

7. Performance Management

a. Performance Goals and Metrics: Each applicant team is required to set clearly measurable student performance goals and mission-specific goals that will measure the success of your innovative school program. Schools will use the Performance Management Matrix.

Information concerning the goals and the performance Management Matrix will be provided by the Youth Policy Institute in the post-approval phase of the Public School Choice process, as determined by the Los Angeles Unified School District.

b. Discuss why the school will track the mission-specific indicators selected.

Information concerning the goals and the Performance Management Matrix will be provided by the Youth Policy Institute in the post-approval phase of the Public School Choice process, as determined by the Los Angeles Unified School District.

8. Community Analysis and Context

a. Describe the community you seek to serve.

Central Middle School #7 will be opened at 1420 E. Adams Blvd., Los Angeles, CA 90011. The community and neighborhood served by this address have considerable challenges and issues that will be addressed by the school operated by YPI in the Network Partner model.

According to U.S. Census data (Nielson Claritas 2010 Estimates) the zip code targeted by the school has 22% of the population in this area making less than $15,000 per year, compared to 15.95% in the City of Los Angeles. The median household income is $32,919. 31.5% of all families living here are below the poverty line (compared to 15.6% for the City). 89.3% of the population is Hispanic, while 68.2% of the population 25 or older lacks even a high school diploma. 82.7% of residents speak a language other than English at home (predominantly Spanish- 81% of these homes).

The school and community strongly need the full-service community schools model YPI and partners will bring to the neighborhood, which includes resources for family health and adult education. There are only .12 nonprofit organizations serving this area per one thousand people according to IRS submitted 990 forms (2006), much lower than is the norm for the City of Los Angeles. Nearly a fifth of all pregnant women (19.6%) either do not get any pre-natal care or got it in the second trimester or later. 14,351 residents enroll in the Woman, Infants & Children (WIC) program in this area. 83.50% of these WIC participants are below the federal poverty level. (PHFE WIC Data Mining Project, LA County WIC Data March 2010). 8.86% of all residents suffer from asthma and 20.9% of the population has be diagnosed with Diabetes. 57% of residents do not consume the recommend 5 helpings of fruit and vegetables per day needed for a healthy diet. 58.7% of all residents are overweight or obese (2005 California Health Interview Survey). 88.4% of children age 0-5 in this community lack a licensed child care space (2009 California Department of Social Services Community Care Licensing Division).

b. Describe your team's history and experience serving this or a similar community.

YPI has extensive experience with large human services projects serving Los Angeles and the targeted neighborhood. YPI operates 18 programs, and partners with 70 schools with support from city, state, private, and federal funders in Los Angeles. YPI's annual budget is $35 million and the agency has more than 1,200 staff at 125 sites. YPI has administered nine grants from the U.S. Departments of Education, Labor, Health and Human Services, and HUD over the last eight years, while receiving federal funding through the State for programs like 21st Century afterschool. In just the last five years, YPI has raised $90 million for its work with schools in L.A., not including the general funds budgets of its own charter and pilot schools. YPI is the largest afterschool provider for charter schools in California and also one of the largest high school afterschool providers in the nation. The agency is also providing intensive tutoring to over 3,000 students this academic year as an authorized SES tutoring service provider.

YPI is an affiliate of the National Council of La Raza, and is the Lead Agency for a Full-Service Community Schools program funded by the U.S. Department of Education for Central Los Angeles. This provides wrap-around services for families, including 15 academic, enrichment, nutrition, parent education, family literacy and leadership development services for 1496 students in 2009-10.

YPI is the founder and operator of two charter middle schools in Central Los Angeles and the San Fernando Valley that have demonstrated exceptional academic achievement using the proposed YPI model. YPI is the only outside nonprofit operator selected by LAUSD to operate a pilot middle school in the District's groundbreaking Public School Choice process.

YPI continues to successfully manage the academic and non-academic operations of its schools. According to Cambridge Education's California Charter Program Quality Review Report, a rigorous external evaluation and self-assessment process, Bert Corona Charter School has many successes. It has developed a small learning environment that is healthy, safe and nurturing. Students feel well-supported academically and emotionally. The mission and vision of the school is prevalent and are communicated throughout the school in classrooms and by all. The teaching staff at Bert Corona is enthusiastic, committed and passionate about the school's mission. They want the best for their students. The school's principal and executive director are knowledgeable, reflective and know their school. They have worked

well as a team to establish the hallmarks of the charter program (technology as a learning tool, thematic/project-based learning, community, service/partnerships, leadership, and parental involvement). The school has put in place several benchmarking assessment programs and is making good progress in the collection and analysis of student achievement data based on those assessments. Bert Corona has been creative and diligent in leveraging grant funds and partnerships so that they can best support student needs and accomplish the mission of the school. The school's governing board is made up of knowledgeable and well-qualified people with diverse skill sets. The school has very sound fiscal practices and has been able to do much on its small budget.

The schools' successes are also evidenced by the LAUSD Charter Schools Division (CSD) School Performance Evaluation of Bert Corona Charter School. In student achievement and educational performance, the evaluation reveals that an academic culture of high expectations has been established. The integration of technology and project based learning is evident and developing. There is a strong use of standardized assessment tools and measurement of student progress. Classroom environments are rich and supportive to learning. School has all students enrolled in Success For All (SFA) reading program where students are grouped by grade level reading ability to develop literacy skills of all students. With regard to governance and organizational management, the evaluation indicates that data gathering and analysis processes are developing and teachers are aware of the necessity and goals for increasing student proficiencies on the CST exams. In addition, school leadership has effectively established a school-wide culture of collaboration and enthusiasm. The school is also doing well in the fulfillment of its charter. The mission and purpose of the school is evident to all stakeholders, and the main components of the charter's mission – technology, project based learning, and community service is also evident.

According to internal and external data assessments YPI schools have improved their performance. MORC received an API Similar Schools ranking of 10 in 2009 from the California Department of Education. Monsenor Oscar Romero Charter Middle School's 2009 API score was 709, with 100% of students eligible for free/reduced lunch. Bert Corona's API score has increased 92 points from 572 to 664* over its six years of operation (664 is the minimum API score Bert Corona would have received if not for testing irregularity due to one teacher). Bert Corona's API score ranks high compared to local schools like Olive Vista (656), Maclay (637) and San Fernando (629) Middle Schools. From 2007-2010, the number of students who scored at proficient and advanced levels in English language arts increased 17.3 percentage points from 18.20% to 35.49% while the amount of students who obtained below basic and far below basic scores in this subject decreased 23.46 percentage points from 47.69% to 24.23%. In math, again the number of students scoring at proficient and advanced levels increased from 7% to 25.35%, growth of 18.37 percentage points. The number of students who scored at below basic and far below basic levels decreased 10.86 percentage points from 55% to 44.51%.

A good example of YPI efforts in Pacoima can also be seen in YPI's ongoing partnership with Pacoima Elementary School and the San Fernando Gardens public housing project. This began in 2001 when Pacoima Elementary was a traditional LAUSD school with an enrollment of 1,572 (97.5% Latino), with test scores at the very bottom of all schools in Los Angeles. YPI initially worked with staff and families to introduce welfare-to-work programming and the Family Technology Project (FTP). FTP has provided 950 families with home computers and broadband internet access. Many of these projects like FTP and a US HUD Neighborhood Networks grant have also benefited the San Fernando Gardens, a notorious crime-ridden public housing development across the street from the school. YPI then partnered with school leaders to support the conversion of Pacoima Elementary to Pacoima Charter School in 2003. Since that time, YPI has invested over $14 million in education and training funds in the school and its immediate neighborhood in a saturation strategy, while also opening Bert Corona Charter Middle School to create a pipeline for students and families.

YPI programs in the Pacoima saturation strategy have included, with an emphasis on braiding federal, state, and city funding streams: Preschool, Afterschool, Summer Youth Employment, Reconnections Academy, Educational Bridge Training, Adult Education, Family Technology Project, AmeriCorps, SES Tutoring, Neighborhood Networks, GEAR UP, Carol M. White Physical Education Program, and Full-Service Community Schools (all three U.S. Dept. of Education), Family Development

Network, Communities Empowering Youth (U.S. HHS), Health Careers and Intermediary Workforce grants (both U.S. Department of Labor), and Community Technology Centers (U.S. Dept. of Education). Most recently, this includes funding for Promise Neighborhoods (U.S. Dept. of Education), nine public computer centers through the U.S. Department of Commerce's Broadband Technology Opportunities Program (BTOP), and a second Carol M. White Physical Education Program grant plus a Fund for the Improvement of Postsecondary Education grant (both U.S. Department of Education).

A result of YPI's saturation strategy has been a dramatic rise in academic achievement scores, remarkable in a school with 100% enrollment in free/reduced lunch. In 2001, the school's Academic Performance Index (API) Score was 416. By 2010, the API had risen to 756, a remarkable gain of 340 points. The Similar Schools API ranking that compares the school against 100 comparable schools in California rose from 1 to 7 (out of 10), and will increase again when latest rankings are calculated. Also, in 2009 and 2010 the school successfully met its Adequate Yearly Progress (AYP) goals and is now out of Program Improvement—a rare achievement in Los Angeles for a Program Improvement Year 5 school.

Central Middle School #7 will partner with the following organizations that have pledged their support: Communities In Schools, Thai Community Development Center, Bet Tzedek; Aviva; Centro Latino for Literacy; Clinica Oscar Romero; Inner City Arts; Institute of Popular Education of Southern California; Reading to Kids; and Salvadoran American Leadership Education Fund (SALEF). Please see letters of support included in the Appendix.

9. Community Engagement Strategy

a. Explain team's vision for engaging the community and the underlying theory that supports it.

A key goal of Central Middle School #7 as led by the Youth Policy Institute is to improve academic and student outcomes by supporting the entire family with critically needed services. The school, as part of the larger Full Service Community Schools model operated by YPI in the community will establish a comprehensive plan for a complete continuum of cradle through college through career services - that provides both academic programs and family and community supports. Services provided will include high quality prenatal and early childhood education in the neighborhood for parents; school transformation services as part of Public School Choice; extensive tutoring and enrichment programs to support families; programs that promote parental involvement and family literacy activities; mentoring and other youth development programs; parenting education and parent leadership; community service and service learning opportunities; programs that prepare children for college and career success; mental health services, counseling, housing support, and other services to stabilize families.

YPI and partners share a unified theory of change to implement structured change and services at the high school. The **theory of change** includes key principles. Each agency accepts that effective change can be most successful through a process of serving an entire well-defined neighborhood that reaches a majority of eligible youth attending the school and family residents. Change will be expected and measured in common goals, objectives, and outcomes on the individual, family, and community level. This change is best achieved through strategies that include a well thought out pipeline of services offered by YPI and partners to help children succeed. The theory of change includes building active community support and involvement in program services through family participation. The School Site and leadership Councils comprising teachers, staff, partners and parents will provide quarterly feedback on activities each year. Services provided will have common outcomes, a focus on similar milestones, and no time or resource gaps. This integration seeks to break down agency "silos" to develop cross agency solutions for students and family members. It creates a culture of success through a partnership with all stakeholders: community partners, families, residents, schools, public partners, and others.

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

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

YPI will communicate with parents using an ongoing schedule that includes quarterly Community Meetings at the school, a monthly newsletter regarding services and opportunities for engagement. School and YPI staff (such as Case Managers) will work with parents to implement strategies to prepare students for transitions to the high school and for college upon graduation. Case Managers, Counselors, and teachers in each SLC and Pilot School will create a strategy as part of each student's individual education plan to help students not on schedule for transitions, and establish a fair system to comply with the due rights process of each student.

This YPI strategy has produced a remarkable level of parent engagement at YPI's Bert Corona Middle School that will continue at Central Middle #7. A very high 96.4% of parents participated in parent-teacher conferences in Fall 2010, including parents meeting with every one of their child's teachers. Strikingly higher than is the norm at most middle schools, this rate of parental involvement is a cornerstone goal of the YPI model for the middle school.

b. Discuss ways in which community members will be included in ongoing success of the school.

Community members and partners are a critical part of the full service community schools model. These partnerships play a significant role in fulfilling the school mission and vision of making the school

a resource for all families attending it. Partners are a critical resource for the student and family support services offered at the school and in the community. The school will be an integral part of the larger Full-Service Community Schools program operated by YPI in this community working with partners. This structure of partners is already in place to support the school.

Community members will serve on Governance (Site and Leadership Councils) and Advisory Boards at the school to ensure that services they offer for residents are meeting an appropriate number of students and families served at the school.

The Principal will work with the Executive Director of YPI Schools Yvette King-Berg to define needed services and work with partners to bring them into the school. The YPI Director of School and Community Partnerships, Karina Favela, and Program Director Elizabeth Flores will have primary responsibility for the cultivation of these partnerships, both at the school and in the surrounding community as part of Full Service Community Schools. Ms. Favela has led YPI's Full Service Community Schools program in Central Los Angeles, and now works to manage partnerships in the Los Angeles Promise Neighborhood. Key partners involved in Central Middle School #7 over the next five years include the following:

The mission of *Aviva Family and Children's Services* is to provide diverse and culturally sensitive therapeutic and educational programs to help at-risk, and neglected youth and their families function more effectively as individuals and within the family and community. The agency will work with the school to provide enrichment programs and community mental health services for at-risk youth and their families.

Instituto de Educacion Popular del Sur de California (IDEPSCA) will work with school staff and parents to provide an academic and cultural enrichment program that provides quality-education experiences to enhance student's literacy and analytical skills in reading, writing and math with an emphasis in family and identity as part of the Belmont Full Service Community Schools program.

Jewish Big Brothers Big Sisters as part of the Full Service Community Schools program offers a residential summer enrichment program for children acting out or dealing with emotional problems. The focus is on helping kids develop self-respect, integrity and constructive peer relationships.

Constitutional Rights Foundation offers students positive interactions with police officers, to learn about police work, and to work to improve police-community relations.

The *Salvadoran American Leadership and Educational Fund (SALEF)* provides a parent leadership training program that builds the knowledge and leadership skills of parents that include themes such as helping their children reach academic success, safety in communities and schools, addressing school drop-out, and quality education.

The *Central American Resource Center (CARECEN)* offers parental leadership workshops that provide an orientation to the education system and promotes/encourages parent involvement at the school.

Create Now provides critically needed services for children ages 2-25 who have been abused, neglected, abandoned, orphaned, are left homeless, runaways, teen parents, substance abusers, victims of domestic violence, children of prisoners, or gang members. The agency will work to support at-risk children at the school with five enrichment programs in five program areas; music, art, writing, performing arts and cultural excursions.

Bet Tzedek will work with parents at the school to plan and provide critically needed legal support services on site at the school on a schedule to be established with Central Middle School #7.

World Vision gives middle school aged youth an opportunity to develop in areas of leadership development, civic engagement and advocacy in community action training.

10. School Governance and Oversight

a. Briefly explain the rationale for applying to operate your school as a Network Partner

The Network Partner model offers the most promising model for leveraging education and community services provided by YPI and partners into the full service community schools vision for the middle school. The Network Partner model also allows YPI to deliver charter-like innovations through an in-district model, and to better share best practices. The Network Partner partnership with the Los Angeles Unified School District offers flexibility to braid existing and new services provided by the District and YPI, while maximizing support provided by Central Middle School #7 for District schools, a support system not in place for schools in the direct-funded charter school model, for example.

YPI selected the Network Partner model for autonomy and accountability. The high school will create a shared decision structure that will develop a participatory culture not available in more traditional school models. While still being defined by the school leadership and community team, the recommended model for this operation can be seen on page 57. The Governance Structure will include both Standing Advisory and Committees with decision-making authority for the school to ensure a diverse range of expertise and stakeholders. As described in greater detail below, these will include the School Site Council, the School Leadership Council, the Student Education Advisory Committee, the English Learner Advisory Committee, and Advisory Subcommittees for Parents, Students, Curriculum, Student and Family Support Services, and the School Budget.

b. List the members of applicant team filing this proposal.

Strong research evidence (demonstrated in this narrative on pp 16-17) shows that effective transformation school strategies can be implemented through the use of highly successful individual education and service components that target students and families. YPI is qualified to implement this model due to the services it provides youth and families. With an annual budget of $35 million, YPI deploys more than 1,200 staff at 125 program sites in Los Angeles to provide education, technology, and training services. It is through this experience described more fully below that the YPI Team has the collective capacity to lead and transform Central Middle School #7.

YPI has opened and now operates two direct-funded charter middle schools serving 650 students in the communities of Pacoima and Pico Union (Bert Corona Charter School and Monsenor Oscar Romero Charter School). YPI has also opened and partners in operating a Pilot School awarded in the first round of Public School Choice in 2010. The San Fernando Institute for Applied Media Pilot School now serves 400 middle school students in the 2010-11 school year.

In addition, YPI operates a range of programs and services for families in the Neighborhood and throughout Los Angeles that impact more than 40,000 youth and adults. A 501(c)(3) nonprofit, YPI partners with over 70 LAUSD and charter schools to operate afterschool, GEAR UP, full service community schools, an AmeriCorps program, a Promise Neighborhood, health careers job training, a City of Los Angeles, a supplemental educational services tutoring program, and technology programs that open public computer centers and place computers directly in the homes of low-income families. The Youth Policy Institute is the only agency in the country to receive both a Promise Neighborhoods planning grant and a Full-Service Community Schools grant from the U.S. Department of Education.

Members of the Youth Policy Institute Leadership team include the following (please see resumes in the Appendix). Members of the Leadership Team have long track records of success in working with disadvantaged students and families in Los Angeles. The team has specific experience with high school administration, education reform models (particularly the community schools and technology focus models implemented at the high school). Members have operated charter schools for the past six years, and have extensive experience with school and public agency budgets. Specific members below, in addition to the YPI executive team, include a former LAUSD Assistant Superintendent, two members who have opened highly successful charter schools, and former Principals with extensive experience transforming low performing schools serving majority Latino students in Los Angeles.

- **Dixon Slingerland** is the Executive Director of YPI since 1996. He is President of the Board of YPI Charter Schools and oversee all education services provided by YPI

- **Maria Reza** is a long-time teacher and Principal in the Los Angeles Unified School District with experience as former Cluster Administrator for the Operations and Academic Achievement of San Fernando High School and the 19 schools in the feeder pattern.
- **Gene Straub** is the YPI Chief Financial Officer and Vice-Chair of the Board for Larchmont Charter School. Gene served as Senior Vice President-Studio Operations for Twentieth Century Fox Film Corporation, and was responsible for an $85 million operating budget.
- **Yvette Klug-Berg** is the Executive Director of YPI Schools. She has previously worked as Vice President, Southern California for the California Charter School Association, and a long-time administrator, teacher, and trainer with Project GRAD and Fenton Avenue Charter School.
- **Nick Vasquez** is Principal of YPI's Monsenor Romero Charter Middle School and former long-time Principal of Morningside Elementary in the Los Angeles Unified School District.
- **Ruben Duenas** is Principal of Bert Corona Charter School. Prior to this he served as Assistant Principal at Belvedere Middle School.
- **Iris Zuniga-Corona** is the YPI Chief of Staff responsible for all program implementation. Prior to taking this role, she ran YPI's afterschool programs at 56 schools.
- **Stan Saunders** is the YPI Director of Development and has led YPI fundraising over eight years that raised over $130 million for education and training services in Los Angeles. He will lead the Development Team in its ongoing efforts to bring outside funding to the school.
- **Fidel Ramirez** is the former Principal of Community Charter Early College High School in the San Fernando Valley.
- **Marco Torres** is a multimedia and educational technology expert who has worked with numerous schools, including the YPI San Fernando Institute for Applied Media Pilot School, to develop a strong foundation for student technological skills.

c. School Governance and Oversight:
i. How will you use governance autonomy to create a culture of shared leadership and decision-making?

The School Leadership Team, including the Executive Director of YPI Schools, will work with the Principal of the school, the teachers, other staff, and parents. For the middle school to be a success, the involvement of different stakeholder in a shared decision making process is vital. Teachers, staff, parents and other community residents will be involved in the ownership of the school through their active participation in the Standing and Advisory Boards and Subcommittees as described below. This involvement will include a voice in the overall direction of the school, the curriculum used in the classroom, the textbooks, the daily schedule, and other issues that make up a successful high school.

- The School Site Council is a Decision-Making Committee that will review and provide specific recommendations for the school Single Plan for School Achievement (School Plan) and will gather and summarize all recommendations from the school advisory subcommittees. The council will oversee the creation of the School Plan, recommend the Plan to the governing Board, and work with the YPI Executive Director for Public Schools, the Principal, and other school staff members to implement the approved Plan. All Leadership Team members as well as parents, partners, teachers and other stakeholders will be part of the School Site Council and School Leadership Council below.
- The School Leadership Council is a Decision-Making Committee that works to develop and implement the staff development program, guidelines for student discipline, the use of school equipment, the scheduling of activities at the school, and allocations in the school budget.
- The Student Education Advisory Committee works to develop and implement programs targeted to the needs of disadvantaged students at the school.
- The English Learner Advisory Committee works with staff to develop, implement, and evaluate the school English Learner Master Plan. This Committee also provides recommendations for the overall School Plan, works with YPI and school staff to develop and implement the English Learner categorical budget, and attends trainings to raise achievement of English learners at the school.

- The Curriculum Advisory Committee will make recommendations regarding teacher professional development, instructional materials and technology, assessments, and targeted methodology to improve student achievement at the school.
- Parent and Student Advisory Committees are open to parents and high school students enrolled and make recommendations regarding student, parental, and community involvement to improve student achievement at the high school.
- The Community Advisory Committees works with the partners and programs operated by YPI and partners at the school and in the surrounding neighborhood.
- The Budget Advisory Committee will make specific recommendations for the school budget process, including the allocation of program and service funding. Members will work with the Principal, the YPI Chief Financial officer, and the YPI Executive Director for Public Schools to finalize and incorporate recommendations from staff, parents, and other members of the school community.
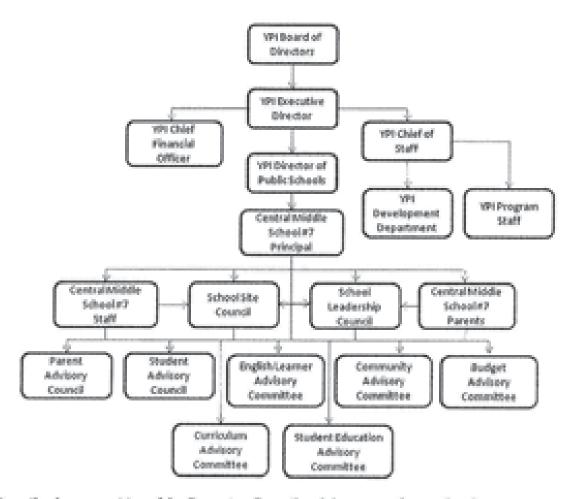
Governance and Advisory Teams described above will receive professional development to aid them in completing the required and essential duties related to these responsibilities in developing a collaborative decision-making process at the middle school. This will be put in place the final structure of the recommended governance model described above is put into place. Professional development will be provided by YPI Leadership, led by the Executive Director for Public Schools. It will include the following elements: Professional team norms; tools and instruction for meeting defined protocols; skills for developing a decision-making tree with specific responsibilities of volunteers; guidelines for effective communications in the framework of Board and Committee service; procedures for gathering the input of residents, staff, parents, and students; terminology and procedures for understanding budgets; and procedures to understand, implement, monitor and assess the Single Plan for Student Achievement.

ii. Describe the decision-making bodies and general areas of decision-making responsibility

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

The school will adhere to Article IX- Hours and Duties and Article X- Evaluation and Discipline as described in the LAUSD- UTLA Collective Bargaining Agreements. All staff will commit to the mission and vision of the school, which will target the multimedia theme through monthly staff conferences to build collaborative relationships among all teachers at the school. The community focus greatly depends on the outreach that each teacher makes with parents and community members.

Faculty and staff will be involved in school-level decisions through the School Site Council and School Leadership Council as described above, while setting policies that the school community feels will best help students to be successful. This includes issues related to promotion, graduation, attendance, and discipline. Teachers will be part of the Council that defines professional development services, reviews and updates the curriculum, and assists in interview process for new teacher hires. Multiple Advisory Committees at the school will provide parent, staff, and student input on critical school areas.

iii. Describe the composition of the Governing Council and the process for membership.

Please see the organizational chart above demonstrating lines of authority. The School Site Council and School Leadership Council will be comprised of parents, partners and residents. They will have skill sets that support achievement of the school vision and mission, including real estate/facilities development, school finance, fundraising, community involvement, parent education, technology, business experience, event planning, and health and safety. Members are elected yearly by the school community, including teachers, YPI staff, residents, partners, and parents.

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

School Site and Leadership Councils meetings will be attended by the Principal, all administrative staff and teachers as they can be free from school duties. Recommendations in written form will be presented to the Principal annually for the upcoming year. The Principal will respond by the following quarterly meeting to these recommendations, including specific written strategies.

Consistent and effective communication, in and among the high school and YPI staff will be a crucial to effecting successful change. One Principal will lead the high school and will report directly to the YPI Executive Director of Public Schools. Staff at the high school will meet with the Principal once every two weeks to create a forum for disseminating information, asking questions, and offering input.

11. School leadership
a. Describe criteria for selecting a school leader

Given the substantial challenges faced in opening and developing a highly successful small school in this part of Central Los Angeles, it is essential that the school leaders be educators with a proven and successful track record. The School Principal will hold responsibility, accountability and authority for the school's performance and will bear ultimate responsibility to ensure that student achievement is high, while working in a distributed leadership model. The Principal is expected to include their school team fully in school site decisions via the Councils and Committees established for participation, and help teachers and staff at the school grow professionally.

The Principal reports to the YPI Leadership Team as led by YPI Executive Director of Public Schools Yvette King-Berg as defined in the organizational chart on p. 61. The ideal candidate will have extensive management experience with a record of success in leading and sustaining a school. S/he will have the ability to inspire excellence from a diverse staff and embody the mission and vision of the school. In selecting individuals for leadership positions, YPI is committed to broad stakeholder involvement. The Hiring Committee will draw upon input from representatives of current academic and non-academic staff, parents, and community members. Job descriptions for the Principal will adhere to and comply with LAUSD norms and Collective Bargaining Agreements. Please see attached job description in the Appendix for the School Principal.

The school has not yet selected a final candidate for the position of Principal. This process will begin upon selection of YPI to operate Central Middle School #7 and will be completed by March 2011. The school will welcome candidates from diverse backgrounds, races, ethnicities, gender, and religions. Three major phases will be completed in making this most important hire for the school. Job posting and resume screening; Hiring Committee interviews; and final interviews.

b. Identify any leadership positions beyond the principal position.

As an internal applicant, YPI will follow District policies/procedures related to staffing. Leadership positions beyond the Principal will be determined according to District norms, including small learning community and PHBAO norms as appropriate, in order to best meet the needs of students and faculty in this Network Partner model. Job descriptions for these leadership roles will adhere to and comply with LAUSD norms and Collective Bargaining Agreements.

Central Middle School #7 as a Network Partner will reflect a distributed leadership style to better meet the needs of the students and school community. The school leadership team will be diverse and broad, and will include Assistant Principals, Master Teachers, Instructional Specialists, Title I Coordinators, Bilingual Coordinators, UTLA Leadership, Instructional Coaches, a Plant Manager, and Administrative Assistants for the school. As mentioned, YPI will provide focused professional development services for all school staff and members of the Site Governance and Advisory Councils and Committees. Professional Development will also be provided for the Principal to effectively lead staff in this shared leadership model. Shared leadership will also be used in the hiring of staff for any vacant positions at the school. With the use of a Hiring Committee, the school community stakeholders will be brought into the process to ensure the hiring of staff that is congruent with school values.

Assistant Principals and Master Teachers will be educational leaders and will work with the Principal to create systems that ensure a standards-based educational program. Each will provide hands-on guidance to teachers in the areas of data driven instruction linked to action research and implementation of the backward design process to ensure standards-aligned, problem-based learning with multiple assessments. Each will use multiple sources of data to develop a data-driven instructional plan for the improvement of student achievement, help teachers develop their pedagogy in light of recent research on brain development and in keeping with a constructivist approach to teaching and learning, and work with teachers to develop a teacher evaluation process. They will schedule and participate in family and community meetings and will work to encourage and develop parent/guardian involvement partnerships. The ideal candidate will have teaching experience at the 6-8 grade level, a master's degree in education with a focus on teaching and curriculum.

Recruiting efforts will begin immediately. The first Priority will be the hiring of a School Principal. The school will hire a Principal and purchase curricular materials (March/April 2011). The school will hire any needed additional faculty by end of May 2011. Faculty will have opportunity to read/analyze/acquaint oneself with curricular choices, and with problem-based learning, project-based learning, constructivism, data driven instruction. (May- August 2011). Principal reads same and more materials to determine if SDAIE or Project GLAD should be the EL program. Principal investigates appropriate strategies for special populations in light of demographics/stats of school. Principal determines the benchmark diagnostics to be used throughout year (NWEA MAPS, Pearson Gamed/GRADE, etc.). Principal analyzes test data for enrolled students and prepares Data Driven Instruction professional development activities for faculty in August institute (May-August 2011). August Institute: professional development (August 2011).

c. Describe the annual process by which the principal will be evaluated.

The process by which the principal is selected and evaluated will be a collaborative effort with involvement from the teachers, staff and students. The Principal evaluation is one of the most significant ongoing processes for meeting the school goal of improving student achievement, and is given the highest importance. The School Site Council will develop an internal process for evaluation with the Executive Director for YPI Public Schools. This process will be based on current LAUSD methodology and tools, and will be consistent with all District collective bargaining agreements. Elements that Central Middle School #7 brings to this established process include the following. The Principal will complete an independent rubric that reviews key competencies required by a successful Principal in LAUSD as well as one with the shared leadership and community school model implemented. This will particularly target the role of the Principal in instructional leadership and provide a performance scale to effectively assess the results achieved by the Principal.

Second, the evaluation of the Principal will be completed at mid-year as well as the end of the year that will rely on this rubric to assess performance. In this way, the Principal can implement mid-course corrections that will benefit students and the entire school community over the second half of the year. This will be supplemented by regular, informal feedback provided to the Principal through the Council and Committees meeting quarterly throughout the school year.

Third, the end of each school year will incorporate intensive feedback for the School Principal, as well as specific goals for the upcoming year that will be subject to revision as part of the end of the year evaluation. These goals will be put together by the YPI Executive Director of Public Schools working with the YPI Executive Team and the School Site Council members. They will provide the key focus for the development of the Principal's own goals and performance measures developed each summer for the upcoming school year.

12. Staffing

a. Discuss the academic and non-academic staffing needs of the school from start-up through year five.

As an internal applicant, YPI will follow District norms, policies and procedures related to staffing. The school will be staffed for all academic and non-academic positions according to District norms, including small learning community and PHBAO norms as appropriate. YPI will review and potentially redirect certain categorical funding to support our academic vision. Adult-to-student ratios will be compliant with Article XVIII Class Size, as described in LAUSD Collective Bargaining Agreements. IEP services such as interpreters, translators, and special education assistants will be provided by staff hired in accordance with District norms and Appendix A of LAUSD Collective Bargaining Agreements. Because the small school is expected to be enrolled at full capacity and will be staffed accordingly, staffing and all adult-to-student ratios are expected to remain constant for the next five years of operation, pending any changes to District staffing norms and/or LAUSD Collective Bargaining Agreements.

The community schools and Network Partner model that the YPI Leadership team is implementing at the small high school is a shared leadership model that empowers the school community itself to make decisions. This includes information on school budgets and staffing based on the school's unique needs and the decisions of the Site Councils and Advisory Committees

For grades 6-8 at Central Middle School #7, the school will serve one of the four small schools established at the middle school campus. The YPI high school will enroll 450 students (approximately 150 in each of the three grades). The school will have 16-18 classroom teachers to maintain a District norm of 28 students to each teacher at the school. The school will use staffing flexibility to maximize use of staff in classroom instructional positions, working directly with students.

To implement transformation services described in this narrative to create a full service community school, YPI will leverage programs and funding streams already serving the immediate community to place both academic and non-academic staff at the school to serve students and adults. YPI's Central Middle School #7 will have the following staff in place in addition to the District model. This staff is funded from YPI programs and services as described fully in this narrative.

- **After school staff**: YPI will operate an afterschool program providing tutoring, enrichment, and physical education for three hours each school day. Staff will include One Site Coordinator (Full Time), five Teachers/Tutors (Part Time), and 3-5 Enrichment Specialists and sports coaches.
- A **Public Computer Center Director** will oversee the computer center placed at the school through YPI's BTOP grant from the U.S. Department of Commerce.
- A **Carol White Site Coordinator** will lead physical education and nutrition services, while coordinating with afterschool enrichment specialists
- A **Full Service Community Schools Site Coordinator** will work with families to coordinate all community resources provided by YPI and partners.
- 4 **Case Managers** will work on site to serve families. Each enrolled family will receive a yearly assessment and service plan. Case Managers will work with school staff (such as counselors and teachers) to coordinate all services for youth provided through YPI services and programs.
- 3 **Family Advocates** will work one-on-one with families to promote awareness of services at the school. They will conduct community meetings, host one-on-one gathering at the school at in the community and conduct home visits to support students and families at the school.
- 2 **Career Counselors** working through YPI's Health Careers program will be co-located at the school and will recruit and assist parents and graduated students with Healthcare Career tracks. Services will also provide soft skills and job training services.

b. Describe criteria for selecting teachers, and how criteria align with school's unique mission and vision.

An issue of paramount importance in developing and maintaining a successful school with high student achievement is the recruitment of outstanding teachers for the classroom. The YPI team will follow LAUSD Collective Bargaining Agreements when recruiting, hiring and developing school staff. Teachers and paraprofessionals will meet requirements for employment of California Education Code

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

As an internal operator in the District, the school will use into the teacher candidate pools maintained by LAUSD Human Resources, while also working with partners (including institutions of high education) to recruit teachers. We expect that the opportunity to work in a school that is part of a nationally known program such as Full-Service Community Schools will also be a draw for recruiting very highly qualified teachers for the school. The school will also seek to partner with nationally known programs such as Teach for America for strong candidates. YPI will also place advertisements, go to and operate career fairs for teachers and have a dedicated website for teacher and staff recruitment.

Once Central Middle School #7 has a strong teacher pool of candidates, YPI and the Leadership Team will support the school by setting up a Hiring Committee that will reflect a broad cross-section of stakeholders at the school. The Team will support the Committee by assisting with interview questions, and helping stakeholders establish criteria for teacher selection. After interviewing, the Hiring Committee will make decisions based on further information, including the completion of a model lesson by candidates.

Upon hiring teachers for the school, Central Middle School #7 will use all District procedures for processing the new hires, including fingerprinting and background checks. New teachers will then receiving a comprehensive Orientation ("On-boarding") to prepare them for the classroom. The induction program for new and existing teachers each year will closely model the new teacher induction already in place at the District. It will comprise of 40 hours and include: a comprehensive overview of the vision and mission of the YPI community schools model, information on community outreach and family involvement, and linkages to the surrounding community through private and public partnerships. It will also include an overview of the curriculum and guidelines for implementing it throughout the year through specific instructional strategies that detail ways to differentiate instruction.

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

The unique vision of Central Middle School #7 is to provide school transformation services in a full service community school model that integrates a range of services and resources for all family members at the school itself and in the immediate neighborhood before school, during school hours, after school, and on the weekends. As part of the existing Belmont Full-Service Community Schools program in the community, Central Middle School #7 expects teachers hired to have a broad view of the community, and the role that a school can and should play in the process. Teachers at the school receive all benefits and rights under the LAUSD teacher contract.

c. How will you use staffing autonomy to create optimal learning-centered cultures for students?

Central Middle School #7 will use teacher staffing autonomy in the classroom primarily to go outside established seniority rules to ensure that teachers with greatest experience and expertise work with students in the most need. This focus on students' needs instead of a teacher seniority list will allow the school to utilize one of its strongest resources- teacher expertise- in the most effective way possible for to help students and families achieve.

Staffing autonomy at the middle school will also be demonstrated outside the established LAUSD staffing structure. YPI will create optimal learning centered cultures by seeking to maximize the number of teachers at the small school providing direct instruction to students. They will also do this by incorporating the broad range of education services that YPI program services provide to act as a network supporting the work of teachers in the classroom. Four Case Managers at the school will complete and update assessment plans for each student and family. YPI teachers and tutors in the afterschool program will coordinate services with school teachers to ensure that students receive needed extra work and

services. The Physical Education Coordinator will build healthy nutrition and physical activity, which can be a key component to school academic success.

Staff dedicated to the middle school through the Full Service Community Schools program in the Neighborhood will contribute to the optimal learning-centered cultures for students by building a community at the school to serve each member of the families with needed education and training programs, and to support them in getting essential services required to help the family succeed. This may include child care, legal assistance, tax preparation, housing support, or food and utilities. It will include tutoring and enrichment programs designed to improve results in core academic subjects. The central vision of the YPI school model is that students cannot succeed academically and prepare for college if their family situations are unstable.

Describe the evaluation process for teachers.

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

The evaluation plan connects to and full supports the recommendations of the District's Teacher Effectiveness Task Force. Central Middle School #7 is committed to working with the District to develop and participate in an evaluation process that incorporates a performance management framework for teachers. The middle school is preparing for this through the establishment of multiple measures of formative and summative assessment through student outcome data, parent and student input, and the assessment of instructional quality.

YPI and the Leadership Team for the school is committed to the goal of expanded career ladders for effective teachers, so that they can support other with their expertise through instructional leadership positions (coaches, mentors, and leaders of professional development services). An extension of this commitment to implement changes at the school can be found in the strong support of the YPI Leadership team for changes related to restructuring tenure to better focus on the needs of students and the teachers, greater early teacher support and intervention services, and a revision to layoff codes as recommended by the Task Force.

13. Finances

a. Discuss how your school will sustain its vision, mission and goals relying only on regular District funding or charter funding.

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

YPI anticipates that the organization will provide significant additional funding support for the Central Middle School #7 in addition to regular District funding to support the programs and services targeted to families described in this proposal. The full service community schools model implemented by YPI requires additionally funding that YPI expects to raise as part of its ongoing development operations. The Youth Policy Institute has raised over $130 million in education, technology, and training services for low-income youth and adults in Los Angeles over the past nine years, and has credibly followed this model at schools such as Pacoima Elementary School. Please see Case Study for fundraising for SFiAM Pilot School on p. 1, and Case Study for Pacoima Elementary School on p. 52.

Current funding in addition to the District funding already in place for Central Middle School #7 and the immediate surrounding community includes the following. All of the funding described below is secured and in hand to provide services at the middle school:

- YPI was awarded $5.6 million over three years from the U.S. Department of Commerce to open 80 Public Computer Centers in Los Angeles. One of these will be placed at the new middle school, and 7 more will be placed in the surrounding Full-Service Community Schools neighborhood in 2011.

- A Full-Service Community Schools program awarded to YPI for the target Central Los Angeles neighborhood that targets supportive community and education services will place 4 Case Managers on site at the middle school. Case Managers will work to assess families, guide them to programs provided by YPI and others, and offer strong support to help youth graduate and prepare for college. YPI is the only agency in the entire country to have both a Promise Neighborhoods planning grant and a Full-Service Community Schools grant.

- YPI's Bert Corona Charter School in October 2010 also received a Carol M. White Physical Education grant from the U.S. Department of Education ($2.25 million over three years) that will pay for program staff to work onsite to build and lead physical education services and conduct nutrition education for students and families at Central Middle School #7. This will include a Family Summit to raise awareness about family health and nutrition issues. Over 1,000 parents and students, for example, attended the Family Summit at Bert Corona Charter School on Saturday, May 8th, 2010 keynoted by State Senator Gloria Romero which provided health assessments for diabetes, asthma, cholesterol level, dental services, and blood pressure.

- In March 2010 YPI received a total of $4.6 million in job training funds via the American Recovery and Reinvestment Act (ARRA) from federal and state agencies as part of a total of $8.1 million in job training funds YPI has received since 2009 to provide workforce development services for more than 800 older youth and adult clients. Working with Los Angeles Valley College and the LAUSD Division of Adult and Career Education with funding until February 2013, YPI is recruiting and enrolling more than 400 adult clients in subsidized on-the-job training to be placed in employment as Medical Assistants, Certified Nursing Assistants, and Pharmacy Technicians in the healthcare industry, one of the few expanding job fields in Los Angeles and California. Parents of students as well as graduating students interested in an immediate career track will work with Career Counselors located on the school campus to support them in enrolling, completing the training course, receiving state certification in their field, and being placed in unsubsidized employment at area hospitals and employers partnering in the program.

Please see below for information on plans by the Youth Policy Institute to raise additional funding or the school over the next five years to support the full service community schools model established in this neighborhood that will benefit Central Middle School #7 families.

b. To extent that implementation of your proposal requires additional resources beyond existing District or charter funding, please specifies how the school plans to raise additional funds.

In addition to funds already in hand, YPI will follow the model established over the past nine months with the San Fernando Institute for Applied Media (SFiAM) Pilot School. Similar to the Pacoima case study, and as noted on page 1, YPI has worked with teachers and parents to bring in **$1.46 million** to the school in this short time, including funding from five federal proposals to provide saturation education and community services. YPI also raised funds for public computer centers at the school as well as for physical education and nutrition, and subsidized Health Careers job training for parents. YPI supports the school with a summer bridge program, an afterschool program, and new partnerships with groups such as Computers for Youth to enroll families in YPI's Family Technology Project.

For Central Middle School #7, YPI intends to raise additional funds to support the co-location of program staff directly on site, as described in *Staffing*. YPI Development sets a goal each year of $1 million in supportive outside funding for Central Middle School #7. A similar goal for the SFiAM Pilot School has been exceeded by over 30% in the first nine months alone.

- YPI will target public middle and high schools for a GEAR UP college preparation proposal. Central Middle School #7 will be one of the selected schools to build college awareness and preparation services. YPI already partners on a GEAP UP program with LAUSD that serves students at Monroe High School in the San Fernando Valley. YPI and partners will apply for approximately $5.5 million over five years to serve a cohort of 1,400-1,500 students. The grant is expected to be submitted in February-March 2011.

- Similar to GEAR UP, YPI will apply to the U.S. Department of Education Talent Search program for funding to support college preparation services, including for families at Central Middle School #7. Expected funding is $230,000 per year for five years.

- YPI will also pursue 21st Century Community Learning Center and/or ASES afterschool funding for the middle school ($250,000 per year) when it is next available through the California Department of Education. YPI has been highly successful in working with public schools to secure this, and operates afterschool services at 70 elementary, middle, and high schools.

- YPI works diligently to develop private and corporate support to supplement District funding for this Network Partner school. Good examples of this can be found in the support YPI is building for the Promise Neighborhood and the Full-Service Community Schools program. YPI is working with the California Wellness Foundation, Weingart Foundation, The California Endowment, and JP Morgan Chase among others to build private support. YPI also has successful partnerships and funding support from the United Way of Greater Los Angeles, the Starbucks Foundation, the LA84 Foundation, and the U.S. Soccer Foundation to build academic and enrichment services.

- The annual YPI fundraiser has a highly successful track record over the past five years in raised funds to enhance community based services at YPI schools and programs.

For Traditional, ESBMM, Pilot and Network Partner Schools Only
c. Discuss how your school will use budgetary autonomy granted via Transparent Budgeting to ensure that expenses are aligned with the mission, vision, instructional program and goals of the school.

Budgetary decisions at Central Middle School #7 will be driven by the school's vision and mission for teaching and learning and will use Transparent Budgeting to make use of funds more efficient. YPI will work in partnership with the middle school and support the administration and faculty in developing a budget. The school will use budget autonomy to maximize improved student performance and a professional, collaborative learning community. It will maximize learning by directing budget resources to lowering class size and student loads. The school will decide on spending that best provides programs and services to students and their families. Network Partner autonomy will help ensure that per pupil state and district funds are spent on programs, resources, and services that will benefit students and families.

The more flexible budget means that Central Middle School #7 will not be required to use norm-based staffing. The school will receive a budget and use its own decision-making process to determine the positions to purchase. It is expected that this will lead to a more equitable allocation of funding on a per student basis that is of particular benefit to schools serving low-income communities, as is the case with Central Middle School #7.

Teachers and parents, along with other members of the governing board, will determine how resources will be allocated to best meet students' needs. The school's budget will be monitored and reviewed by the governing board on a regular basis to ensure financial stability and student success. The governing board will submit regular budget reports as a way of informing parents, teachers, and other community members. While the exact details of the budget will need to be determined, the principles elaborated in our school vision will inform all budgetary decisions.

In order to realize our vision of high-quality schooling, Central Middle School #7 will develop a funding model that is transparent, decentralized, and accountable. School supplementary funding sources will be sought from a variety of sources including: YPI grants, private donors, parents and other government agencies.

d. Describe the process for developing the annual school budget

Broad support from school stakeholders is a critical component in the annual school budget process. Many of the established budget items are already locked in, as a LAUSD public school. Central Middle School #7 as a Network Partner has budget flexibility to target resources to align to school vision and goals as a community school serving families in a Full-Service Community Schools neighborhood. As part of this process, the school needs to inform and involve community residents, parents and teachers in the process. The school will have a Budget Advisory Committee that will include parents and community residents. As the school will be part of the Full-Service Community Schools neighborhood, it will benefit from the planning activities and ongoing implementation services, particularly through the participation of FSCS members also involved with school committees. The Full-Service Community Schools active involvement with the community residents- through surveys, focus groups, community meetings will also provide a path for community feedback in the school process each year. Central Middle School #7 will solicit feedback among parents regarding funding and choices made for the school budget each year as detailed below.

The school will also follow an established schedule for resident and family input into the annual school budget process. The YPI Executive Director of Public Schools Yvette King-Berg and the School Principal will work with Los Angeles Unified School District on initial briefings, and technical assistance upon the release of enrollment projections. The Principal will then work with the School Budget Committee, the School Site and Leaderships Council and parent advisory groups to provide information on the budget. Central Middle School #7 will work with the Full-Service Community Schools teams to build interest and attendance in these meetings, which will also include budget roundtables with parent and community groups about the allocation of District funds. Finally, in March of each year, the Executive Director of Public Schools and the School Principal will present the budget to the school community in public meetings open to parents, teachers and other community residents.

An important part of this process will be melding the school budget with the YPI program funding provided at the school. The School Site and Leadership Councils will work with the YPI senior staff and school volunteers to examine data related to academic need. The school teams led by the Principal will coordinate with senior YPI staff led by the agency Chief of Staff and the Director of Community Partnerships to coordinate education and community services offered by YPI through programs such as Full-Service Community Schools.

14. Implementation

a. What elements of the school proposal will be implemented in the first year? How many years will it take to achieve the full scope of the proposal as written? Submit a timeline that outlines the rollout of all elements of the proposal from start-up through year 5. Attach Appendix G.

Elements of the school proposal that will be implemented the first year include the following. The school will set up the core implementation team, while adding students and community members. The Team will determine the Principal selection process, establish Standing and Advisory Councils, and recruit families and community members. The school team will address the concerns of the Superintendent, and revise relevant sections of the curriculum and instruction programs. The School Team will revise the implementation pan as required, and start professional development services, and purchasing all required instructional materials as needed once enrollment figures have been finalized. The Team will develop community outreach services and plan for all programs and services offered in the community school model to be offered for students and families. The Team will develop the school safety plan and assign specific roles to teachers, once they have been hired and brought aboard.

The Team will develop a Professional Development Committee to plan and organize the first Summer Institute will include team building exercises, and preparation for Teacher Induction, Data Driven Instruction & Action Research, Strategic Design, Project-Based Learning, Technology Integration (i.e. Portfolio development), and Service Learning/Culturally Relevant Education, Data 101, Success For All, SDAIE & ELL Support, ALEKS, Advisory. The Team will review Intervention/acceleration plan to insure that it aligns with the curriculum, and the needs of incoming students, and develop a counseling services plan for when the school opens.

The School, led by the newly hired Principal and the Leadership Team, will recruit and hire teachers, establish attendance procedures, and establish standards-based grading. The Team will train key office staff, create a faculty handbook, and determine room assignment. The school will purchase emergency supply materials, and design map for emergency evaluations. The Team will hold first professional development workshops, assisted by consultants, and work with partners to develop plans for community based services at the school for students and families. The school team will develop the master schedule, attend Welligent Training, and review the LAUSD Self-Review Checklist. Teachers, led by the Principal, will plan for the special education programs, and do final checks required for opening the school. The School will establish Instructional Leadership teams, and Action Research Portfolios, data driven instructions and outcomes, for teaching through the theme.

Please see the complete Implementation timeline that incorporates the rollout of all elements of the proposal from start-up attached as Appendix G.

PSC 2.0 SUPPLEMENTAL APPLICATION

NETWORK PORTFOLIO AND PERFORMANCE:

1. **Portfolio of Schools**

The Youth Policy Institute (YPI) is a community-based 501(c)(3) nonprofit organization that provides education, training, and technology services to lift Los Angeles families out of poverty. YPI has an annual budget of $35 million (including YPI schools) with 1,200 staff based at 125 program sites throughout Los Angeles. YPI partners with schools and community organizations to offer afterschool, job training, summer jobs for youth, physical education, adult education, computer literacy, holistic family services, case management, parenting, tutoring, and college preparation programs. Each year, YPI helps more than 40,000 youth and adults. YPI has opened and manages three middle schools that serve students in grades 6-8: two charter schools, Bert Corona Charter School (Bert Corona) and Monsenor Oscar Romero Charter Middle School (MORC), and a pilot school in partnership with LAUSD, San Fernando Institute for Applied Media (SFiAM).

YPI schools are located in communities that have great need but also great assets and potential for improvement. Bert Corona Charter School is located in Pacoima in the Northeast San Fernando Valley. This direct-funded charter school opened in September 2004 and now serves 360 students. 83.6% of students qualify for the Free and Reduced Price Meal program, a leading indicator of family poverty, and 37.9% are English Learners. According to 2010 Nielsen Claritas data, the population in the surrounding community of Pacoima is predominantly Latino (86.27%), and 53.67% of the population 25 years and older are without a high school diploma. 26% of families in Pacoima are below the poverty line. The Pacoima community is the site of a Promise Neighborhoods planning grant received by YPI and partners from the U.S. Department of Education. In addition, YPI and Bert Corona have received five-year funding from the U.S. Department of Education for a Full-Service Community Schools program. YPI is the only agency in the nation to receive both Promise Neighborhoods planning funds and Full-Service Community Schools Program funding. The organization is continuing and expanding its work to tap local resources and collaborate with public private and community groups to establish a cradle-to-college and career continuum of programs and services to support students and families in increasing academic achievement and improving educational outcomes.

Monsenor Oscar Romero Charter Middle School opened in September 2007 and now serves 267 students. 100% of students at the school qualify for the Free and Reduced Price Meal program, and 55.1% are English Learners. This direct-funded charter school operates in the Pico Union/Westlake community in the heart of Los Angeles. 81.5% of the population is Latino with 65.69% without a high school diploma. The median household income for this area is $18,783, and 36.6% of families are below the federal poverty level. YPI operates a second Full-Service Community Schools program funded by the U.S. Department of Education and works with a consortium of partners to provide YPI's model of saturation services to families in this distressed community. Partners working with YPI at this school and in the surrounding neighborhood include Families in Schools, Aztecs Rising and Planned Parenthood. Services provided assist youth and parents in improving student academic achievement and well-being by offering comprehensive high-quality services that target the entire family.

YPI was chosen to develop and partner with teachers and LAUSD in opening the San Fernando Institute for Applied Media through the Public School Choice process (Round 1). SFiAM opened in September 2010 on the larger San Fernando Middle School campus and currently serves 375 middle school students. Based on San Fernando Middle School data, 75.8% are estimated to be qualified for the Free and Reduced Price Meal program and 33.8% are English Learners. SFiAM is in the City of San Fernando next to Pacoima. 90.15% of the population is Latino, and 52.22% did not complete high school.

YPI's saturation strategy is to serve a school and the surrounding community with a wealth of resources, services and programs that are available to students, parents, families and community members. Please see page 1 of the main application for a summary of how YPI has raised **$1.46 million** in additional funding for education and training services targeting SFiAM families specifically in the 9 months since being awarded the school.

YPI operates its own schools as community schools offering programs to students, parents, families and community members. The schools have the active involvement of school staff, parents, and community organizations that provide needed services and social capital required for innovation. Schools are open to the community for extended hours of services and make programs accessible year round, not just when school is in session. YPI runs a Full-Service Community Schools program in Pico-Union/Westlake for four schools and provides comprehensive academic, social, mental, and physical education services to meet student, family, and community needs in an area with low academic standardized scores and graduation rates. As mentioned, Bert Corona also operates a Full-Service Community Schools program in the Pacoima area where the five schools in this collaborative are open for extended hours to offer access to support and resources. In addition, YPI is a recipient of a Promise Neighborhoods grant from the U.S. Department of Education to plan a cradle to college and career continuum of services for students and families in the Pacoima and Hollywood communities to increase student academic achievement.

YPI charter schools operate in the tradition of social activism and technology integration. One is named for a legendary Latino activist (Bert Corona) who worked to achieve social justice for immigrant communities, and another is named for an archbishop of San Salvador (Monsenor Oscar Romero) known as a fearless defender of the poor during El Salvador's civil war. YPI charter schools aim to provide students with the intellectual tools necessary to become successful students and active citizens. They offer clear and high expectations for all students, a rigorous curriculum, personalized learning environment, and family-school community partnerships that enable students to become life-long learners. YPI helps students overcome barriers that accompany poor community educational resources and cultural isolation and empower them to succeed well beyond high school, while calling upon the memory of the schools' namesakes to inspire them to provide service to their communities.

The theme of the SFiAM pilot school focuses on media literacy to empower students to become functional, prepared, and innovative communicators for the demanding global requirements of the future. The integration of education technology will enable students to access unlimited learning resources and assist them in organizing, presenting, and creating valuable information. This school incorporates the vision of the pilot school model in its operation. Equity and diversity are embedded in all practices. Teaching and learning are purposeful, challenging, and have value beyond the school. Assessment demonstrates the competence of students in multiple ways. Students and teachers know each other well. Democratic values are nurtured and modeled. Decisions are made as close to the learner as possible. Collaborative practices improve teaching and learning.

YPI schools incorporate innovative and successful elements that will be replicated at the new PSC 2.0 schools. They value family-community-school partnerships by actively engaging families and the community in the life of the school. Students also engage in service to the community. They integrate technology with the curriculum ensuring that students learn computer skills while pursuing academic goals. YPI implements small learning communities allowing students to have the opportunity to work in small cohort groups throughout their years at the schools, thereby increasing their sense of community and belonging. The curriculum is interdisciplinary and project-based. Students explore how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives. Instruction is culturally-relevant, and the background and culture of all students are respected and valued. Multicultural literature and cultural references are integrated into the instructional experience to increase the relevance of school in students' lives. YPI schools use curricula and instructional strategies founded on proven and research-based practices. Authentic assessments are used to judge student achievement beyond traditional evaluation instruments. Professional development includes teacher, staff and community coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire school community. Differentiated instruction provides multiple pathways to learn and absorb information, supporting both low- and high- performing students.

2. **Portfolio Growth**

YPI is currently working toward increasing the number of schools it operates to a total of seven. It operates or partners in operating three schools: two charters and one pilot. This year, the organization is applying to operate two schools in a Network Partner model through the LAUSD Public School Choice 2.0 process. One is Central Region Middle School #7, and the other is Valley Region High School #5. Within the next two years, YPI has plans to expand its charter schools to include a Charter High School in the San Fernando Valley and Hollywood communities served by the Promise Neighborhood. Led by YPI, the Neighborhood will begin implementation services in September 2011. In addition, YPI may submit additional charter petitions or apply for PSC Round 3 in the coming years. For the remaining years, YPI intends to continue to build the capacity of the schools in its portfolio to provide outstanding education services for students and families in the community model it implements in Los Angeles.

The organization is well equipped to manage multiple schools as evidenced by its success at operating current schools as well as the infrastructure it has in place to operate multiple large education and training grant programs. The Executive Director of YPI Schools is Yvette King-Berg, who has broad experience as an administrator, teacher, and advocate. YPI's governance and executive leadership also has vast and varied experience and background in running schools, education and school transformation. In addition the members of its schools' boards represent students, parents, teachers, administration, YPI, community, as well as charter, pilot and traditional district school models. This kind of experienced and integrated school management works to increase the capacity with which the organization operates the schools as those involved in the school have a sense of ownership and accountability in running them.

In addition, YPI is equipped to manage multiple schools as evidenced by the experience and backgrounds of the individuals who serve on the YPI Charter Schools board. YPI schools are supported by qualified board members who bring diverse experiences in school leadership. Isaias Martinez is a current principal in the Los Angeles Unified School District. Joe Lucente is the former executive director of Fenton Avenue Charter School. Mary Keipp is Director of the Community-Based Learning program at UCLA's Office of Instructional Development and provides career-readiness and educational enhancement services for students and young adults. David Moguel is a professor at the Michael D. Eisner College of Education at California State University Northridge. Alex Reza is a social activist and former longtime San Fernando High School teacher. Carlos Vaquerano is Executive Director of the Salvadoran American Leadership and Educational Fund (SALEF). The members of the board bring guidance and support and work to recruit and build effective partnerships with other individuals, organizations, and groups that can provide additional resources to the schools. These individuals make up a strong board and together with school personnel have diverse and expansive background and experience in reform movements and school transformation.

YPI operates an internal performance management system headed by the Director of Research and Evaluation that works to measure academic achievement results and assess indicators (such as attendance rates, participation in education services, and satisfaction levels in surveys) required to gauge the success of YPI schools and education programs. For K-12 youth outcomes, YPI relies on test scores, grades, and school indicators that chart academic progress. For youth ages 18-24, success indicators include college matriculation, job entry and retention rates in job training, and adult education scores. Progress is measured through funder reports, as well as ongoing academic assessment.

YPI has established and continues to nurture strategic relationships with community partners, funders, and public departments to provide support to teachers and students in its school network. Its current partners include public departments at local, state and federal levels; private organizations (including nonprofit community agencies like MEND, Communities In Schools, SALEF, Neighborhood Legal Services, L.A. Universal Preschool, and many others); and higher educational institutions (University of California at Los Angeles, California State University at Northridge, Los Angeles Valley College, Mission College). For programs such as the Promise Neighborhood in Pacoima and Hollywood, YPI partners with the City and County of Los Angeles, the Housing Authority of the City of Los Angeles, First 5 LA, and the Los Angeles Area Chamber of Commerce. For general capacity support, YPI is working with foundations and corporate supporters that include the California Wellness Foundation, the

The California Endowment, the Weingart Foundation, and JP Morgan Chase. These partners and collaborators support YPI by providing funding as well as programs and services for youth and families to further the organization and schools' vision and mission.

With regard to financial management and operations, YPI has experienced a distinct increase in funding during the recent economic crisis – through aggressive participation in local, state and federal grant competitions and the influx of ARRA funds, YPI has seen significant growth between 2008 and 2010. Program services have been expanded to new areas of Los Angeles, staffing has increased and impact and outcomes have both grown during this period. Between July 2008 and June 2010, YPI increased its number of afterschool programs from 26 to 58, opened the Hollywood FamilySource Center, brought Full-Service Community Schools services to 4 schools in the Pico/Union neighborhood, ran two successful AmeriCorps programs (CaliforniaVolunteers and NCLR), and dramatically expanded the Monsenor Oscar Romero Middle School (serving 100% Free/Reduced Price Lunch-eligible students in the Pico/Union area). Since September 2010, YPI has been awarded five new federal grants.

YPI has a long history of bringing in multiple funds, programs and services to the students, families and staff of its schools. YPI has substantial experience with federal funding and has established systems to account for its receipt and administration using Generally Accepted Accounting Principles. YPI and its charter schools have operated 18 programs funded through thirteen grants from the U.S. Departments of Education, Labor, Health and Human Services, Commerce and HUD. YPI is the largest afterschool provider for charter schools in the nation through 21st Century funding from the CA Department of Education, and the largest high school afterschool provider in the state. YPI is also providing intensive tutoring to over 2,500 students each year supported by federal Title I funds.

Recently, YPI and partners were awarded a planning grant for $500,000 from the U.S. Department of Education to establish a Promise Neighborhoods pipeline of cradle-to-college and career services. Promise Neighborhoods is President Obama's signature education and poverty initiative and only 21 were awarded nationwide. The organization was also awarded $5.6 million over three years from the U.S. Department of Commerce to open 80 Public Computer Centers in Los Angeles – one of which will be placed at the new school. A Full-Service Community Schools program was awarded to YPI's Bert Corona Charter School in October 2010 ($500,000 per year for five years from the U.S. Department of Education) to provide wrap-around community and education services. The same month, YPI and Bert Corona also received a Carol M. White Physical Education grant from the U.S. Department of Education ($2.25 million over three years) to build and lead physical education services and conduct nutrition education for students and families. Also in October YPI was awarded a Fund for the Improvement of Postsecondary Education grant (FIPSE) for $750,000 which will target 16 high schools. In March 2010, YPI received a total of $4.6 million in job training funds via the American Recovery and Reinvestment Act (ARRA) from federal and state agencies as part of a total of $8.1 million in job training funds YPI has received since 2009 to provide workforce development services for more than 800 older youth and adult clients.

3. Performance Data

YPI continues to successfully manage the academic and non-academic operations of its schools. According to Cambridge Education's California Charter Program Quality Review Report, a rigorous external evaluation and self-assessment process, Bert Corona Charter School has many successes. It has developed a small learning environment that is healthy, safe and nurturing. Students feel well-supported academically and emotionally. The mission and vision of the school is prevalent and are communicated throughout the school in classrooms and by all. The teaching staff at Bert Corona is enthusiastic, committed and passionate about the school's mission. They want the best for their students. The school's principal and executive director are knowledgeable, reflective and know their school. They have worked well as a team to establish the hallmarks of the charter program (technology as a learning tool, thematic/project-based learning, community, service/partnerships, leadership, and parental involvement). The school has put in place several benchmarking assessment programs and is making good progress in the collection and analysis of student achievement data based on those assessments. Bert Corona has been creative and diligent in leveraging grant funds and partnerships so that they can best support student needs and accomplish the mission of the school. The school's governing board is made up of knowledgeable and well-qualified people with diverse skill sets. The school has very sound fiscal practices and has been able to do much on its small budget.

The schools' successes are also evidenced by the LAUSD Charter Schools Division (CSD) School Performance Evaluation of Bert Corona Charter School. In student achievement and educational performance, the evaluation reveals that an academic culture of high expectations has been established. The integration of technology and project based learning is evident and developing. There is a strong use of standardized assessment tools and measurement of student progress. Classroom environments are rich and supportive to learning. School has all students enrolled in Success For All (SFA) reading program where students are grouped by grade level reading ability to develop literacy skills of all students. With regard to governance and organizational management, the evaluation indicates that data gathering and analysis processes are developing and teachers are aware of the necessity and goals for increasing student proficiencies on the CST exams. In addition, school leadership has effectively established a school-wide culture of collaboration and enthusiasm. The school is also doing well in the fulfillment of its charter. The mission and purpose of the school is evident to all stakeholders, and the main components of the charter's mission – technology, project based learning, and community service is also evident.

According to internal and external data assessments YPI schools have improved their performance. MORC received an API Similar Schools ranking of 10 in 2009 from the California Department of Education. Monsenor Oscar Romero Charter Middle School's 2009 API score was 709, with 100% of students eligible for free/reduced lunch. Bert Corona's API score has increased 92 points from 572 to 664* over its six years of operation (664 is the minimum API score Bert Corona would have received if not for testing irregularity due to one teacher). Bert Corona's API score ranks high compared to local schools like Olive Vista (656), Maclay (637) and San Fernando (629) Middle Schools. From 2007-2010, the amount of students who scored at proficient and advanced levels in English language arts increased 17.3 percentage points from 18.20% to 35.49% while the amount of students who obtained below basic and far below basic scores in this subject decreased 23.46 percentage points from 47.69% to 24.23%. In math, again the number of students scoring at proficient and advanced levels increased from 7% to 25.35%, growth of 18.37 percentage points. The number of students who scored at below basic and far below basic levels decreased 10.86 percentage points from 55% to 44.51%.

Key areas for improvement within YPI's portfolio of schools include instruction, teacher performance, professional development, data tracking and community engagement. As identified by the Cambridge Education Charter Program Quality Review, the school needs to work on ensuring high quality of instruction by establishing clear, specific student outcomes in lessons that are linked to measurable goals and assess whether students have met these goals at the end of those lessons. Teachers can also improve their questioning skills to challenge students' high order thinking, pace of lessons, engagement of students as active learners, promotion of students' independence, provision of

opportunities for students to articulate their understanding as well as sharing with students the success criteria for achievement (e.g. clearly articulated rubrics).

YPI schools also need to strengthen the systems for providing coaching and feedback to staff. To address this issue, the schools will utilize modeling and sharing the best instructional practices within the school. The organization and school administration will also work to monitor that sound instructional strategies are consistently implemented in all classrooms. In addition, YPI will work with schools to develop a longitudinal student performance data tracking system (with specific individual and subgroup targets) to track student growth over time so that student progress school wide may be more readily accessed. Schools will continue to focus on raising STAR scores through the use of benchmarking assessments and targeted support. Another area of improvement is in outreach to the larger community on the purpose and mission of the schools to leverage more broad based support and recognition.

In the CSD Evaluation, other areas of improvement include the development of instructional strategies that maximize student engagement and accountability. Based on current levels of student achievement as measured by API, AYP, and current CST performance levels, schools should better develop student achievement and educational performance. The school shows relative strengths in certain categories based on the implementation of multiple school-wide instructional strategies, professional development, and achievement tracking and analysis, but further development and refinement of these practices will have a positive impact on school-wide student achievement. In addition, schools would do better with greater transparency and awareness for parents of the governing board's role, meeting agendas, and actions as well as additional opportunities for stakeholder input. Schools should continue to provide opportunities to provide critical and constructive feedback to all teachers through on-going classroom observations and a formal performance evaluation process. They will continue to refine data gathering and analysis processes while increasing accountability for all teachers to show evidence of using this data to modify their instructional planning and delivery.

In addressing the improvement of instruction, YPI schools are focusing tightly on an aligned, standards based backward design model. Teachers are trained on pacing plans, developing units of studies and creating weekly lesson plans. The schools have systematized the structure of unit plans by teaching across content areas and across schools in content areas. For example, all ELA teachers have the opportunity to learn from the strengths and experience from all colleagues. New teachers are paired with experienced teachers to develop instruction in core content areas from a breadth of knowledge. Teachers are provided with more time to discuss, plan, and look at data to inform their instruction. 1.5 hours of professional development is provided weekly during the summer and school year. Every two weeks, standards based assessments are conducted and collected using Study Island and teacher/textbook created assessments which teachers use to analyze data and identify performance trends. Based on findings, teachers may re-teach materials to achieve student mastery.

In addition, YPI schools have hired a Chief Academic Officer (CAO) to enhance teacher performance. The CAO provides support and works with teachers to create pacing plans for the year. They develop unit plans to accomplish the pacing plans. Using the appropriate standards and objectives, they develop weekly lesson plans which are then submitted to the principals and administrative team from whom they receive feedback to guide instruction. This practice allows management to monitor if and how teachers are applying lessons from professional development.

ORGANIZATIONAL CAPACITY:

1. **Organizational Responsibilities and Goals**

The core functions of the Youth Policy Institute in relation to the schools it operates and will operate are to centralize operations and share critical community, education, and training resources across the schools to achieve greater efficiency and enhance school performance and student outcomes. An essential part of this is the additional funding YPI brings to its schools. Additional education and training services for students and families are vital components of the community schools model YPI implements, yet cannot be paid for from core operations support. YPI has proven success in bringing in outside funding for students. For the pilot school awarded to YPI in February 2010, this has to date included an additional $1.46 million for a Promise Neighborhood planning grant, a Full-Service Community Schools program, a Carol M. White Physical Education and Nutrition program, a summer bridge program, a computer literacy and home ownership program, a Public Computer Center operating right on the school campus and another in the community nearby, and an afterschool program that offers tutoring, enrichment, and recreation for students.

Key staff members of YPI sit on the boards of its current three schools. YPI oversees the business development, organization, and management of the schools by supporting operations and directing appropriate services. YPI will manage the budget and bring financial and other support to schools. It will also handle development duties by increasing financial support and implementing the program design. YPI will continue to build new sources of funding by working with partners that bring in existing grants, programs and funding streams and new resources to leverage funding. YPI and partners have experienced grant writing staff and consultants who will work to enhance school operations and establish sustainability by obtaining grants.

YPI has staff that includes educators with 30-40 years of education background to support the schools as board members. They offer guidance in instruction, intervention and school operations to reach optimal performance. The organization and its personnel have strong relationships and will continue to bring in community support for schools. It will engage in business and strategic planning and plan annual board governance retreats. YPI will be a source of strength and support to school boards and facilitate monthly meetings to see marketing outcomes. The organization will also encourage the solicitation of feedback from both parents and students to check in see how the school is doing. It will work to ensure high return rates and encourage parents to come back and re-enroll their children. YPI monitors academic outcomes and review how students are performing as key YPI staff meet weekly with schools as part of implementation team to ensure school success. YPI is also a conduit not only for its own education and training services, but also for the extensive social services provided by partners in target neighborhoods by partners in programs such as Promise Neighborhoods and Full-Service Community Schools.

YPI's short and long term goals include reaching successful academic, financial and operational outcomes. YPI seeks to meet Annual Yearly Objectives (AYO) and target growth goals for Academic Performance Index in all schools for each year of operation. It will also work to reach Annual Yearly Progress national objectives. YPI intends for its schools to rank 8 or better on the similar school Academic Performance Index ranking system and rank 5 or better on the statewide Academic Performance Index ranking system by the end of the third year of operation. It aims to achieve the long-term academic goals of having students transition from middle to high school as well as graduate from high school well prepared for college level work through completion of all A-G requirements and enroll in four-year colleges. Ideally, YPI will work to have its students at the middle schools meeting goals and having 95%-100% transition from middle to high school and further have 100% of students in high school meet their goals and graduate college and career ready. YPI will work toward the goal of increasing the percentage of all student achievement in reading, language arts, and math on State Standards Tests. The school will work towards increasing the percentage of students who improve California Standards Test percentile rank in Proficient or Advanced categories. It aims to support English Language Learners to increase their CELDT scores every school year.

Short term financial goals include balancing budgets for each school with financial stability linked to thoughtful long-term growth plans. The long term financial goal for the organization is to obtain

additional funding streams and sources to reach and meet goals of the Full Service Community Schools model. YPI is working toward a stable and secure financial position that allows it to provide the social, mental health, economic and housing needs of students and families that each school serves in the YPI saturation model. It will work to obtain private contributions from foundations and corporate partners for education, training, technology, and community support and referral services. YPI will target public middle and high schools for GEAR UP and Educational Talent Search programs to build college awareness and preparation services. YPI will also pursue 21st Century Community Center afterschool funding when it is next available through the California Department of Education as it has been highly successful in working with public schools to secure afterschool funding operating afterschool services at 70 elementary, middle, and high schools. In addition, other funding sources that will be incorporated into services provided to students and families at schools include Youthbuild, Promise Neighborhood implementation services, FIPSE College Preparation, and technology support programs.

With regard to school operations, YPI short term goals include setting up computer labs in the schools. One of the cornerstone values of its schools is the focus on technology integration in instruction. The establishment of computer labs and increase in access and equipment for students will help students participate in classroom lessons and retain information and facilitate the school's efforts in meeting instructional outcomes. In the long term, YPI aims to achieve full technology integration with a student to computer ratio of one to one which will allows students and staff to be trained in basic software applications. It will work toward being able to house students in state of the art facilities that enhance the instructional program with support technology in the schools.

The organization actively engages in the school governance structure. It listens to stakeholder input and responds to instructional concerns which make mid-year corrections possible. It has the ability to suggest actions that impact each school. Based on information gathered on school performance (test scores, assessment results, and feedback from students, teachers and parents), the organization is able to suggest actions that impact each school. It is also actively involved with other schools as a collaborator and service provider. From these avenues for obtaining data, input and information YPI has comprehensive knowledge of what works for its schools and what needs to be avoided. It has the commitment to finding and creating solutions to increase academic gains for students and improve performance. In addition, YPI leaders share ideas from different educational models including charter, pilot and traditional district schools that are successful. The organization practices integrated reform having a combination of charter, pilot, and traditional LAUSD model experience, background and support in YPI school board members and executive leadership. Greater outcomes are yielded from varied resources, knowledge and backgrounds of organization personnel.

YPI assesses the overall performance at each school and provides interventions for continued improvement by providing oversight, support and resources. The organization is part of the governance structure at the schools with key YPI staff serving as members allowing for the close monitoring of the school boards and operations. This degree of involvement also allows for supervision of teacher and student performance and the provision of site-based leadership. School administration works with teachers to collect and analyze data that include student test scores, assessment results, and portfolio performances which is then presented to the school board and larger YPI organization management. YPI reviews performance data to oversee and hold school administration, teachers, students and parents accountable for their individual performances as well as the school as a whole. YPI staff (as members and leaders of the school boards) review and analyze performance data provided by school administration during monthly board meetings to continuously drive school improvement by questioning what works, what does not work, and what aspects of instruction and the larger school program can be altered to better serve the students and teachers to increase academic achievement. Organizational leadership suggests additional measures and different avenues by which schools can obtain pertinent information for driving school operations.

YPI assesses the overall performance at individual schools by examining the assessments and data collection gathered by each school. To assess fulfillment of instructional objectives the schools use methods that include: State Standardized Testing, Classroom Assessment, Portfolios, and Capstone

Projects. The organization checks if students meet benchmarks set by the California Department of Education as demonstrated by the results of CA Standards Tests. Benchmark diagnostic testing (standards-aligned tests such as NWEA Maps) will be implemented and analyzed. Classroom assessments are conducted and teachers monitor progress through exams, essays, projects, and presentations. Report cards are sent home quarterly and analyzed to identify learning trends. Portfolios incorporate student work, projects, and videos that document growth. Portfolios will be particularly valuable in documenting learning of the school themes. Student portfolios will be evaluated by teachers according to a scoring rubric and shared with school administration and YPI to illustrate student learning.

YPI's interventions include setting clear expectations for measures of performance; enhancing school capacity to increase improvement; and engaging families and the community in school operations to further success. YPI is committed to effective and continued internal accountability in performance assessment and improvement. It allocates resources where they are needed the most and focuses attention on data-based information relevant to teaching and learning. It is dedicated to improving teacher and school leader effectiveness and provides professional development opportunities for school staff to attend to current information and programs and add or change strategies in response to this information. It will continue to work with school administration to bring in talented personnel into the schools as well as provide support to administrators and teacher leaders. It will continue to improve its schools' instructional programs and differentiated instruction and make modifications to increase learning for students and teachers. The organization will conduct periodic reviews to ensure that the curriculum is being properly implemented and having the intended impact on student achievement. In addition, as one of its cornerstone values, it will continue to integrate technology-based supports and interventions.

YPI is also highly successful at engaging parent and community residents in its schools. The involvement of these groups works to increase the capacity and improve the performance of the schools, notably in the community schools model embraced by YPI. The organization will continue to expand it many and varied partnerships which include parents, faith- and community-based organizations, health clinics, federal, state and local agencies, that work together to create safe school environments that meet students' social, emotional, and health needs. YPI operates multiple programs that provide educational supplements, job training, family support and technology services, and through these programs the organization works in collaboration with partners like Salvadoran American Leadership and Education Fund, Homies Unidos, LA County Department of Public Health to increase capacity and leverage available resources to benefit students and parents attending the schools.

2. **Organizational Leadership**

   YPI's leadership is experienced and knowledgeable in improving school operations and transforming education.

- Dixon Slingerland is the Executive Director of the Youth Policy Institute, a position he has held since 1996. He developed, opened, and operates a pilot school and two charter middle schools and serves as Board President.
- Eugene D. Straub is YPI's Chief Financial Officer/Chief Operating Officer. He is responsible for financial, accounting and operational activities and effective management of the large grants of a rapidly growing organization.
- Iris Zuniga-Corona is the Chief of Staff for the Youth Policy Institute (YPI) where she manages more than 1,200 staff members at 125 program sites across Los Angeles. She previously worked as YPI's Director of Youth Services where she oversaw all after school programs, a total of 56 school sites.
- Mario Matute is the Director of Valley Operations for the Youth Policy Institute. He works with program coordinators and community leaders to implement collaborative solutions to the challenges facing low-income families in the San Fernando Valley of Los Angeles.
- Yvette King-Berg is the Public Schools Executive Director for YPI and reports to the school boards and executive management. She is an accomplished professional with a diversified background in academic administration, secondary, elementary, and early education.
- Ruben Dueñas is the principal of Bert Corona Charter School and reports to the Executive Director of YPI Public Schools. Prior to coming to Bert Corona Charter School, he served as an LAUSD administrator at Belvedere Middle School in East Los Angeles.
- Nick A. Vásquez is the current principal of Monseñor Oscar Romero Charter School and reports to the Executive Director of YPI Public Schools. He previously served as the Executive Director of YPI Charter Schools and has extensive experience as a LAUSD school administrator.
- Maria Reza is a consultant and advisor to YPI. She is a former Los Angeles Unified School District administrator having previously served as an Assistant Superintendent of Student Health and Human Services and Cluster Administrator.
- Fidel Ramirez is the YPI Director of Youth Services. He previously served as the Principal of Community Charter Early College High School and Community Charter Middle School for Partnerships to Uplift Communities (PUC Schools).

   As new schools are added to YPI's portfolio, the Principals leading each of the schools will continue to report to Yvette King-Berg, Executive Director of YPI Public Schools. A Chief Academic Officer (CAO) will provide support across different models and new schools in the YPI school network. The CAO will be responsible for supporting and guiding educational performance and serve as the chief instructional leader and carry and communicate the academic vision for the organization across the schools. YPI will also add positions to the organization to strengthen capacity to support school growth and reflect the school community. Additional positions include: after school staff, a computer center director, physical education site coordinator, full service community schools site coordinator, college ambassadors, case managers and family advocates.

   The primary role and responsibility of the Governing Board is to organize and operate a school for the educational achievement of local students and families. The Governing Board has the power to:

- Select and remove the officers, agents and employees of the school, prescribe powers and duties for them, supervise them, fix compensation, and review work load and compensation;
- Make rules and regulations for the conduct of the affairs and activities of the school;
- Borrow money and incur indebtedness for the purpose of the school and to cause to be executed and delivered therefore promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation and other debt and securities;

   Board meetings occur monthly and the location rotates between the YPI school sites and organization headquarters in downtown Los Angeles.

   As described above, the governing board will ensure that school operations occur in alignment with the vision, mission and values of the school. It monitors all aspects of school performance, provides

guidance, resources and support for increasing academic achievement, and manages the financial and operational aspects of the school according to gathered data and research. The Board of Directors has legal and fiduciary responsibility for the schools. The Board provides fiscal accountability by approving and monitoring the budget. It also helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities (for non-district sites), fundraising, and overseeing that school resources are managed effectively. This goal is accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary, dismissing the Executive Director.

The Governing Board will set and maintain the school's vision; select, supervise, and evaluate the principal (with final approval from the superintendent); and approve the budget. The governing board will have faculty representation to ensure that teachers have a voice in school leadership. It will also have parent representation. The school community seeks out new board member candidates that have specific sets that support the achievement of the school vision and mission. These skill sets may include real estate/facilities development, school finance, fundraising, community involvement, parent education, technology, business experience, secondary education experience, event planning, and health and safety.

A Curriculum Steering Committee will be created for each school. It will consist of subcommittees that meet weekly and focus on school wide outcomes: Life Long Learning, Active Citizenship, and College/Career Ready. The subcommittees will be made up of board members, administrators, teachers, staff, parents, and community leaders. The membership of each subcommittee will not exceed 12 members. Members are nominated by school stakeholders and voted on by a simple majority of the members of the subcommittee. Each subcommittee has a chairperson that makes a report to board of directors on the committee activity. The primary mission of the committee is to uphold school values prepare students to strive towards academic goals. The committee will make recommendations to grade level teams, subject area departments, and teaching teams.

The proposed schools will also have a Budget and Parent and Student Advisory Boards that meets monthly to support the school in achieving the service focus of the vision and mission. The team will consist of administrators, teachers, staff members, parents, students and community members who have a special interest in involving youth in service. The Parent and Student Advisory Boards will help the school to organize, identify resources, and opportunities for students to be involved in serving their school and community. The Advisory Boards will also help bring additional community resources to support the students and families of the new school. The membership of each Advisory Board will not exceed 12 members. Members are nominated by community members, teachers, other parents and students, and the Principal and approved by the existing Boards.

Interdisciplinary academic teams will develop instructional practices to improve teaching and learning; coordinate and develop curriculum; use protocols for discussion and peer observation; and, make proposals for school-wide changes based on their work. Additional committees, including an instructional leadership team (described below), will be created in accordance with the school's vision and mission to enhance the school community and increase student academic achievement. 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 schoolwide. The Content-based teams will make recommendations to the Leadership Team for school-wide changes in curriculum and instruction based on their collaborative work.

INSTRUCTIONAL PROGRAM

1. Curriculum

YPI's role in the development of curricula is to oversee and ensure that it is appropriate for the schools' vision, mission and values as well as fitting for the needs of the students who are being taught. YPI oversees the collection of school data from test scores, assessments, professional development and feedback from students, parents, and teachers. The organization analyzes the information and works with school administration and teachers to implement curriculum and make adjustments accordingly to increase impact and improve teacher instruction and student learning. Using data, it aligns the instructional program will the educational needs of the students being served.

The Executive Director of YPI Schools has aligned components of the curriculum across schools. Some schools share exact same instruction and curriculum within the same type of school model (e.g. YPI Bert Corona and Monsenor Oscar Romero Charter Schools). The curriculum is aligned with the schools' instructional vision. The curriculum is drawn from best practices and research based designs that are best suited for the students in this portfolio of schools. Research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies and teaching practices and strategies that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" (Marzano, Pickering, and Pollock, 2001) will be utilized by teachers.

All instructional design and practices are aligned with national and California common core standards. The curriculum takes an interdisciplinary approach in teaching core subjects, for example connecting ELA and History and Math and Science. YPI oversees school curriculum to ensure that it is guided by state and national standards. The guiding principles from the *Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1994-2003) are incorporated by each of the core content areas. Course curricula will meet the objectives outlined in the *Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2001). The organization will guide and support teachers in order that they stay connected to national professional organizations through their publications and conferences to remain current in their content and methodology.

School themes, values, and goals are also aligned across schools. YPI schools implement technology with the curriculum to ensure that students learn computer skills while pursuing academic goals. The curriculum is interdisciplinary and project-based allowing students to explore how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives. Instruction is culturally relevant as multicultural literature and cultural references are integrated into the instructional experience to increase the relevance of school in students' lives. The background and culture of all students are respected and valued. Practices are research-based using curriculum and instructional strategies founded on proven practices. Instruction is differentiated to allow students multiple pathways to absorb information and learning.

YPI will ensure that the standards-based curriculum is a unique blend of education that includes a focus on preparation for incorporation of UC/CSU A-G Requirements. The school will provide all necessary courses to fulfill state graduation requirements and the integration of technology into all subjects, as well as a focus on cross curricular projects that connect to the "real world". YPI will be committed to meeting and exceeding the Content Standards for California Public Schools in all curriculum areas. It will ensure that curriculum, projects and lessons are standards-based.

YPI oversees and helps guide the curriculum and pacing plan and the instructional calendar for schools. It adopts and implements instructional materials in addition to the assessments that are used to monitor student progress. The organization supports the use of data to assist and develop a culture of data-driven instruction. It assists with mid-year course corrections if data shows gains are lost or not being made. YPI suggests curriculum and programs that meet academic needs. It also provides supportive education programs and services like after school enrichment and tutoring through its various grants to supplement curriculum and instruction.

1. School Culture and Climate

YPI will work to create a culture that is personally fulfilling, supports ethical decision-making, and provides an environment where hard work, creativity and innovation are the norm. This culture is characterized by continuous quality improvement, engagement of parents and families as partners in the education of each child, an environment that fosters trust, commitment to excellence and responsibility, personal and institutional integrity, and avoids conflicts of interest and appearances of impropriety. YPI school culture focuses on excellence. The goal is to develop a culture that practices a commitment to excellence, integrity and responsibility in everyday work. YPI schools are committed to being the best schools and personnel they can be in educating students to their maximum potential. They are committed to making decisions in the best interests of the students and holding each other responsible for performance as a school and as individuals.

The faculty and staff will be dedicated to providing a personalized supportive learning culture for all students and be assigned a group of students who will remain under their guidance during the daily advisory period. Staff will cultivate interpersonal relationships with students and work with them and provide the necessary resources and support that encourages students to do what they need to do in order to reach their personal, education and career goals. Teachers will become more engaged and involved in the lives of their students, and students will consistently receive praise, encouragement, and assistance each day along with personal support for dealing with challenges. A daily advisory period will contribute to the improvement of student-teacher relationships and a unified school atmosphere.

A college-going culture will be fostered on a daily basis. College and career awareness will be embedded in every school day. Students will see why they need to learn what they are learning and be reminded of the dreams their parents have for them and they have for themselves. For example, the physical space of MORC is embedded with college related paraphernalia. Classrooms are named by different colleges and universities (e.g. Yale, Stanford and UCLA rooms). Students will participate in field trips to universities and will be continuously exposed to various institutions including trade schools. The goal is to expose students to various educational and career pathways. YPI and school administration will foster ambition for higher learning through expanding the current paradigm to include various forms of upward mobility.

Parents and the community will also be an integral aspect to school culture. YPI will work to engage parents and family members to allow for them 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 the school also brings in a vast array of cultures and skill sets that would otherwise be untapped. The school will convene a monthly Parent Advisory Council for parents to receive information, share information, and give feedback to the school personnel, as well as plan activities that address school issues and concerns. The Parent Advisory Council designs activities that increase effective parent involvement in the education of their children at school and in the community. For example, some of the activities focus on helping parents understand how to: create a home environment that encourages learning; express high expectations for their children; help their children form a vision for their own future; and communicate successfully with school officials.

All parents are members of the Parent Advisory Council. All parents/guardians are strongly encouraged to attend an orientation at the beginning of each school year at which they will sign a nonbinding commitment form indicating they understand the school philosophy, program and outcomes, and accept the responsibilities as set forth. Commitment forms for parents/guardians of all students will be used to describe their involvement in and support of their child's educational experiences. The form commits a parent/guardian to work with the child at home with homework, projects, maintain positive and effective communication with the teacher and staff, ensure that their child attends school on a regular basis and arrives on time, enforce the school code of conduct with their child, and enroll their child in academic enrichment programs (After School Institutes, Saturday classes, etc.) provided by YPI and partners. The school will urge parents to attend at least two parent workshops during the school year, and strongly encourages them to volunteer at the school. There will be a specific school goal of a minimum of 30 parent volunteer hours each school year.

Teachers will also use the community to enhance and contextualize classroom learning. Students will participate in a range of community activities from field trips to long-term volunteer work. Through service learning activities, students will see themselves as vital contributors to their own community. They will connect classroom learning with real life projects to enhance their understanding and motivation. YPI will create optimal learning centered cultures by seeking to maximize the number of teachers at the small school providing direct instruction to students. They will also do this by incorporating the broad range of education services that YPI program services provide to act as a network supporting the work of teachers in the classroom. As described above, the schools will embrace Culturally Relevant and Responsive Education (CRRE) in educating students. It will adjust how we teach to the needs and experiences of students by using their cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant and effective for them.

YPI will create optimal learning-centered cultures for students by building a community at the school to serve each member of the families with needed education and training programs, and to support them in getting essential services required to help the family succeed. Services may include child care, legal assistance, tax preparation, housing support, or food and utilities. It will include tutoring and enrichment programs designed to improve results in core academic subjects. The central vision of the YPI school model is that students cannot succeed academically and prepare for college if their family situations are unstable. Placing specific staff in the schools will help in establishing YPI culture in the new schools. Case Managers will complete and update assessment plans for each student and family. YPI teachers and tutors in the afterschool program will coordinate services with school teachers to ensure that students receive needed extra work and services. The Physical Education Coordinator will build healthy nutrition and physical activity, which can be a key component to school academic success. College Ambassadors will work with students and families to prepare college preparation plans.

The organization will transition the culture of the existing schools to the proposed new schools and leverage expertise within existing schools to accomplish this transition. YPI will provide periodic cross team and cross school leadership meetings to share best practices and talk about culture. The introduction and explanation of school climate and culture will take place during the on-boarding process of the new leadership teams. During the pre-school professional development training before the start of the school year, new school staff will go over common core standards and objectives as well as school vision, mission, and values. Staff from current YPI schools will participate and serve as mentors and peer coaches in this capacity. They will cover the academic fixtures at each school, and all schools will operates as professional education partners and transmit the culture to the new campuses. Some professional development activities will be held to bring together staff from all YPI schools so that a professional learning environment will be established.

YPI will further ensure the sharing and expanding of its school culture climate from one school to the next by facilitating professional development that includes critical friends groups, peer mentoring and coaching. Teachers from all YPI schools will establish a professional learning community by voluntarily coming together to improve their teaching practices through collaborative learning. Through supportive leadership, YPI will work to create school structures like a Critical Friends Group to encourage the sharing of the schools' vision, mission, culture as well as best practices. Peer coaching will be used to share new ideas across YPI schools; teach one another; conduct classroom observations; solve any workplace problems, and communicate YPI school values, culture and philosophy. These cost saving measures will build a culture of teacher to teacher collaboration as well as a foundation for common practice across school sites.

2. Data-Driven Instruction

YPI's role in reviewing performance data is to oversee and hold school administration, teachers, students and parents accountable for their individual performances as well as the school's as a whole. YPI staff as members and leaders of the school boards, review and analyze performance data provided by school administration during monthly board meetings to continuously drive school improvement by questioning what works, what does not work, and what aspects of instruction and the larger school program can be altered to better serve the students and teachers to increase academic achievement. Organizational leadership suggests additional measures and different avenues by which schools can obtain pertinent information for driving school operations.

The organization ensures that schools use methods to assess student progress and fulfillment of instructional objectives. School wide Quarterly Assessments, such as Gates-MacGinitie and 4Sight are utilized to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum. Quarterly assessments are designed using a test-generator tool from Data Director or an equivalent program. This resource allows teachers to input standards they have addressed for the quarter into a system that generates standards-based test items. The results of these assessments will be used in conjunction with teacher-created assessments to monitor student progress on at least a quarterly basis.

YPI will utilize classroom assessments that will provide ongoing analysis of student progress on a daily basis. Each lesson will incorporate some form of assessment to determine whether the objectives of that lesson were met. Daily assessment will be documented in the form of class work and activities and will be recorded in teacher grade books. Teachers will monitor student progress through exams, essays, research projects, presentations, and group projects. Classroom assessments will reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents will be informed of their child's progress and report cards will be sent home quarterly. Teacher teams will meet weekly to discuss the progress of students in their cohort. These meetings will allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.

Schools utilize digital portfolios that reflect Expected School-wide Learning Results and state standards. These projects provide students with the opportunity to reflect upon and demonstrate learning. Students will document their mastery of skills deemed essential for success through academic portfolios. Portfolios will be a collection of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student's growth and progress. Students will engage with their teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students will analyze their academic progress and with a teacher set new short and long term goals. Student portfolios will be evaluated by teachers and staff according to a predetermined scoring rubric.

Students complete capstone projects at the end of each semester to demonstrate student learning across disciplines. Capstones may take the form of an exhibit, community project, or theatrical presentation. School staff will continue to refine a rubric for evaluating student performance for the capstone projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts will all take part providing constructive critique and assessment of capstone projects.

YPI will collect and analyze results from state standardized testing to assess student performance in meeting the standard educational benchmarks established by the California Department of Education and demonstrated by the California Standardized Testing and Reporting (STAR) exams.

Assessment methods include a balanced suite of quantitative and qualitative assessments, an approach that is supported by research (Stiggins 2005). All teachers are trained to analyze the standards, and select or create the appropriate assessment (either from the existing textbook, or from other resources if supplementation is required). Teacher-led assessment design is tempered by the need for common assessments that allow for collaborative data analysis, examination of student work, and progress monitoring. All content areas administer common objective assessments. All four core content areas will have objectively designed assessments that they will administer quarterly, as well as teacher and textbook designed assessments to be used formatively (daily and weekly) and summatively (capstone projects,

etc.). All teacher-designed assessments, including the capstone projects are designed based on an analysis and alignment to the state content standards.

Administrators along with lead teachers will examine the following data in order to identify students at risk of failing and patterns of achievement across classrooms: attendance, discipline (suspension and referrals), quarterly test scores, grades, IEPs (if applicable), CST and CELDT scores. The use of Data Director will facilitate an examination of all of this data, as the leadership team and will be able to quickly generate school, grade-level, class, and student-level reports, as well as a comprehensive profile of each student. If students are not meeting targets, depending on the nature of the issue (class or grade-wide pattern or individual student issue) the leadership team will take proactive and immediate steps to remedy the issue through an SST, referral to SES services, teacher training, classroom observation, rescheduling, after school tutoring and other intervention program, or any other intervention that is deemed appropriate for the given case. As part of the monitoring process, teachers will hold quarterly meetings with parents to discuss student progress based on Data Director reports.

YPI ensures that teachers engage in data-driven conversations in order to determine which standards need to be addressed through all modes of instruction, including direct instruction and project-based learning. This occurs on scheduled professional development days, Tuesday shortened days, minimum days, teacher preparation time, and during summer institutes. Data analysis includes quantitative data (PUC Assessments, 4Sight assessments, Gates-MacGinitie, I Can Learn data logs, and teacher-created assessments) as well as qualitative data (student work, classroom observations and learning walks, etc.). Every 2 weeks, teachers assess students on standards that have been covered and taught to see if students have mastered. Every week, teachers review data and determine what students are ready to learn based on that information. Students have accountability notebooks through which they work with teachers to set goals on how to improvement on next assessment cycle. Teachers also set goals in lesson planning and instructional delivery. The schools conduct larger quarterly assessments and share data with the rest of the school and grade level teams. Staff identifies common challenges and discusses strategies to tackle them. After researching and talking about possible options, teachers are able to take the strategies that are presented and re-teach lessons or advance learning as appropriate.

Schools will also utilize Power Schools, a web-based student information system, to make timely decisions that impact student performance while creating a collaborative environment for parents, teachers and students to work together in preparing 21st students for the future. SFiAM works with LAUSD's Integrated Student Information System (ISIS) to capture and track student information in a centralized and secure environment for all offices and schools. ISIS is used to track student records and identity services to report to the District, including assessment, graduation/completion rates, suspensions, placement, transition, disproportionality, complaint response time, service delivery, parent participation, translations, teacher quality, and behavioral interventions. Reports provided as part of ISIS include a monthly suspension/expulsion report, SESAC Report and Welligent Student Listing Verification, CBEDS, and an All Students Enrolled Report.

YPI provides support in reviewing performance data and facilitating planning and professional development meetings. The organization reviews accountability measures and holds leadership across schools accountable for performance. They oversee operations to ensure that schools progress regularly. All students are regularly assessed on reading proficiency using the Gates MacGinitie assessment. Data is used at regular intervals to place students and examine instruction. Benchmarks are administered regularly and used to inform instruction. There is a continuous effort to use Data Director online to facilitate more effective and regular data analysis. YPI assesses the issues that are identified by the data and makes decisions that will address them. For example, the organization will review the budget to make adjustments in curriculum, instruction or personnel to rectify particular instructional issues.

3. Professional Development

YPI's role in providing professional development for its network of schools is to provide the support and resources necessary to improve teacher performance and student outcomes. YPI will determine, select and manage appropriate internal and external professional development. It will help facilitate professional development with internal teacher experts and manage professional development contracts with external providers like UCLA Center X that offer instructional support at the schools, as well as the support of educational technology specialists such as Marco Torres (who is already providing these services for teachers at the SFiAM Pilot School). YPI will continually seek to develop school administrators and teachers as professional educators by facilitating peer relationships through coaching, mentoring support and opportunities for professional development and frequent informal discussions on educational issues. Problems and weaknesses will be openly recognized, and there will be a candid search and strategy for improvements. YPI will maintain the values of serving students, professional development, and self-renewal that are central in the schools' cultures.

Teachers will participate in a two-week summer institute supplemented by five full days of in-service professional development days during the school year. Weekly staff development opportunities are structured into the bell schedule on early-release Tuesdays (ninety minutes per week). YPI will work with school administration to design the professional development calendar each year, setting the direction for professional learning by conducting classroom observations, data analysis, and discussions with teachers about what support they need or would like to receive. Furthermore, facilitation of professional development is shared among the staff. A teacher leader will be trained in a strategy and return to the site to train others and support implementation. Community learning and outreach will be crucial as teachers conduct workshops with community organizations and leaders who provide feedback and valuable resources.

YPI will implement professional development systems in the schools that are focused and designed to address the specific needs of a staff committed to the implementation and assessment of an instructional program that is standards and research-based, academically rigorous, and uniformly available to all students. The organization will establish a structure in which the staff will dedicate "banked hours" professional development time throughout the school year. Through this program, teams of teachers, administrators and out-of-classroom personnel will meet regularly, both within and across disciplines, to research and discuss best practices; design benchmark and core assignments for every grade level, content area, and where applicable, interdisciplinary teams; examine student work; and analyze assessment data to modify instruction. Individuals and teams of teachers from every department will be regularly sent to conferences, workshops, and demonstration sites to participate in gathering information on innovative strategies for improving student mastery of the skills and content required for promotion. These teachers will share their findings during professional development days with their departments and/or interdisciplinary groups. All staff will meet regularly to examine student work, analyze the effectiveness of the benchmark and core assignments, and redesign activities and curriculum in response to the assessment data.

In addition to developing performance assessments for students, YPI will explore new evaluation tools/instruments modeled on subject-specific teacher standards and the Teaching Performance Expectations of the California Standards of Quality and Effectiveness for the teaching profession, incorporating elements of self-evaluation, professional growth activities, portfolio documentation, peer observation, and demonstration lessons. YPI will encourage the research and utilization of best practices for its schools as it applies to the needs of the specific school and corresponding school population. The organization will support its teachers by providing opportunities for professional development in order to build the capacity of teachers to best instruct students. It will promote best practices across its network of schools by utilizing professional learning communities like a Critical Friends Group, facilitating peer coaching, and setting up individualized professional development.

Through a Critical Friends Group, teachers from all YPI schools will establish a professional learning community by voluntarily coming together at least once a month for at least two hours. They will work to improve their teaching practices through collaborative learning. In these meetings, teachers will

review the organization and schools' shared norms and values and engage in reflective dialogue about their work and school operations. Participation in this group will encourage a collective focus on student learning as well as continuous improvement. This kind of collaborative practice builds the spirit of shared responsibility within teachers for the learning of all students. YPI will establish a professional learning community by providing space and time for teachers to gather and talk which will incite a sense of empowerment and autonomy over their capabilities and teaching roles. Through supportive leadership, YPI will work to create school structures like a Critical Friends Group to encourage the sharing of the schools' vision and mission as well as best practices.

In order to share best practices, YPI will also facilitate peer coaching. Two or more teachers work together to validate and improve teaching performance. Teachers will have the opportunity to reflect on current practices and to expand, to refine, and build new skills based on best practices. Peer coaching will be used to share new ideas across YPI schools; teach one another; conduct classroom observations; and, solve any workplace problems. Like Critical Friends Groups, peer coaching will focus on the collaborative development, refinement and sharing of professional knowledge and skills. Teacher coaches may facilitate strategies or formal structures for examining student work or teacher work. Teachers will support each other and improve their teaching by giving and receiving feedback, questioning each other and themselves, reflecting on their work or their students' work, addressing dilemmas, collaborating across disciplines, and confronting assumptions, mindsets, and expectations.

YPI will also work with the schools to improve teacher performance and simultaneously share best practices through the establishment of individual professional growth targets. Schools will work toward creating individualized professional development for teachers at varying levels. Professional Growth Plans (PGPs) will be created annually at the beginning of the school year. Administrators and teachers meet to analyze specific student achievement and performance data of the students the teacher is currently assigned to, review the School Improvement Plan (SIP) to identify best practices and research- and/or evidence-based professional development to help improve student performance, and agree on a plan to determine the effectiveness of the professional development. The administrator and teacher sign the PGP form indicating approval and support of the identified professional development and to initiate the plan.

During the school year, teachers will participate in the professional development activities indicated in the PGP. These activities are aligned with the School Improvement Plan and the objectives stated in the PGP to meet the goal for student performance. At the end of the school year, administrators and teachers meet for a final review of the PGP. Teachers may bring documentation supporting the components of the PGP. During this final meeting, student performance data, impact on learning, evidence of professional development attendance, implementation of professional practice intervention(s), etc. are reviewed. The administrator and teacher determine if the professional development was effective, sign and date the PGP indicating consensus of results, and plan for next year's PGP.

FINANCES:

Financial impact of additional schools/campuses. If you are adding schools to your existing portfolio of schools, describe how the organization's revenue and cost structure will be impacted.

The Youth Policy Institute will operate the two proposed schools in the Network Partner model. As such, all site-specific funding for the schools will remain with the District. YPI will work to secure additional funding through public and private grants, individual, corporate, and foundation donations and other sources. YPI's revenue and cost structure will not be impacted directly by the addition of the schools to the YPI portfolio. All additional programs, staff and services provided by YPI at the schools through the community schools model (such as Case Managers) will be funded through existing funding streams YPI already has in place. However, some staff costs on school activities cannot be charged directly to grants. In this way there is a financial impact on the organization.

The general model followed by YPI is to seek outside funding to support these activities and costs. As described in this narrative (notably in the SFiAM Case Study provided on p. 1) YPI has been highly successful in bringing $1.46 million in outside funding to the SFiAM Pilot School in just the first 10 months since the District awarded YPI the school in February 2010. YPI has secured new funding through public and private grant opportunities to support the school and its programs and to provide enhanced learning opportunities. YPI has been able to bring afterschool programming to SFIAM, has secured technology through both a partnership with Computers for Youth and the receipt of a federal Broadband Technology Opportunities Program (BTOP) grant from the U. S. Department of Commerce. Other funding has supported full service community school activities, physical education and nutrition services, and a summer bridge program. The model YPI embraces and establishes at each school it opens is to aggressively seek funding to expand resources for students and families, so that organizational revenue and the YPI cost structure are not greatly impacted.

Fundraising

YPI is equipped to reach any associated fundraising goals related to operating schools as it is continuously building capacity to connect with new funding partners and expand current resources. YPI will continue to build new sources of funding by working with partners that bring in existing grants, programs and funding streams and new resources to leverage funding. YPI and partners have experienced grant writing staff and consultants who will work to enhance school operations and establish sustainability by obtaining grants. YPI has a strong track record in raising funds for school and education services. Over the past eight years, the agency has raised more than $130 million for education and training services that target the Los Angeles community. Sustainability will come from YPI fundraising for programs for low-income Los Angeles families. Partners will also continue to provide services and leverage resources from its current programs to support the schools. The organization's development department will continue to research other funding opportunities from private foundations, and YPI will explore new corporate partnerships whose social responsibility philosophies align with the organization's vision and mission and goals for the schools.

YPI is equipped to reach associated fundraising goals related to operating a school. The organization has already secured multiple sources of funding. YPI and partners were awarded a planning grant for $500,000 in September 2010 from the U.S. Department of Education for a Promise Neighborhood. The organization was awarded $5.6 million over three years from the U.S. Department of Commerce to open 80 Public Computer Centers in Los Angeles, one of which will be placed at the new school. A Full Service Community Schools grant was awarded to YPI's Bert Corona Charter School in October 2010 ($500,000 per year for five years from the U.S. Department of Education) to target supportive community and education services. The same month, Bert Corona also received a Carol M. White Physical Education grant from the U.S. Department of Education ($750,000 per year for three years) to build and lead physical education services and conduct nutrition education for students and families. Also in October YPI was awarded a Fund for the Improvement of Postsecondary Education grant (FIPSE) for $750,000 that will target 16 high schools. In March 2010 YPI, received a total of $4.6 million in job training funds via the American Recovery and Reinvestment Act (ARRA) from federal and

state agencies as part of a total of $8.1 million in job training funds YPI has received since 2009 to provide workforce development services for more than 800 older youth and adult clients.

YPI intends to raise additional funds to support the school and surrounding community. It will work to obtain private contributions from foundations and corporate partners for education, training, technology, and community support and referral services. YPI will target public middle and high schools for GEAR UP ($5.5 million over five years) and Educational Talent Search (expected funding of $230,000 per year for five years) programs to build college awareness and preparation services. YPI will also pursue 21st Century Community Center afterschool funding ($295,000 per year for renewable five-year terms) when it is next available through the California Department of Education as it has been highly successful in working with public schools to secure afterschool funding operating afterschool services at more than 50 elementary, middle, and high schools. YPI will also host its annual fundraiser to raise funds to enhance community and school based programs and services.

Audited Financial Statements
If applicable, provide the last two years of audited financial statements for the organization.
Please see last two years of audited financial statements included in the Appendix.

Profit and Losses/Revenue Sources
Youth Policy Institute profit and loss:

FY2007: $288,402
FY2008: $176,067
FY2009: ($676,415) – *note: loss due to write-off of prior period receivables*
FY2010: $696,286
FY2011 (anticipated): $809,302

Until FY2011, YPI did not directly operate any schools. It was integral in the formation of two charter middle schools – Bert Corona Charter School (2004) and Monsenor Oscar Romero Charter School (2007) but these schools operate as a separate corporate entity and therefore YPI's financial performance is not reflective of any school-related operating costs. All revenues and expenses go to support YPI programs and activities.

In FY2011, YPI commenced operation of the San Fernando Institute for Applied Media (SFiAM) Pilot School. SFiAM operates as a pilot school, and as such all revenues and expenses are captured within the financial reports of LAUSD. Approximately ¼ of 1% of YPI's overall budget is dedicated to the support of SFiAM as measured by time spent by existing YPI staff to assist in the development, implementation and maintenance of the school. No new direct costs were incurred related to the launch of SFiAM. YPI has not incurred measurable incremental costs as a result of its role with SFIAM.

Internal Financial Controls:
As a Network Partner, YPI will utilize all monitoring and reporting tools available through the District to ensure fiscal soundness, and will use all available compliance and monitoring tools to ensure legal compliance. The YPI Chief Financial Officer will support site leadership led by the Principal and will be responsible for reviewing monthly financial reports – expenditures, budget vs. actuals, purchases, etc. and will also be responsible for maintaining a compliance calendar of all reporting due dates.

YPI will work with appropriate District personnel to ensure that site staff is appropriately trained on District financial and compliance requirements and that they have access to all necessary systems, reports and support.