

South Region Elementary School #10

Plan Submitted by:



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A. SUMMARY ANALYSIS

1. Mission and Vision

LA's Promise, a nonprofit organization, is working to radically improve the education, health and social outcomes for thousands of youth in one South Los Angeles community. This will accomplish a "neighborhood turnaround" in an area we call LA's Promise Neighborhood.

LA's Promise Neighborhood is an enrollment zone that includes two large South LA high schools and one middle school, all three of which are operated by LA's Promise on a first-of-its-kind performance contract with LAUSD. Within this zone, LA's Promise transforms chronically failing public schools, opens new schools and remakes schools into community hubs that offer comprehensive support services for students and families.

To accomplish this vision, every public school in this community must provide a rigorous, college preparatory education for ALL students, and the schools themselves must become hubs for the vital social and health services that students and families need.

For the purposes of this application and to provide a starting point for LA's Promise's work at SR ES #10, the following vision/mission statement for SR ES #10 guides our planning and aligns with LA's Promise's mission and vision:

SR ES #10 provides its students with a rigorous academic experience, emphasizing the study of the Science, Technology, Engineering and Math (STEM) fields so that students graduate prepared to succeed in middle school, high school, college, and beyond. Students will develop the knowledge and habits required to be healthy and successful in the 21st century.

To advance the STEM study, ES #10 students will learn in a "blended learning" school design and with an instructional model that facilitates differentiated instruction to meet a diverse array of learning styles and accelerate student achievement for all students. LA's Promise will work with the nationally regarded blended learning company, Education Elements (<http://www.edelements.com>), to design and implement a blended learning model.

LA's Promise recognizes that a child's education occurs along a K-12 spectrum, therefore ES #10 students will traverse a K-12 STEM and blended learning pipeline across Muir Middle School and Manual Arts High School.

Across all of its schools, LA's Promise has identified four goals that describe what it means to be "healthy and successful" in the 21st century:

- **All Students are Ready for College & the 21st Century:** Students complete a course of study that prepares them for success in middle school, high school and college, and learn to think critically, understand complex ideas and solve problems across multiple disciplines. Students will be grade level fluent in computer use, technology and the STEM fields.
- **All Students are Culturally Aware:** Students are prepared to succeed in today's diverse, global economy and can function collaboratively in multiple contexts with respect, ease and confidence.
- **All Students Become Lifelong Learners:** Students grow into creative, reflective and actively engaged adults.
- **All Students Live a Healthy Life:** Students understand that physical, emotional, mental and social health factors are important to their overall well-being, and they manage their lives to make healthy, productive life choices.

LA's Promise seeks to operate ES #10 with autonomies similar to those of its other schools it operates as an established network partner to the Los Angeles Unified School District within iDesign. These autonomies include: (1) Governance; (2) Budgeting; (3) Staffing; (4) Curriculum, Instruction, Assessment; and (5) Scheduling.

2. School Data Analysis

As SR ES #10 is a new school, this analysis will examine, aggregate, and average data from the three schools relieved by SR ES #10 – West Vernon ES in Local District 5 as well as Menlo ES and 52nd St ES in Local District 7.

According to the school-wide data, SR ES #10 relief schools have accomplished positive academic trends that LA's Promise will continue and strengthen. From 2009-2010 to 2010-2011, all subgroups increased ELA and Mathematics proficiency on the CST. On the ELA test, English Learners went from 13% proficiency to 19% proficiency, African American students went from a 22% to a 27% in proficiency, and Special Education students' scores increased from 0% proficiency to 5% proficiency. In Mathematics, English Learners results improved 12%, moving from 30% to 42% proficiency, African American students increased from 29% to 36% proficiency and Special Education students increased 10%, shifting from a 5% to 15% proficiency rate. In 2011, the overall school had 35% of students testing proficient in ELA and 53% testing proficient in Math. For 2012, LAUSD's proficiency targets are 60% in ELA and 69% in Math. SR ES #10 trails these goals by 25% in ELA and 16% in Math. Latino and socioeconomically disadvantaged students were the subgroups with the most proficiency growth over the last years of ELA and Mathematics CSTs. The 5-year proficiency increase in Latino and socioeconomically disadvantaged students was 20% in ELA and 26% in Mathematics.

Additionally, SR ES #10 relief schools have improved in the area of attendance—sixty-one percent of students have “high” attendance, which is only 5% below LAUSD’s goal of 66% (LAUSD measures attendance by percent of students attending 96% of days). Additionally, the frequency of suspensions is much lower at the SR ES #10 relief schools than at other South LA elementary schools. Parent participation on the school experience survey at the SR ES #10 relief schools was 46%, which is significantly higher than the 20% that other Local District 7 elementary schools reported. To ensure that SR ES #10 continues these positive trends in parent involvement and school culture, LA’s Promise will work with the principals at the three relief schools to better understand the core strategies that were used to achieve these gains and will implement best practices.

Although there are promising and positive trends in proficiency growth and school culture, there are several performance areas that need improvement. Students who make up the SR ES #10 aggregate are 87% Latino and 96% economically disadvantaged. Because of these strong majorities, the Latino and Economically Disadvantaged subgroups closely reflect the overall school data. The other three subgroups, English Learner, Special Education, and African American, have much lower academic performance on the math and ELA CSTs.

In 2011, only 5% and 15% of Special Education students were proficient in ELA and Math, respectively. While 42% of English Learners were proficient in Math in 2011, only 19% of the same group tested as proficient in English Language Arts. The African American subgroup, making up roughly 13% of the aggregate SR ES #10 data, has an ELA proficiency rate that is 8% lower than that of the aggregate and a Math proficiency rate that is 17% lower than that of the aggregate.

In addition to the CST proficiency of English Learners, the reclassification rate and CELDT proficiency show the need for growth within this subgroup. The reclassification rate for English Learners was 12% in 2011, which is just above half of the 21% reclassification rate goal for LAUSD in 2012. Additionally, when compared to some other nearby Local District 7 elementary schools (Normandie Avenue ES, King ES, and Weemes ES), the aggregate English Learner results are lower for the aggregate SR ES #10.

LA’s Promise will build on the strong base of attendance, school safety, and parent engagement to address the larger areas of need. Based on the data from the relief schools, SR ES #10 needs to focus on Math and English Language Arts proficiency. There are large gaps to address as only 35% of students scored proficient in ELA and 53% scored proficient in Math. Furthermore, SR ES #10 will focus on ELA proficiency for the English Learner, Special Education, and African American subgroups. African American students make up 13% of relief school students, English learners make up 56% of the population, and Special Education pupils make up 9%. These significant subgroups currently have the lowest ELA proficiency.

Via the blended learning model, SR ES #10 and LA's Promise will analyze data regularly and provide individualized and immediate support and intervention to students. In 3 years, LA's Promise will nearly double the numbers of students who are proficient or advanced in ELA and Math and will close the gap among subgroups. In 5 years, nearly every student will be proficient or advanced. LA's Promise's goal is academic proficiency for all. Upon graduation from SR ES #10, students will be middle school ready and on the path towards college readiness.

3. Applicant Team Analysis

LA's Promise is well positioned to successfully open and operate SR ES #10. LA's Promise successfully opened a new school, West Adams Prep, in 2007. Through this experience, LA's Promise gained valuable experience and insights that would be applied to the successful opening and operation of SR ES #10. LA's Promise also has extensive experience in working within this community and producing strong academic and operational gains. Additionally, the instructional leaders of the organization have a track record in turning around low-performing elementary schools in underserved neighborhoods. Lastly, LA's Promise has secured partnerships with leading organizations to support the academic acceleration and holistic development of students at SR ES #10. Through the collective efforts of over 60 community-based organizations, every student will be provided with the support needed to be successful.

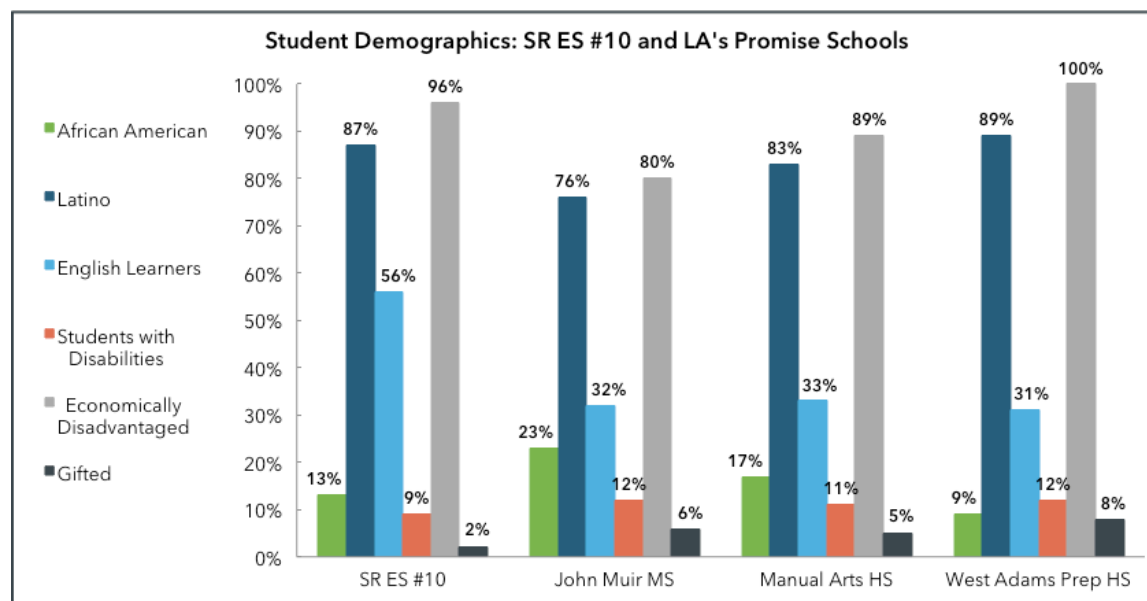
Experienced in Successfully Opening New Schools: In 2007, LA's Promise successfully opened West Adams Preparatory High School, serving 2500 students. With LA's Promise's oversight, West Adams has experienced a 113-point gain in API over four years, significantly outpacing neighboring comprehensive LAUSD high schools and the overall district. There has been a 6% increase in students who are proficient or advanced in English Language Arts (ELA) and a 5% increase in students scoring proficient or advanced in math. Additionally, over the past four years, West Adams has experienced a sharp 15% decline in students who are below or far below basic in English Language Arts (ELA) and a 10% decline in students below or far below basic in Math. Because of the organization's emphasis on creating a strong school culture from the beginning, West Adams Prep also has a 93% daily attendance rate and over 95% uniform compliance rate. The four-year graduation rate at West Adams Prep is 65%, 11% higher than LAUSD's average, and the number of seniors attending a four-year college has tripled, from 9% to 30% in just four years.

The success of West Adams Prep is a result of a strong vision, early planning and strong community involvement. New schools face the challenge of building a school culture from the ground up and unifying many different voices in the school community around a shared vision. LA's Promise faced this challenge with the opening of West Adams Prep. To ensure the school community was involved in the development of the school's vision, LA's Promise held focus groups with over 400 community stakeholders. The purpose of these focus groups was to better understand community needs and involve the community in the development of key decisions such as the school's design, attributes

and culture. LA's Promise also conducted dozens of individual meetings with local principals and administrators of neighborhood schools, business owners, church leaders and area nonprofits who would potentially serve the campus. These meetings were critical in bringing together different stakeholders on complex issues such as school vision and campus safety. As a result, community stakeholders weighed in on key decisions, including the name and mascot of the school, and helped develop key school policies, such as the school uniform policy and school discipline policy.

Because of the early planning and emphasis on parent and community involvement, West Adams Prep opened in 2007 with one of the highest attendance rates and lowest discipline rates in the geographic area. LA's Promise firmly believes that in order to be successful in a new school environment, a strong vision, early planning and strong community involvement are critical. LA's Promise will use the experiences and lessons learned from West Adams Prep in addition to significant pre-planning to design, implement and train faculty in innovative teaching tools and blended learning to ensure that the goals identified within this application are met.

Track Record in this Community: LA's Promise has a track record in driving the instructional and operational outcomes of low-performing schools in the SR ES #10 school community. In addition to West Adams Prep High School, LA's Promise currently operates John Muir Middle School and Manual Arts High School, two schools within the same geographic region that have similar student populations. The following chart demonstrates the similarities in population served between current LA's Promise schools and SR ES #10.



Since taking over the management of Manual Arts High School in 2009, LA's Promise decreased

incidents of violence and disruption by more than 60%. In the last academic year, Manual Arts saw a 33-point API gain and the number of 10th graders passing the California High School Exit Exam increased by a dramatic 10%. The number of students scoring proficient or advanced in Math doubled from 3% to 6% in one year. Ninth grade students achieved stand out results this year as well. The number of 9th graders scoring proficient or advanced in Algebra tripled (from 3% to 9%). Manual Arts experienced an 8% and 3% decline in students scoring below or far below basic in ELA and Math, respectively, over a one-year period. Since joining the LA's Promise Family of Schools in September 2011, John Muir Middle School has already made promising gains. Looking at the same time period last year, John Muir had 18 suspensions; this year the school has 0 suspensions. Additionally, the percentage of students with high attendance (96% or above) is 13% higher than it was the same time period last year.

The following charts further demonstrate our progress in: (1) One-Year API Growth; (2) 96% or above attendance; (3) Student Discipline; (4) One-Year CAHSEE pass rates; and (5) Four-year college attendance.

Figure 1: One-Year API Growth – LA's Promise with Comparison Schools

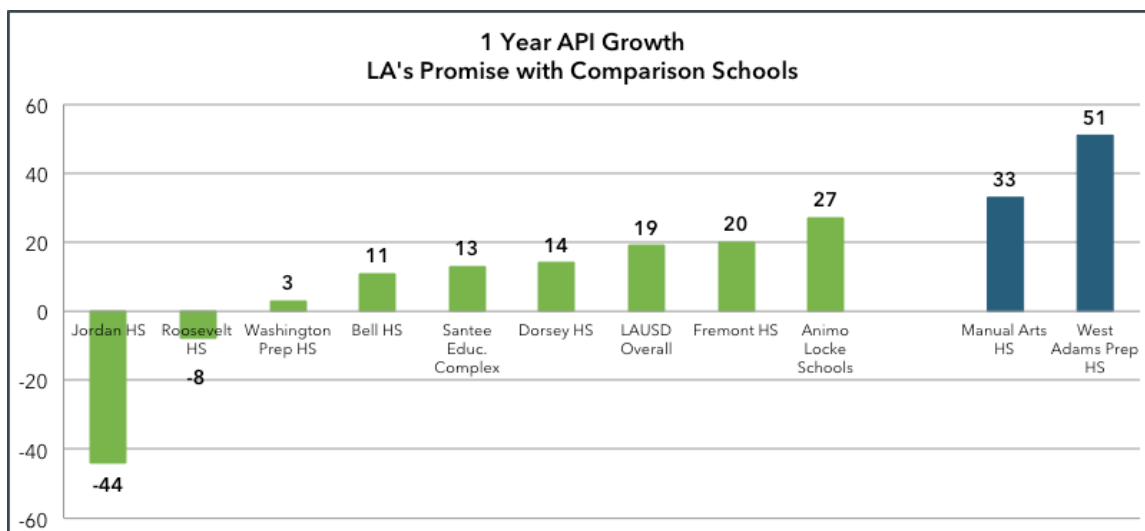


Figure 2: % of Students with Proficient Attendance (96% or above)

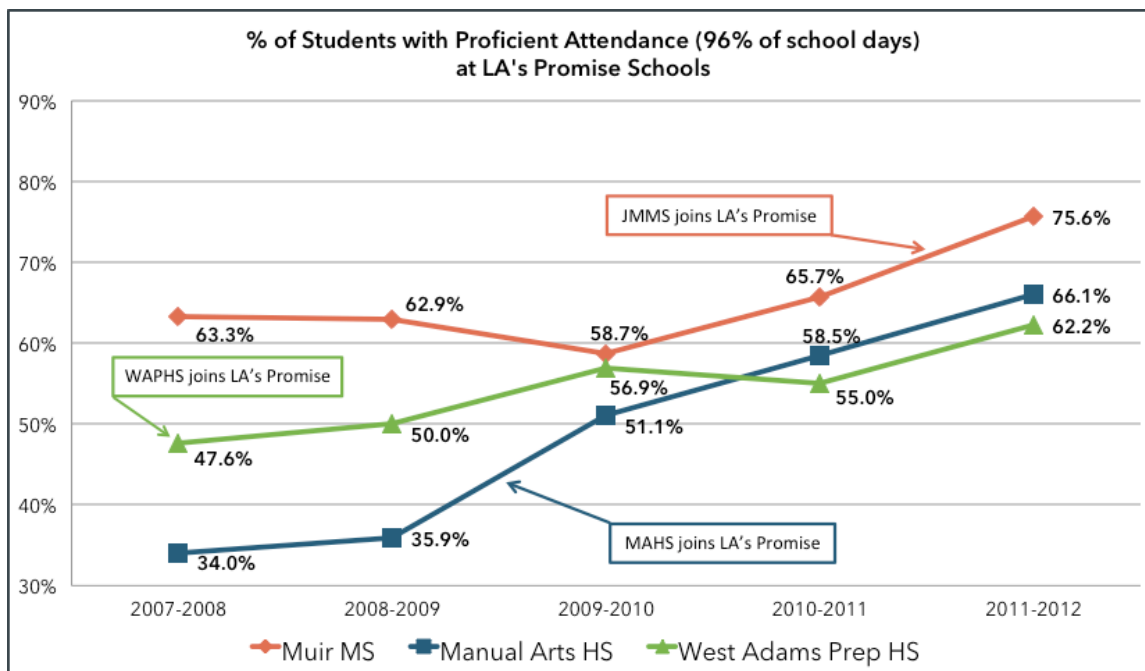


Figure 3: Student Discipline

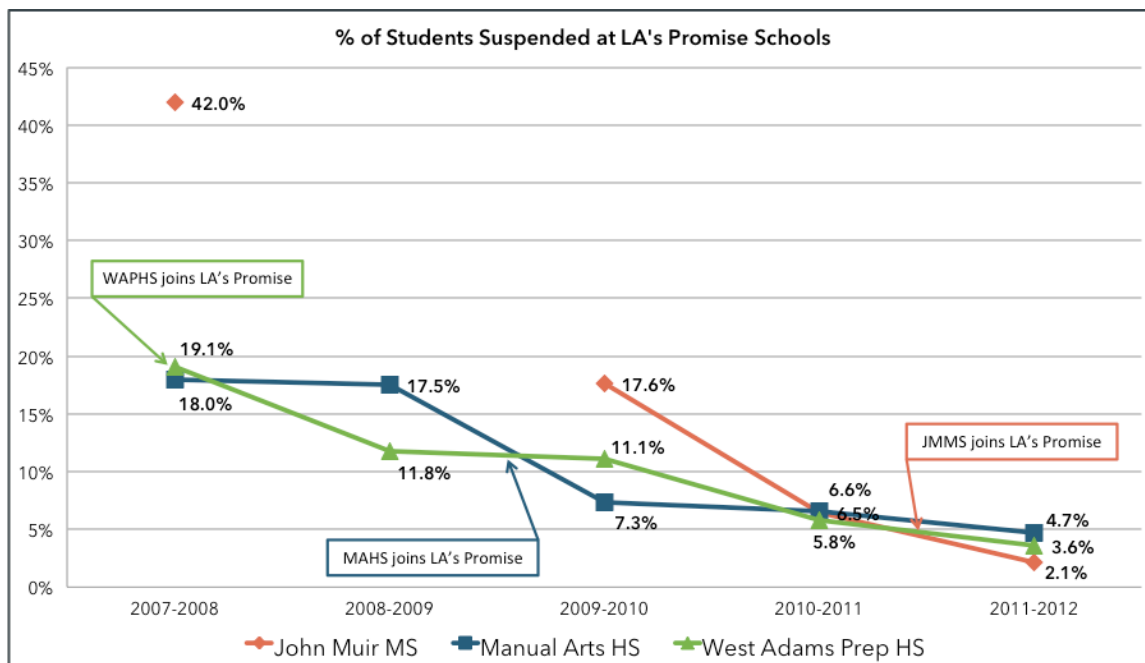


Figure 4: One-Year CAHSEE Pass Rate Increase – LA’s Promise with Comparison Schools

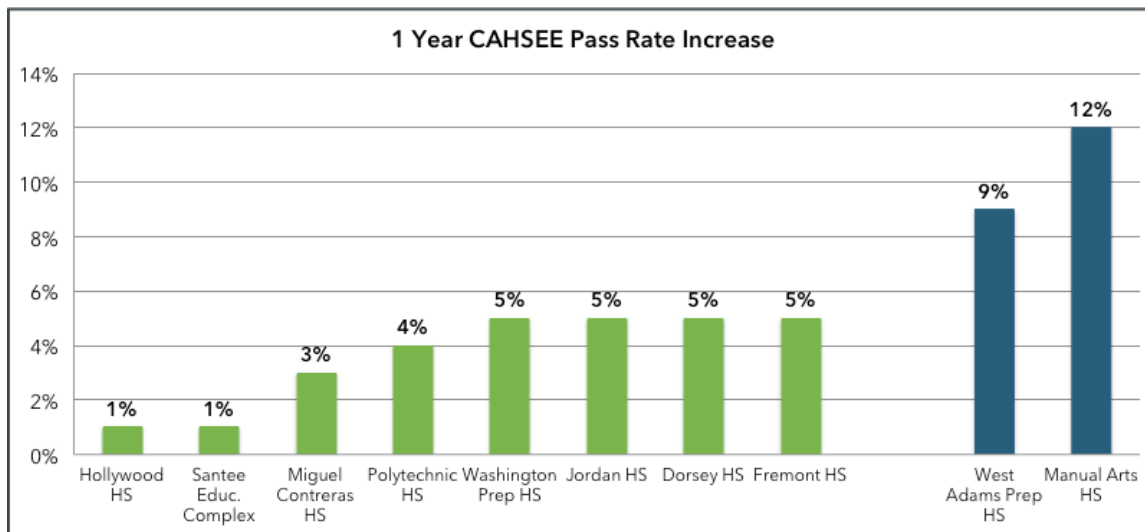
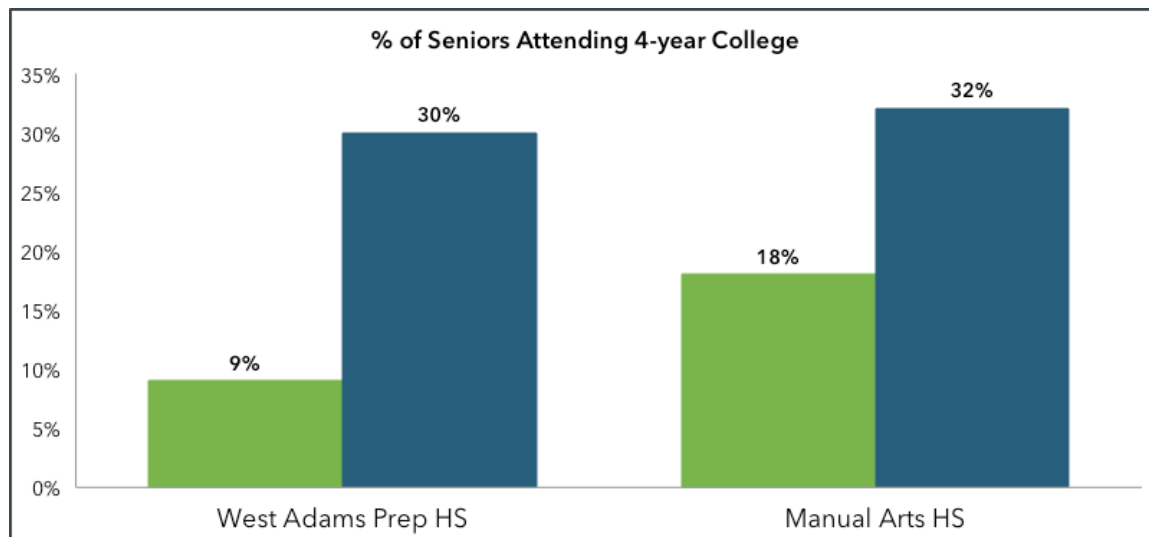


Figure 5: Seniors Attending Four-Year Colleges



Elementary School Expertise: LA’s Promise’s instructional leadership is led by two individuals who have a track record in successfully turning around elementary schools. Superintendent, Dr. Rupi Boyd and Assistant Superintendent, Dr. Susie Fahey have more than 40 years of combined experience in educational leadership. Dr. Boyd is a 17-year veteran of San Diego Unified, where she most recently served as an Area Superintendent. As a leader at Jackson Elementary, a high poverty school where 77% of students are English language learners, Dr. Boyd increased the API by 204

points, and raised student proficiency levels in English and math five-fold, all within five years. As a result, Jackson Elementary ranked in the top 10% of all elementary schools in California, when compared to schools of similar demographics. Dr. Fahey began her career as an elementary school teacher and became an accomplished instructional leader with over 23 years of experience in public education. Dr. Ruphi Boys and Dr. Susie Fahey will utilize their experiences and lessons learned to ensure that students at SR ES #10 are afforded the highest quality education.

Strong Partnerships: LA's Promise's has a history of building strong partnerships to accomplish its goals, particularly in offering an array of before and after school activities to students and parents through the 7 to 7 program it operates on each campus. LA's Promise's President and CEO, Veronica Melvin, is highly regarded for her efforts in bringing high quality and innovative educational opportunities to Los Angeles Unified. As the Executive Director of the Alliance for a Better Community she worked with Local District 4 Superintendent Richard Alonzo, UTLA and a variety of education reform organizations, institutions of higher learning, parents, and community groups to design and implement the LAUSD Pilot Schools. Further, she co-led the community fight for the A-G curriculum and advocated for the banning of sodas and junk foods on LAUSD campuses. With LA's Promise, Ms. Melvin is furthering the tradition of partnerships to provide the highest quality of education, health and enrichment opportunities to South Los Angeles. The following partners have already agreed to collaborate with LA's Promise to operate a high performing STEM, blended learning instructional program at SR ES #10:

- **City Year** Los Angeles unites young people of all backgrounds for a full year of full-time service (1700 hours). This year, more than 200 volunteers served as tutors and mentors in underserved schools. City Year Los Angeles will work with LA's Promise in providing Corp members at SR ES #10, if LA's Promise is allowed to operate the school. Additionally, City Year Los Angeles has made a strong commitment to working with LA's Promise and the K-12 STEM, blended learning pipeline that include John Muir Middle School and Manual Arts High School.
<http://www.cityyear.org/losangeles.aspx>
- **Teach For America** (TFA) grows a movement of leaders working to ensure that children growing up in poverty receive an excellent education. They do so by recruiting, training and supporting thousands of teachers across the country each year, who commit to teach for at least two years in a low-income community. Over 60% of Teach For America alumni work full-time in the field of education, and two-thirds continue to teach for at least a third year, if not longer. Teach For America has been training and supporting teachers in Los Angeles for 21 years. They currently support 263 first and second year teachers, as well as 1,400 alumni in the area, including 54 principals and school cluster leaders. Teach For America alumni continue to serve as teachers and leaders at some of the highest-performing public schools in Los Angeles. Teach For America will partner with LA's Promise to provide a pipeline of educators in all three of its STEM and blended learning schools (if awarded SR ES #10), in

particular placing corps members in hard to fill positions in Math, Science, and Special Education. Teach for America will also help design a teacher training program for LA's Promise educators. This program will provide uniquely aligned support to maximize the effectiveness of Teach For America educators in the LA's Promise network, and has the potential to support the effectiveness of new and seasoned teachers at all LA's Promise school sites.

<http://www.teachforamerica.org/where-we-work/los-angeles>

- **Great Minds in STEM™** is a 501(c)3 non-profit offering a series of targeted K-20 educational programs promoting college readiness, awareness, success, resources and access to STEM careers among underrepresented students. Through programs like Viva Technology™ and the STEM-Up™ Initiative, GMiS inspires and motivates underserved students to pursue careers in STEM by providing partner schools an array of STEM related educational activities, resources, and guest speakers. GMiS is excited to work in collaboration with LA's Promise to secure STEM awareness programs for SR ES #10 and the entire K-12 STEM pipeline that LA's Promise is developing.
<http://www.greatmindsinstem.org/>
- **Girls Scouts of Greater Los Angeles (GSGLA)** offers girls and young women the world's premier personal growth and leadership development experience. With over 26,000 volunteers and collaborators, GSGLA serves over 41,000 girls in grades K-12. While the organization offers high quality programming in six areas, it distinguishes itself with innovative STEM programming. In addition, GSGLA offers STEM programs in partnership with FIRST Robotics and Techbridge, nationally recognized organizations inspiring young people to be science and technology leaders by engaging them in exciting mentor-based programs that build science, engineering and technology skills. GSGLA is enthusiastic about the partnership with LA's Promise to help create more women who have a career that lets them be creative, active, well-paid and make the world a better place.
<http://www.girlscoutsla.org/>
- **Education Elements** strongly believes that blended learning offers what education technology has long promised but rarely delivered: greater student learning and improved school efficiency. Education Elements works with schools to deliver on that promise, and make sure that blended learning offers more hope and help than hype. Upon award of SR ES #10, LA's Promise will engage in a long-term partnership with Education Elements to support the successful planning, implementation, training and the continuous improvement of a blended learning model.
<http://www.greatmindsinstem.org/>

In addition, LA's Promise will bring to bear the services and programs of more than 60 community groups, arts agencies, fitness programs, leadership initiatives, health and human service, and civil

rights and immigration programs. These partnerships will materialize in the 7 to 7 program, be integrated into the school day and be made available to staff for student referrals.

4. Informational Summary

Mission & Vision of the School

LA's Promise (www.laspromise.org) is a nonprofit organization working to radically improve the education, health and social outcomes for thousands of youth in one South Los Angeles community. This will accomplish a "neighborhood turnaround" in an area we call LA's Promise Neighborhood. LA's Promise Neighborhood is an enrollment zone that includes two large South LA high schools and one middle school operated by LA's Promise on a first-of-its-kind performance contract with LAUSD. Within this zone, LA's Promise transforms chronically failing public schools, opens new schools to offer world-class educational opportunities and remakes schools into community hubs that offer comprehensive support services for students and families. To accomplish this vision, every public school in this community must provide a rigorous, college preparatory education for ALL students, and the schools themselves must become hubs for the vital social and health services that students and families need.

The following mission and vision statement for South Region Elementary School #10 (SR ES #10) guides our planning and aligns with the mission of LA's Promise and the other schools it operates:

“SR ES #10 provides its students a rigorous academic experience, emphasizing the study of the Science, Technology, Engineering and Math (STEM) fields so that students graduate prepared to succeed in middle school, high school and college, and beyond. Students will develop the knowledge and habits required to be healthy and successful in the 21st century.”

To advance the STEM study, ES #10 students will learn in a “blended learning” school environment—the combination of teacher led instruction and online learning. This approach improves student learning and accelerates student achievement by meeting the diverse array of learning styles. LA's Promise will work with the nationally regarded blended learning company, Education Elements, (<http://www.edelements.com>) to design and implement a blended learning model. In addition, several partner organizations will work with LA's Promise to realize our vision for SR ES #10. These partners include City Year, Teach for America, Girl Scouts STEM, and Great Minds in STEM. Additionally, LA's Promise will operate SR ES #10 as a K-12 STEM and blended learning pipeline. Curriculum, professional development and blended learning programs will be aligned across the LA's Promise operated schools (John Muir Middle and Manual Arts High School).

LA's Promise has identified four goals that describe what it means to be "healthy and successful" in the 21st century:

- **All Students are Ready for College & the 21st Century:** Students complete a course of study that prepares them for success in middle school, high school and college, and learn to think critically, understand complex ideas and solve problems across multiple disciplines. Students will be grade level fluent in computer use, technology and the STEM fields.
- **All Students are Culturally Aware:** Students are prepared to succeed in today's diverse, global economy and can function collaboratively in multiple contexts with respect, ease and confidence.
- **All Students Become Lifelong Learners:** Students grow into creative, reflective and actively engaged adults.
- **All Students Live a Healthy Life:** Students understand that physical, emotional, mental and social health factors are important to their overall well-being, and they manage their lives to make healthy, productive life choices.

Designing Data Driven & Student Centered Instructional Programs

SR ES #10 relief schools have accomplished positive academic trends that LA's Promise will continue and strengthen. From 2009-2010 to 2010-2011, all subgroups increased English Language Arts (ELA) and Mathematics proficiency on the California State Tests (CST). Specifically, in ELA:

- English Learners' proficiency rates increased from 13% to 19%.
- African American students' proficiency rates increased from 22% to 27%.
- Special Education students' proficiency rates increased from 0% to 5%.

In Mathematics:

- English Learners' proficiency rates increased from 30% to 42%.
- African American students' proficiency rates increased from 29% to 36%.
- Special Education students' proficiency rates increased from 5% to 15%.

Although there have been promising and positive trends in proficiency growth, progress has not been rapid enough. Student achievement rates must be significantly increased, and the achievement gap among subgroups must be closed.

- In 2011, only 5% and 15% of Special Education students were proficient in ELA and Math respectively.
- Forty-two percent of English Learners were proficient in Math in 2011, yet only 19% tested as proficient in ELA.
- Only 27% of African American students are proficient in ELA, 8% lower than the entire school population. African American students also have a math proficiency rate that is 17%

lower than the school population.

To ensure that all students are provided with the individualized and immediate support needed to be successful, LA's Promise will implement blended learning across all its core subjects.

Blended learning combines the best of traditional teaching with the best of online learning to accelerate student achievement on a more personalized basis for every student. Students will also be energized to learn by the hands-on, real world learning opportunities provided by the STEM theme. The STEM theme will be integrated across all curriculums. Interventions will be based on a successful model that provides holistic, personalized, and data-driven supports for all students. By utilizing data regularly and providing individualized and immediate support and intervention for students, LA's Promise expects that:

- In 3 years, the number of SR ES #10 students who are proficient or advanced in ELA and Math will nearly double, and the achievement gap among subgroups will be closed.
- In 5 years, nearly *every* student will be proficient or advanced in ELA and Math
- Upon graduation from SR ES #10, students will be ready for middle school and on the path towards college readiness.

Instructional Program

LA's Promise's instructional philosophy is to do "whatever it takes" to ensure students from South Los Angeles are prepared to succeed in college and live a healthy life. LA's Promise's instructional program, developed from leading research and successful practices of exemplary schools, is based on four components:

- Rigorous Common Core State Standards-based curriculum with extensive interventions
- Holistic, personalized, data-driven supports
- Highly effective, well-trained educators and staff
- Transformed school culture for all stakeholders

SR ES #10 will have a diverse student population where 96% of students qualify for free or reduced price school lunches, 56% are English learners, 9% of students receive special education services, at least 2% are identified as gifted and talented, and 100% of students are Latino or African-American. Based on extensive research as well as its track record serving similar student populations at John Muir Middle School, Manual Arts High School and West Adams Prep, LA's Promise believes that high quality instruction will help close the achievement gap between SR ES #10's different subgroups and non-poverty students statewide. LA's Promise's plan to serve subgroups is as follows:

Students with special needs and/or disabilities - LAUSD, LA's Promise and SR ES #10 will adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. SR

ES #10 will continue to adhere to the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education. LA's Promise will continue to use LAUSD's services for special education. The blended learning environment will serve special education students well by personalizing their learning opportunities with both their teacher and their curriculum. Online learning will allow students with special needs to learn on the mode that is most appropriate for them and at their own pace as they master each subject. The extra time in the classroom will also provide struggling students with additional language development and/or math supports.

Socio-economically disadvantaged students - The student population of SR ES #10 is predominantly socio-economically disadvantaged, thus LA's Promise's core instructional program is designed to address the needs and academic challenges often faced by disadvantaged students. Features of LA's Promise instructional program for SR ES #10 are: (1) School-wide emphasis in literacy, across all subjects and at all grade levels using instructional scaffolding as a key tool. Instructional scaffolding provides students with a supportive learning environment, where they are empowered by their teacher to take ownership of the learning event; (2) Comprehensive math and ELA interventions that provide holistic, personalized, and data driven supports for all students; (3) Focus on the National Council of Teachers of Mathematics (NCTM) process standards; (4) Focus on language and content integration, (5) Implementation of a comprehensive performance management system (aligned to the Teacher Effectiveness Task Force recommendations), utilizing extensive data and comprehensive support to provide relevant teacher feedback and accelerate teacher proficiency, (6) blended learning approach that fosters personalized and self-paced learning toward mastery of each subject, and (7) STEM themed learning that offers real world learning opportunities that excite students about learning.

Gifted students - For students identified as GATE and students who are achieving above grade level, SR ES #10 will implement several approaches to provide a continuously challenging learning environment. First, the blended learning model will group students within each class according to their results on a subject and allow teachers to work in small-group settings with each level of learners. When students are on the computers, the online learning programs will adjust the level of learning to meet, support and challenge students to achieve at their greatest potential. Second, all teachers will be trained to differentiate instruction to meet the needs of advanced learners by utilizing instructional strategies such as experiential learning, complex instruction, and supplementing core curriculum with more advanced grade level texts. Next, with an extended day schedule, SR ES #10 will have the ability to offer elective classes designed for accelerated learners. Courses may include Robotics and Engineering, Creative Writing, Computer Programming, Journalism, and Advanced Art, all reinforcing the school's STEM theme. LA's Promise is able to support these courses through an expansive network of over 60

external partners.

English Language Learners & Standard English Learners – With over half of SR ES #10 students identified as English learners, LA’s Promise will support the English Language Development program at SR ES #10. First and foremost, LA’s Promise believes that all students, including English learners can learn and excel at the highest of levels. Additionally, LA’s Promise will implement a comprehensive program at the school, which will include:

- English learners in mainstream classrooms;
- Blended learning program to group students within a classroom according to level to receive specialized instruction from their teacher and utilizing computer learning programs that accelerate English learner growth in Math and English;
- Summer and yearlong training for teachers and administrators, focusing on how best to teach English learners using research proven strategies;
- Extended learning time (up to an extra hour a day) for English learners to develop their language skills;
- A system to monitor and reclassify fluent-English-proficient students according to district and state protocols and supporting the ongoing success of reclassified students;
- Regular contact with parents regarding their students’ placement, options and progress.

School Culture

LA’s Promise’s schools promote a culture characterized by a safe, effective learning environment for all students, where a student’s path toward college and healthy living drives every decision. SR ES #10 will have excellent school-wide positive student behavior characterized by a shared sense of responsibility for all students. SR ES #10 will have common expectations in and out of classrooms for all students and staff. In addition to being clean and organized, the school will provide structured classrooms with high expectations.

On a typical day at SR ES #10, when students arrive to school, school staff members and City Year volunteers will greet them warmly. Once instructional time begins, hallways will be quiet except for an occasional student walking to the classroom with a hall pass. During class time, rigorous, standards-based instruction will take place with a caring and supportive teacher. As a result of regular assessments and data analysis, teachers will know exactly how students are performing and will customize instruction accordingly. Students who are not performing at grade level will be provided with intervention support during the school day and afterschool. Once the bell rings, students will participate in the school’s “7 to 7” program, engaging in various afterschool activities such as robotics, music, sci-fi art, dance and tutoring. To accomplish this vision, LA’s Promise relies on a handful of key strategies including:

- *A rigorous focus on creating a safe and welcoming campus:* LA’s Promise will enforce a

dress code (uniform policy). A strong school leadership team, including APs, City Year, LA's Promise team members and safety staff, will create a noticeable and consistent campus safety presence in order to reduce behavioral and other disciplinary issues.

- *Engaging strong parent partnerships:* LA's Promise focuses on engaging strong parent partnerships so that every student has a well-informed parent or guardian supporting their journey to college.
- *Extending the school day with expanded enrichment opportunities:* LA's Promise has designed a "7 to 7" program, already implemented at LA's Promise's current schools. The program extends the school day with expanded enrichment opportunities from 7am to 7pm and on weekends, radically increasing student and family participation in positive afterschool activities. Activities will include robotics, music, sci-fi art, soccer, tutoring and much more.

Parent Engagement & Involvement

LA's Promise believes that parents, families, guardians and other school stakeholders are key partners in achieving a school's vision and every student's success. Because of the importance of parent engagement, LA's Promise staffs every school with a full time Associate Director of Parent and Community Engagement. This position, which is 100% funded by LA's Promise, will work closely with community representatives and parent volunteers.

LA's Promise works with parents to ensure they are aware of their child's education each step of the way and that they have the resources necessary to address any barriers. To ensure that parents and guardians are engaged in the academic achievement of their children, LA's Promise will implement four key engagement activities:

- *Ongoing Parent Support Courses:* Through key partnerships, LA's Promise empowers parents through ongoing support and education courses offered through its Parent University. For example, healthy living and fitness classes as well as college readiness classes to support parents in their child's academic success.
- *Volunteer and Leadership Opportunities:* Parents at LA's Promise schools are key partners in the schools' daily operations and decision-making. Parents will be trained and empowered to be active leaders and participants in the school.
- *Consistent and Ongoing Parent Communication:* LA's Promise will work closely with faculty members and administrators to develop a system for consistent and ongoing parent communication (for example, weekly homework messages from teachers to parents and regular "Coffee with the Principal" events).
- *Active & Vibrant Parent Center:* LA's Promise assigns a staff member to coordinate all of the parent engagement efforts and works with parents to build a vibrant parent center that is their hub of activity, trainings and information.

Staffing

An effective and diverse teacher workforce is essential in improving student learning at SR ES #10. LA's Promise will have a highly effective educator in every classroom at SR ES #10. LA's Promise will implement a system to attract, recruit, select and retain teachers who exhibit the characteristics consistent in successful urban elementary teachers. In addition, LA's Promise will screen for teachers that have a track record of success and are committed to the STEM and blended learning environments that SR ES #10 will feature. LA's Promise will work with LAUSD Human Resources to place teachers that are emerging from a Workforce Investment Board and California State University program that provided math and science training to displaced multiple subject-credentialed teachers. Further, Teach for America will work with LA's Promise to place outstanding Corp members that fit the STEM and blended learning requirements at SR ES #10.

Once hired, LA's Promise in conjunction with the school site team, will provide SR ES #10 teachers with the following summer and ongoing supports:

- *1:1 Coaching:* The LA's Promise leadership team at SR ES #10 will dedicate several hours daily towards observing and working directly with teachers, students and support staff.
- *Common Planning Time:* LA's Promise will implement a master schedule at SR ES #10 that will enable teachers within the same grade level to have common prep periods to plan together.
- *"Teacher Partner" Observations:* Additional sub-coverage will be built into the school's budget to allow for release time in order for teachers to visit high performing classrooms and schools.
- *Master Teacher Cohort:* SR ES #10's most proficient teachers will be utilized to support and mentor other teachers.
- *LA's Promise Teacher Training:* LA's Promise is working with Teach for America, Amgen and others to provide teachers an array of trainings like free National Board Certification, parent engagement, new teacher supports, STEM, blended learning, 7 to 7, and the online directory.

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Please see the Appendix for the translated version of the Informational Summary.

B. INSTRUCTIONAL PROGRAM

Category One: Unwavering Focus on Academic Achievement

B-1. Curriculum and Instruction

a. Instructional Program

Closely aligned with research conducted by Dr. Richard DuFour, Dr. Robert Marzano, and Dr. Joseph Johnson Jr., LA's Promise's instructional philosophy is to do "whatever it takes" to ensure students from South Los Angeles (a community with decades of low educational attainment) are prepared to succeed in college and to live a healthy life. This philosophy is embodied by several guiding principles, including: (1) high expectations for all stakeholders; (2) a data-driven and systemic approach to all issues; and (3) culturally responsive pedagogy. Based on these principles, LA's Promise's instructional program has four components: a rigorous, common core state standards-based curriculum with extensive interventions; holistic, personalized, data-driven supports realized through blended learning; highly effective, well-trained educators and staff; and a transformed school culture for all stakeholders (see figure 1). This instructional program has been developed based on leading research and successful practices of exemplary schools¹.

Figure 1. Overview of LA's Promise's Applied Instructional Model

Rigorous Common Core State Standards-based curriculum with extensive interventions	<i>Standards-based curriculum, delivered in a <u>blended learning</u> and <u>STEM</u> framework, to prepare children for the 21st century <u>workplace</u> where problem solving, creativity, and <u>teamwork</u> and necessary tools.</i>
Holistic, personalized and data-driven supports	<i>Tiered system of supports to ensure the full-range of needs are met for each child. Embedded in this plan is the use of the <u>Problem-Solving Process</u> for providing rigorous core instruction (Tier 1) and the systematic <u>provision</u> of targeted interventions (Tiers 2 & 3)</i>
Highly effective, well-trained educators and staff	<i>A true professional learning community based on: <u>Outstanding Professional Development</u>, <u>Performance Management Aligned with the TETF</u>, and <u>Embedded Structures for Support</u>.</i>
A transformed school culture for all stakeholders	<i>A college-going culture for ALL stakeholders is developed by: creating a <u>Safe and Welcoming Campus</u>, focusing on <u>Parental Engagement</u>, and increasing student participation in <u>Enrichment Programs</u>.</i>

Rigorous Common Core State Standards-based Curriculum with Extensive Interventions

¹ California Department of Education. (2009, July 21). *Taking Center Stage-Act II (TCSII): Ensuring Success and Closing the Achievement Gap for All of California's Middle Grades Students*. Retrieved from <http://pubs.cde.ca.gov/tcsii/recommendations.aspx>

Based on current research-based state policy and LA's Promise's experience working with John Muir Middle School, Manual Arts HS and West Adams Preparatory HS, it has identified the essential skills that students must possess to succeed in their secondary education and beyond. The recent state implementation of Common Core State Standards define the skills and knowledge students need within their K-12 educational pipeline so that they will graduate from high school ready to succeed in college and in the workforce. These outcome skills include: Critical thinking and analysis; Oral and written communication; Problem solving; Collaboration; Cross Cultural literacy; and New media/technology fluency. The curriculum at SR ES #10 will be mapped to these outcomes and thus create a foundation for rigorous, standards-based instruction in every classroom. At SR ES #10, LA's Promise will use the blended learning model across all subject areas. When not online, SR ES #10 will rely on LAUSD's adopted elementary school curriculum--its textbooks, instructional materials, instructional pacing guides and periodic assessments. To enable students to master the inherent rigor in the curriculum, LA's Promise's will supplement the curriculum with the following:

- Technology and a blended learning environment
- School-wide cross-curricular emphasis in literacy by using instructional scaffolding as a key pedagogical tool
- Comprehensive math and ELA interventions using the RTI2 model for different learner modalities
- Focus on the National Council of Teachers of Mathematics (NCTM) Math process standards
- Focus on Language and Content Integration, in particular English Development for English Learners

To meet the unique needs of the students that will attend SR ES #10, LA's Promise will premise the campus' structural and instructional program on a blended learning model—an emerging school model that combines the best of 21st century online learning with the best of traditional classroom teaching. The benefits of doing so are multifold. As Tom Vander Ark recently describes in the Huffington Post, “these new blended versions of school have four distinctive features:

- Customized learning: students learn at the right level, pace and mode
- Competency-based: students progress based on demonstrated mastery
- Productive staffing: teams of teachers work together for student success
- Expanded opportunity: more time and more access to good teachers/content/courses”²

Vander Ark adds ...” the real benefit of technology will be in the development of new learning progressions -- pathways that combine adaptive learning, social learning, and project-based learning - - that are engaging, efficient, and effective.” LA's Promise has already secured funding to provide a blended learning experience to all students of SR ES #10. This grant include: (a) a nationally recognized consultant firm, Education Elements, (b) hardware costs, (c) planning costs, (d) technology assistants, (e) online content vendor costs, and (f) training for teachers.

² Vander Ark, Tom. “Kickin it Old School and Inventing the Future.” <http://www.huffingtonpost.com/tom-vander-ark/kickin-it-old-school-and- b 1235726.html>, 1/27/12.

There are various online content providers that provide both core, supplemental and enrichment learning—many of which are already available through LAUSD. If awarded the school, LA's Promise will work with Education Elements, our school principal and any other early hires to collectively establish the criteria by which we will screen the various content providers and determine the online instructional content that meets the unique needs of the SR ES #10 community.

One of the key traditional instructional strategies to help SR ES #10 faculty and staff unlock the rigor of the core curriculum and raise the learning outcomes for all students is the practice of instructional scaffolding. LA's Promise will engage SR ES #10 staff in a sustained, multi-year effort to scaffold the curriculum in each content area and train teachers to plan and execute lessons to fulfill this “best practice” in the areas of literacy and math. LA's Promise, among its other multiple support services, is also committed to building capacity among LAUSD faculty that can be sustainable for effective reform to last. Emphasizing literacy across the curriculum will help build a solid foundation for all of our students, and especially, our English Language Learners. LA's Promise believes that every teacher must be a literacy expert in the elementary grades. Six core literacy strategies will be taught and emphasized at all grade levels, interwoven in all subject matters across the curriculum: (1) phonics/decoding; (2) predict/infer; (3) monitor/clarify; (4) question; (5) summarize; and (6) evaluate. LA's Promise will emphasize the balanced literacy framework based on research on readers and writers workshop, with accountable talk, partner share, small group work, word study (phonics and spelling), and writers workshop (Collins, K. 2004. *Growing Readers*. Portland, ME: Stenhouse Publishers.) This balanced literacy framework will be used to teach Math, Science, History, and other core curriculum areas. LA's Promise will also focus on explicit language development across the curriculum. For this reason, teachers will need support in scaffolding their curriculum to include these literacy strategies and adapt to learning needs. A key component of the balanced literacy framework is a daily morning literacy block. Blended learning will allow LA's Promise and ES #10 to identify appropriate online content that supplements direct instruction and allows for differentiated and personalized learning for all students in math and reading.

LA's Promise will emphasize a balanced approach to mathematics and will ensure that all staff members are familiar with the Report of the National Mathematics Advisory Panel (2008). All students will show aggressive growth over time and, as recommended by the National Council of the Teachers of Mathematics process standards, go deep with knowledge within a practical context. These process standards of problem solving, reasoning and proof, communication, representation, and connections to themselves and their surrounding world will build a solid foundation in early grades. In both literacy and numeracy instruction, teachers will use research-based strategies such as reciprocal teaching, explicit/direct instruction, SDAIE, process writing, think-pair-share, Question-Answer-Relationship, and all-pupil-response. The STEM learning theme will support an accelerated math program. Such an accelerated program would include interactive and project based learning that is aligned to the science, technology, math and engineering fields, as well as systematic and explicit instruction that is supported by data analysis, and problem solving techniques, particularly in

the older grade levels. Students must have the literacy skills to learn math concepts and vocabulary and be able to communicate those ideas, reason, and synthesize concepts. Blended lessons and project based learning that cut across the various disciplines (with overarching STEM themes) will foster critical learning skills across multiple standards. Across all grades, Math instruction will be provided in a blended learning environment to ensure all students are not only proficient, but also advanced given the STEM theme. These foundational math skills will equip students with the conceptual background knowledge they will need to accelerate in Algebra by the time they are in middle school.

Based on SR ES #10 student data, more than 65% of students in reliever schools are not proficient in English Language Arts or math. In addition to extensive scaffolding, LA's Promise realizes the need to expand the amount of intervention during the school day. Students will receive extra instructional time through a double block of reading and writing or struggling readers and the NCTM math process standards. LA's Promise will develop and expand intervention programs, during and after school and through online learning, to serve as many as 420 SR ES #10 students and meet their different learning modalities. LA's Promise will incorporate the methodology of the Response to Instruction and Intervention (RTI²) model and link the classroom teachers with special education personnel. Student participation in extended learning time will engage school day teachers and blended learning opportunities to ensure that learning supports are aligned with classroom learning and unique student needs.

Additionally, in order to meet the academic and linguistic needs of our English learner students at SR ES #10, LA's Promise will focus on effective teaching practices that support English Language development and give students equal access to core curriculum for all English learners, ensuring teacher training and ongoing instruction that supports literacy across subjects, and providing substantial supports for EL student success. Students will maintain a positive self-image by acknowledging the linguistic and cultural gifts English learners and their families contribute to our multicultural society. Through our curricular autonomy, we will seek to implement EL learning approach such as Susana Dutro's work that has a systematic focused approach. This approach develops a solid language foundation, follows scope and sequence of language skills in functional contexts, and is organized by levels of English proficiency. As part of the planning process, LA's Promise and Education Elements will explore online content providers for English Learners to strengthen their language acquisition. LA's Promise will collaborate with the Local District English Learner Program and LAUSD Information Technology Branch to identify best programs, promote best practices and to strengthen and coordinate services for English learners that we believe in the long term will result in great EL student achievement and greater cost-savings for the schools by encouraging online and direct instruction. We will use curriculum, instruction and assessment autonomies to make a final determination of an EL online content for ES #10 in the Spring 2012, upon the hiring of the Principal and lead teachers to help shape a program that best meets student needs.

Holistic, Personalized and Data-driven Supports

While the core academic program will raise the level of teaching and learning, we also understand that many SR ES #10 students require additional academic and socio-emotional support to successfully navigate the elementary school years. LA's Promise will implement a tiered system of student support to ensure all students have their social, emotional, physical and mental health needs met. This personalized and holistic support structure is based on practices highlighted in *Whatever It Takes* (DuFour, DuFour, Eaker and Karhanek) and utilizes the methodology of the RTI² model.

The tiered system of support begins with the implementation of research-based interventions for students. Response to Intervention provides a vehicle for all teachers, both general and special education, to share responsibility and work collaboratively in a supportive environment to ensure student learning and that student behavior issues are met with success. Response to Intervention has three basic components: school-wide screening; progress monitoring and tiered services delivery; and fidelity of implementation.

The first tier system of support is school-wide screening. Using autonomies of professional development, LA's Promise will provide targeted training to all staff and faculty on how to integrate the use of LA's Promise's online referral directory with the Student Success Team (SST) model of addressing the needs of the whole child. This research-based model used in high performing schools includes the process of bringing all stakeholders (administrative team, teacher, counselors, parents, and child) together to closely analyze how everyone can share responsibility in supporting the holistic needs of the child. In this first tier of support, all students are provided with rigorous and standards-based curriculum with a wide variety of instructional strategies to meet all learning modalities. Teachers personalize and scaffold their lesson planning and begin to make connections with students. In this initial tier, teachers begin to identify and monitor students who are not producing learning outcomes based on grade-level expectations and daily assessments.

The second tier is "data-driven counseling." In this structure, LAP staff members, counselors and teachers meet on a bi-weekly basis to review student data, including grades, attendance, and discipline data. Utilizing LAUSD's RTI framework, MyData reports, and formative and summative reports captured through blended learning, LA's Promise staff, counselors and teachers proactively identify specific students needing additional attention. Teachers, together with counselors, then make decisions on how to best support students. Whether that means scheduling an ad-hoc parent conference or assembling a special team (Student Success Team) focused on creating a unique "success plan" for a specific child, counselors will have the opportunity to focus more accurately on a student's holistic development. LA's Promise will facilitate the implementation of data-driven counseling and provide after-school tutoring resources for students and families via programs offered in 7 to 7.

Finally, for student needs that go beyond what the school itself can offer, external partners will provide intensive student support. LA's Promise has built a network of more than 60 specially screened and managed partners that serve LA's Promise students and their families. Additionally, LA's Promise has developed an online referral system³ that greatly improves access to services such as counseling, arts education, fitness courses and many others. LA's Promise will work with counselors and school administration to appropriately integrate these partner services into the school's systems of supports. LA's Promise will also train parents to use this online directory to access various family support services. St. John's Well Child, LA Child Guidance Clinic and The Children's Bureau are examples of LA's Promise partners who provide physical and mental health services to students.

Highly Effective, Well-Trained Educators and Staff

To create a high performing school where all adults work together to not only prepare students for college, but to support each student's holistic needs, the ability to select staff that are committed to the mission of the schools and its educational pedagogy is essential. LA's Promise will utilize its staffing autonomies to attract a faculty that is fully committed and uniquely experienced to teach in a STEM themed school and a blended learning teaching and learning model that emphasizes technology and small group instruction to effectively realize differentiated learning. Furthermore we will screen for faculty that will excel in:

- Teaching students with special needs and English Learners
- Interacting with corporate, community and health and human service partners to advance the education, health and well-being of students and their families
- Engaging parents as partners in their child's education
- Collaborating with their peers for project-based learning, as well as assessment of data along vertical and horizontal paths
- Being part of an effective teaching culture and campus that utilizes goal-setting, data-analysis, and continuous improvements to improve teaching, services, and ultimately student results.

These requirements will be written into job descriptions and a school based compact (a statement about the mission, vision, teaching strategies, governance, and schedule) that will be established with the District through the Local School Initiative or as a network partner. LA's Promise realizes that not all faculty will be fully experienced in all of the elements listed above. Therefore a cornerstone of LA's Promise's work is its commitment to building the capacity of all school site staff. LA's Promise's approach for building capacity focuses on five areas:

- Implementing holistic performance management aligned with the recommendations of LAUSD's Teacher Effectiveness Task Force

³ See the online directory at www.laspromise.org

- Providing LA's Promise Teacher Training to all faculty on topics like blended learning, STEM, authentic parent engagement, differentiated learning instruction, using live data to inform practice, LA's Promise Online Directory for student and family services, and the 7 to 7 program.
- Providing differentiated professional development for every staff member according to Individualized Goals & Development Plans (IGDP) that include mutually set, data-informed performance and performance development goals plans (IGDPs will be set for all school faculty).
- Embedding structures for support (McRel observations with real-time feedback, modeling and coaching) into the classroom for ongoing teacher skill improvement.
- New Teacher supports and ongoing training to offer teachers a career ladder.

As an LA's Promise school, SR ES #10 aligns its resources around high-quality professional development, both embedding structures for support and providing relevant, group and differentiated professional development. Beginning first with teacher collaboration, LA's Promise will create professional collaboration days which will enable teachers to collaborate on lesson design and modify their instructional pedagogy based on student data and peer group assessment and school leader feedback. Teachers will be able to meet with both their same grade-level and other grade-level colleagues on a consistent basis in order to create both horizontal and vertical articulation. Secondly, LA's Promise will build into the school budget additional funds for release time. All school site professionals should be exposed to best practices from high performing organizations and learn directly from the practitioners themselves. LA's Promise has facilitated best practice visits to high performing schools within LAUSD and beyond that serve the same student population. Tours to effective blended learning and STEM schools will also be prioritized. Finally, expanding the amount of direct 1:1 coaching and support for school professionals will be a strategic focus for SR ES #10. By creating a learning partner program, increasing the frequency and quality of administrator observations, and implementing an observation data system (using the McRel's Power Walkthrough program) to create a true feedback loop, SR ES #10 professionals can expect a higher level of support from school leaders that is targeted to meet specific professional development needs of faculty. Faculty will also benefit from the live time analysis of student learning provided through blended learning technology. In addition, an effort is underway to build a learning community across blended learning schools in Los Angeles that LA's Promise would benefit from. LA's Promise believes that teachers also require differentiated professional development based on data used from the McRel Power Walkthrough program and the mutually defined needs according to their Individualized Goals & Development Plans (IGDP).

As a participant in LAUSD's Teacher Effectiveness Task Force (TETF), LA's Promise was actively engaged in developing the recommendations that will dramatically elevate the quality of teaching in LAUSD classrooms. While full implementation of the recommendations will be based on successful bargaining with LAUSD's multiple labor partners, SR ES #10 will be at the forefront of

implementing performance management aligned with the recommendations of the TETF. Within the framework of existing education code and the collective bargaining agreements, there are several areas where LA's Promise and SR ES #10 stakeholders can begin applying the principles of the TETF, and several new tools that can be utilized. For instance, new evaluation tools (e.g., teacher self-assessments), improved rubrics to calibrate quality teaching, additional rating categories on the STULL, and regular use of formative and summative student data are important ways to enrich teacher feedback and support. Additionally, all three of our school principals have attended LAUSD training on how to implement these new evaluation tools with teachers. Select West Adams teachers are also participating in the LAUSD training to learn the observation protocols and the multiple measure framework used to evaluate teachers and leaders. LA's Promise has piloted some of these tools at Manual Arts High School; for example, teachers in key departments completed a self-assessment of their teaching based on several indicators in 2009. The results of these assessments have helped shape department-wide professional development and individualized PD plans with some of these teachers. These early attempts will guide our work at SR ES #10, where we will analyze multiple measures to improve the quality of teaching and learning in the classroom. Until LAUSD and collective bargaining partners agree on the formal use of some of these tools (e.g., student data) in the STULL evaluation, SR ES #10 leadership will engage the faculty in using them as internal/informal ways to develop quality teaching and build a strong professional culture.

A Transformed School Culture for All

Before any academic improvements can take root, the school culture must be transformed, every adult must be aligned to the same goals, and every student held to the same high standards. Certain conditions for learning must be in place in order to accelerate academic achievement at full speed. To promote a safe, effective learning environment for all students and create a culture where student's are globally competitive in the STEM fields and obtain the knowledge to be successful and healthy in the 21st century, LA's Promise relies upon a handful of key strategies:

- Creating a safe and welcoming campus
- Engaging strong parent partnerships
- Extending the school day with expanded enrichment opportunities
- Setting high expectations for teacher, student, and parent success and health

The very first step in creating a strong STEM and college-going culture is to create a safe and welcoming campus. As with Manual Arts, West Adams and John Muir MS, LA's Promise will enforce a strict dress code (uniform policy). A strong school leadership team, including APs, counselors and safety staff, will create a noticeable, stringent and consistent campus safety presence to reduce behavioral and other disciplinary issues. LA's Promise provides extensive support in this area, as evidenced by a 97% dress code compliance rate at our schools and a 52% reduction in disruptive behavior in our first year at Manual Arts. Additionally, LA's Promise, while enforcing a strict campus safety program, believes in progressive discipline that keeps students in classrooms to the greatest extent possible, and develops positive discipline systems that encourage responsibility,

self-awareness and behavior modification. Such programs are developed in conjunction with school teams and parents. LA's Promise also develops training for parent volunteers to play significant roles in campus safety.

For SR ES #10 students to become globally competitive in STEM, their parents must take an active role in their education. Unfortunately, for many parents, understanding and navigating the school "system" can be foreign and daunting. LA's Promise focuses on engaging strong parent partnerships so that every student has a well-informed parent or guardian supporting his or her pre-K through 12 experience as well as journey to college and career. LA's Promise will employ a full-time Associate Director of Parent & Community Engagement to organize outreach efforts to SR ES #10 parents and support the work of SR ES #10's Parent Center. LA's Promise's Associate Director of Parent & Community Engagement will work with school leadership to implement three key strategies: (1) offering ongoing parent support and parent education courses through programming such as a Parent University where parents complete a minimum number of courses to graduate themselves; (2) creating parent volunteer and leadership opportunities; and (3) maintaining consistent and ongoing parent communication both from the school to parent as well as from the teacher to parent. School-wide, ES #10 will utilize ConnectEd to communicate important instructional information to parents in addition to the usual emergencies and reminders. The principal will also hold monthly "Coffee with the Principal" meetings, which have proven to be especially effective at the other LA's Promise campuses. At the classroom level, teachers will communicate weekly with their parents (through weekly handouts, emails or text messages) to inform them of the child's homework, events, expectations, etc. (the preferred system will be established with faculty and tested/modified for greatest parent usage). (For more information about LA's Promise's parent strategy, please review section B-5).

Third, over the last 3 years, LA's Promise has organized its "7 to 7" program at Manual Arts and West Adams to radically expand course offerings to students and create a culture and practice of the school as the center of the community. This program extends the school day with expanded enrichment opportunities from 7am to 7pm and beyond. LA's Promise has found that successfully increasing student participation in meaningful before, during and afterschool enrichment programs are achieved by promoting individual program quality, through extensive student outreach/marketing, and ensuring equitable access for all students. The 7 to 7 program offers compelling opportunities, ranging from yoga and photography to tutoring and film, and effectively markets these programs campus-wide. In its first full year, 7 to 7 attracted more than 1,400 West Adams students (more than half the student population). This academic year alone, more than 5,000 of the 8,000 students across the three schools have participated in a 7 to 7 program. LA's Promise has been improving its 7 to 7 program by creating a clear articulation between integrated intervention support systems during the regular school day and before/after school as well as specifically recruiting providers and developing programs that meet unique student and/or community needs (i.e., fitness programs, nutrition training and healthy cooking classes to address the 49% of obesity levels at Manual Arts High School). Across the K-12 pipeline that begins at ES #10, STEM and blended

learning programming will be amplified and vertically aligned within the 7 to 7. For instance, computer labs will be open before and after school for extended online learning for students to reach and exceed grade level proficiency. This is an especially critical opportunity given limited technology and broadband access within SR ES #10 households.

Finally, setting clear and high expectations for the school's vision, for school-wide outcomes, for student performance, for parent participation, for all faculty's goals and performance, and for the health of students, families, the school and community is critical to establishing a culture of STEM success and well-being for all. Such a culture will be reiterated visually across the school, in all communications with students and parents, through the hiring process and the locally determined compact, within Individualized Goals & Development Plans (IGDP), through principal evaluations, in 7 to 7 programming, through individualized student assessment and interventions, in a rigorous academic course offering and supports (including physical education and nutrition classes), through parent engagement activities and Parent University offerings, within school free and reduced lunch offerings (i.e., Breakfast in the Classroom) and more. A character counts campaign will empower our students to be good citizens and to use self-discipline.

LA's Promise's Learning Goals

LA's Promise's instructional program will deliver explicit learning goals and outcomes. Wagner states that "work, learning, and citizenship in the twenty-first century demand that we all know how to think - to reason, analyze, weigh evidence, problem solve - and to communicate effectively" (p. xxiii).⁴ With this point in mind, LA's Promise has identified four goals that align to its vision/mission and describe what it means to be a successful, healthy and a confident person in the 21st century and in the STEM fields:

- *College and Career-Readiness*: Students complete a course of study that prepares them for success in middle school, high school and college, even if college is not their ultimate educational goal. Students are aware of all the post-secondary pathways available and know how to access them. Students also think critically and analytically in order to understand complex concepts across the various disciplines and they apply these skills when making life decisions. College- and career-ready students are curious, motivated, and take initiative when it comes to their post-secondary life decisions. As a result of their STEM and blended learning experiences, they are also technology and new media savvy and are excellent problem solvers and collaborators.
- *Cultural Awareness*: Students are prepared to succeed in today's diverse, global economy. They embrace diversity, cultural differences, unique group histories, and are able to navigate varying perspectives in order to work effectively with others. Students can also function collaboratively in multiple contexts with ease and confidence.

⁴ Wagner, Tony. (2008). *The Global Achievement Gap: Why Even our Best Schools Don't Teach the New Survival Skills our Children Need - and What We can do About it*. New York: Basic Books.

- *Healthy Living:* Students appreciate the value of a healthy lifestyle. They understand that physical, emotional, mental and social health factors are important to overall individual and a collective well-being. A “healthy” individual manages these through constructive work habits, healthy and active living and positive relationships, such as those modeled through mentorship programs. Students are discerning and able to make healthy, productive life choices for themselves, their families and their community.
- *Lifelong Learning:* Students grow into creative adults who continue to learn and develop through informal and formal education and career opportunities. They pursue their goals and interests through formal ongoing education and career training opportunities as well as reflective, imaginative and active engagement with others, new media and technology, writings, and inquiry. They apply what they learn and adeptly repeat the reflective learning process as they move forward in their lives and careers.

LA’s Promise’s Learning Outcomes

To meet these learning goals, specific learning outcomes have been identified for all SR ES #10 students. Learning outcomes are:

Learning Outcomes	Measures
English Language Outcome: Critical Thinking/Analysis	<p><i>Primary Measure:</i> Portfolio/Integrated Project (annual project) score of 3 or better (out of five - on a calibrated rubric).</p> <p><i>Secondary Measures:</i> Proficiency on ELA, Math, Science and History CST tests, core class grades, district periodic assessments, and teacher created common assessments.</p>
Oral and Written Communication	<p><i>Primary Measure:</i> Portfolio/Integrated Project (annual project) score of 3 or better (out of five).</p> <p><i>Secondary Measures:</i> ELA CST tests scores, reading and writing post-tests, English class grades, district periodic assessments, and teacher created common assessments.</p>
Problem Solving	<p><i>Primary Measures:</i> Math skills post-test, math CST scores, Science scores, district periodic assessments, teacher created common assessments, project based learning.</p>

Collaboration	<p><i>Primary Measures:</i> Number of S's (Satisfactory) in work habits and participation, completed community service hours, grades/behaviors in group projects.</p> <p><i>Secondary Measures:</i> Teacher assigned grades in classroom collaborative projects, administrator & teacher observational data.</p>
Cross Cultural Literacy	<p><i>Primary Measures:</i> Portfolio/Integrated Project scores.</p> <p><i>Secondary Measures:</i> Grades, administrator and teacher observational data, participation in 7 to 7.</p>
New Media/technology fluency	<p><i>Primary Measures:</i> Portfolio/Integrated Project, proficiency and innovation with technology, and scores</p> <p><i>Secondary Measures:</i> Administrator and teacher observational data, blended learning data</p>

Instructional Strategies

LA's Promise will build the capacity of every educator at SR ES #10 so that effective teaching occurs in every classroom. There are several instructional strategies that SR ES #10 educators will be supported on and expected to master and implement:

- Teaching is appropriately balanced between higher-level learning and basic skills to achieve mastery (Cotton, 2003).
- Curriculum is designed and delivered to respond to the needs of students, accountability requirements, and higher levels of learning (Marzano, 2005).
- Technology can aid students in meeting their individual academic goals. Effective use of technology and data analysis will allow teachers to work smarter not harder.
- Teachers develop lessons with the "end in mind" and implement a variety of approaches, groupings, and materials to meet the needs of students, always with an eye toward continuous improvement (Richardson, 2003; Fullan, 2005).
- Schools and classrooms that are heterogeneously and collaboratively structured build on the strengths of each member of the school community to optimize learning.
- Collaborative and differentiated learning is promoted through the blended learning rotational model that features small group instruction. The rotational model furthers facilitates differentiated and individualized learning through the grouping of students within classrooms based on constant data analysis.
- Experiential learning is encouraged at the secondary level and therefore will be an expectation for students at the elementary level in order to emphasize applied learning and learning outside of the classroom.

- Strong language skills develop most effectively in context and emerge most in purposeful, language-rich, interdisciplinary, and experiential programs. LA's Promise will promote language and content integration for all students.
- Personalized Learning Communities across grade levels to foster guided professional collaboration and team teaching.

LA's Promise will support and strengthen the use of research-based teaching methods including active learning, differentiated instruction, sheltered instruction, and blended learning. These methods are best exemplified in academic literature such as "Classroom Instruction That Works" (Marzano, Pickering, Pollock), "101 Active Learning Strategies" (Mel Silberman), and "Vocabulary Development Strategies That Boost Reading and Learning Across All Subject Areas" (Kate Kinsella) and "INACOL's Blended Learning Report". LA's Promise is also aligned with LAUSD standards with regard to inclusion practices; students with all proficiency levels will be put in one classroom using a rotation model of learning that includes direct instruction, cooperative learning and individualized computer based learning. The exact number of rotations that occur within a classroom will be determined in the coming months. We are contemplating whether the earlier grades should have two or three rotations. Likewise the number of subjects that will incorporate blended learning is currently being determined. While blended learning will certainly be incorporated in ELA and Math, it might not be used across all in the lower grade levels.

Another critical school-wide focus will be the use of instructional scaffolding. Based on the research of Lev Vygotsky⁵ and Tracy Hall,⁶ instructional scaffolding is the process where students are given explicit supports until they can apply a new skill or concept independently. The phrase "I do. We do. You do." is often used to explain the basic principle of scaffolding. At SR ES #10, data highlights why instructional scaffolding is critical for the school: ~ 65% of students are not proficient in the standards for their grade level, and have not been for several years. Our mission as a school community is to have students master a rigorous, college-preparatory, common-core state standards-based curriculum for their grade level. During face-to-face instruction and collaborative group learning, instructional scaffolding will help SR ES #10 educators address basic skills such as literacy and math fundamentals while also teaching higher-order thinking skills to mastery. Extensive professional development will take place to implement the following elements of instructional scaffolding (partial list):

- *Modeling Techniques:* Common modeling techniques including "think-aloud, talk-aloud, and performance" will be demonstrated for teachers.
- *Scaffolding Instructional Materials:* Strategies for reviewing standards-based curricular materials to identify what specific parts of the curriculum should be scaffolded, and how

⁵ Vygotsky and Social Cognition. (n.d.) Retrieved November 1, 2010, from <http://www.funderstanding.com/vygotsky.cfm>

⁶ Hall, T. (2002). *Explicit instruction*. Wakefield, MA: National Center on Accessing the General Curriculum. Retrieved November 1, 2010, from http://aim.cast.org/learn/historyarchive/backgroundpapers/explicit_instruction

different worksheets and tools can aid the process. One example is the use of Thinking Maps to help scaffold cross-curricular critical thinking concepts.

- *Gradual Release of Responsibility*: After a teacher models new material, several strategies can be employed to effectively encourage students to independently engage in active learning. For example, an approach may begin in a large group setting with direct teacher participation, moving to small group settings with the teacher monitoring, and then finally to individual student work with the teacher assessing student assignments (logs, response journals, writing, etc.).
- *Student Participation*: To ensure that students continue to take ownership of learning, actively engaging student participation is key. LA's Promise will emphasize small group learning to promote peer learning, team work and greater student interaction and learning. Making sure that teachers are constantly checking for understanding, creating a dialogue with students so they feel safe in exploring new concepts and creating activities that engage multiple modalities are all topics that will be covered.
- *Lesson Planning*: For scaffolding to be successful, extensive teacher planning is required, as each new area of content must build upon prior knowledge, instructional materials must be aligned, and student participation activities must be structured and intentional. LA's Promise will provide training, templates, embedded structures and on-going support so that the planning process is easy and accessible for all teachers. Part of that support also includes building in the structural supports during the day to give teachers time to collaborate, plan and reflect together so that they can better meet students' needs. Similarly, teachers will be supported in the execution of their lesson plans by providing them with consistent feedback through classroom observations and post-observation reflective sessions with an instructional leader. This practice makes learning on-going for both teachers and students.
- *Activating Prior Knowledge*: A critical instructional practice is activating a student's prior knowledge. Skilled teachers are able to tap into students' cultural understandings and make direct links to curriculum. This helps students connect to the new information they will be taught and, when done correctly, helps establish confidence in students to approach new material. Teachers will be trained in culturally relevant pedagogy so that they are able to meet the diverse learning styles of students.

Finally, SR ES #10 will feature a rotation model of blended learning. This model is a departure from a single teacher instructing the entire class for an entire block of time. Instead, within a single class period, students will engage in three types of learning: 1) direct instruction, 2) collaborative learning, 3) individual computer based learning. Students are grouped in one of the three rotations (with group composition established according to student learning levels that will vary across subjects and standards, and according to their performance over time).

b. Core Academic Curriculum

The core academic curriculum is based on LAUSD's elementary school program, which is standards-aligned, research based, and has been successful with similar student populations throughout the city. An integral part of accessing this core curriculum is employing culturally relevant pedagogy to activate prior knowledge and connect to students' surrounding communities. LA's Promise will provide extensive opportunities for students and teachers to develop experiential learning models to engage their surrounding communities as well as the STEM themes. Additionally, to maximize learning time and meet the needs of all students (from the majority who need intensive interventions to accelerated learners who are searching for a greater academic challenge), LA's Promise will implement a blended learning environment and use the Response to Intervention framework and schedule tiered interventions throughout the day. An essential component to this framework is rigorous and accessible initial instruction for all students. The quality of this instruction will be supported by the professional development and support that SR ES #10 teachers will receive from LA's Promise. To address the needs of students who are falling behind academically or in attendance, blended learning coupled with RTI and 7 to 7 opportunities will accelerate student learning. Need for further intervention will be addressed through biweekly teacher teams, counselors and tutors to assign Tier 2 and Tier 3 targeted interventions.

Core Curriculum Description and Use of Autonomies

During the direct instruction rotation of blended learning, SR ES #10 teachers will implement LAUSD's core curriculum. Based on available data regarding student proficiency, we believe that approximately 65% of SR ES #10 students will require literacy across all disciplines in a way that every teacher becomes a literacy expert. Similarly, based on available data regarding student proficiency in math, approximately 47% of SR ES #10 students will need a stronger focus on math foundational and conceptual skills.

With the LAUSD curriculum as the foundation, LA's Promise and SR ES #10 staff will use student data to determine how to augment the curriculum to increase student achievement. Based on LA's Promise's plan, there are five areas in particular where LA's Promise will target support:

- Integration of technology into the classroom to assist all students to work at their level and eventually close the gap. LA's Promise and school faculty will select the online learning curriculum/programs that best meet the vision and goals for the schools as well as the unique needs of South Los Angeles students.
- School-wide cross-curricular emphasis on literacy by using instructional scaffolding as a key pedagogical tool
- Expansion of math and ELA interventions for different learner modalities
- Focus on the National Council of Teachers of Mathematics (NCTM) Math process standards and ST Math
- Focus on Language and Content Integration, in particular English Development for English Learners

School-wide cross-curricular emphasis on literacy

The academic program is grounded in a balanced literacy framework used at both our middle school and high school levels and used as part of the Common Core State standards. Using LAUSD's ELA core curriculum for elementary school, six core literacy strategies are taught and emphasized at all grade levels, interwoven in all subject matters across the curriculum: (1) phonics/decoding; (2) predict/infer; (3) monitor/clarify; (4) question; (5) summarize; and (6) evaluate. LA's Promise will emphasize the balanced literacy framework based on research of independent reading workshop, writing workshop, shared reading, interactive read-aloud with accountable talk, story time, small group work, word study (phonics and spelling), and interactive writing (Collins, K. 2004. *Growing Readers*. Portland, ME: Stenhouse Publishers.) These strategies will be augmented with blended learning programs that advance reading and literacy. This balanced literacy, blended learning framework will be used to teach Math, Science, History, and other core curriculum areas. An example of this type of cross-curricular emphasis on literacy is in the teaching of reading comprehension. Starting with kindergarten, students will listen to stories and create storyboards to demonstrate their comprehension of History, Science, and the Arts. As students advance in reading levels, they will both listen to and read a variety of texts (informational, expository, etc.) and learn to use reading comprehension strategies to create meaning from what they read. These integral strategies will be posted on classroom walls for teachers to refer back to during reading instruction to help students with metacognition (the ability to understand the thinking process) as they learn other subject areas. Teachers will use strategies such as blended learning, think-alouds, shared, guided, reciprocal reading, independent reading and student accountable talk. Guided reading groups that are created using the unique Education Elements student learning dashboard (synthesizing student progress within and across subjects) will use books organized by reading levels and online, individual paced reading to facilitate targeted instruction based on the needs of the individual students. In the upper grades (3-5), students will expand their reading comprehension skills so that they may read complex text using high levels of cognitive processing in Bloom's taxonomy and exhibit comprehension through STEM related project-based learning.

LA's Promise has allocated time for teacher collaboration and training; for instance, a blended learning grant will provide summer and year-long training for all SR ES #10 faculty on blended learning, differentiated instruction and collaborative learning. LA's Promise's Director of Teaching and Learning and the Associate Director of Blended Learning will monitor consistent implementation of curriculum (traditional and online) as well as help develop appropriate collective and individual professional development. See professional development section for additional information.

Blended Learning can assist the teacher in addressing individual student level and group level needs through the Education Elements dashboard that provides real time analysis of student learning with recommended groups for the rotation model. Teachers can tailor their direct instruction to meet the specific level of each group within a class, provide collective learning

assignments that are appropriate to each learning level, while online individual learning meets the unique needs of each student.

LA's Promise will also support an Associate Director of Parent & Community Engagement to increase parents' understanding of literacy and mathematics. One example of this type of engagement is asking parents to participate as an audience in a literacy parade as their students celebrate the characters they read in a public performance. The unique weekly teacher communications to parents will further activate parents' support of their children's learning.

Expanding Interventions

LA's Promise will work with SR ES #10 stakeholders to enable every student who needs academic intervention to receive it as part of the normal school day. For instance, should the instructional strategies previously mentioned not advance all students to proficient and advanced levels, LA's Promise will support and strengthen the use of the RTI² framework to place students into the appropriate literacy and math intervention programs and use our autonomies to potentially expand their use⁷. LA's Promise believes that a successful intervention program requires the commitment of all teachers to participate in the decision-making and creation of how students will access core curriculum. Therefore, LA's Promise staff will carefully guide the facilitation of this process with teachers. All teachers will use the units of study in English Language Arts, ELA Framework and grade level common core standards in designing and differentiating instruction. In math, all teachers will use the math modules provided by LAUSD to ensure uniformity in all classrooms and pacing to meet the common core standards. Tier 1 and 2 Interventions will be built into the classroom with the use of cooperative grouping of students and intervention curriculum (such as the Triumphs literacy intervention program from the Treasures program followed by LAUSD) based upon need and content instruction. This approach will support teachers to quickly and efficiently intervene when students fall behind. Using our curricular autonomy to adjust placement guidelines and our fiscal autonomy as a per-pupil funded school, we expect to fully meet the literacy and mathematical development needs of our students. Additionally, LA's Promise will use its community partners and Title I funding to provide tutors who will focus on in-class Tier 2 interventions. For instance, City Year has committed to work at SR ES #10 school as soon as sufficient Corp members for the Los Angeles area assigned. (If not in 2012, than certainly in 2013). In fact, City Year will work across LA's Promise's entire K-12 STEM pipeline. City Year's adaptive model will facilitate Corp members' training in essential areas whether it be EL supports, blended learning, or STEM enrichment. These focused interventions will be planned collaboratively with the tutor and the teacher during weekly professional development days. Tutors will both tutor students individually and in small groups in and outside of the classroom. The interventions that tutors deliver will target the reasons for poor student performance (motivation, organization, skill gap, etc.). LA's Promise will extend library and computer lab hours to students before and after school and during lunch and recess time to increase

⁷ REF-5092 Placement Guide for Tier 2 and 3 Literacy Intervention Programs in Grades 6-10, LAUSD Office of Curriculum, Instruction and Support, May 11, 2010.

learning opportunities and intervention time. Teacher teams and LA's Promise staff will meet biweekly to plan and implement Tier 3 interventions for students needing intensive support. LA's Promise will ensure that the online referral directory is updated with partners who can offer direct services to our students. Such direct services can include, but are not limited to the following: mental health services, free health screenings, tutors, and other similar wraparound services that address the whole child. Tier 3 interventions, delivered by the appropriate professionals, will support the whole child and will take place both during and after the school day. Meeting biweekly with the counselors and teachers will help initiate the services their students receive and thus will ensure that there is no duplication of services and be able to support them throughout the school day.

LA's Promise understands that a Summer Bridge program or Summer Orientation will be needed to familiarize all students with the blended learning concept, basic technology training, classroom assignments and school familiarization. This is important to introduce the STEM theme, and to communicate expectations for student behavior and student outcomes. LA's Promise is committed to raising the funds to support such an opportunity if it is awarded the school. In fact, LA's Promise will work in earnest to raise substantial funds to support Summer School at SR ES #10, that would ideally serve all students, but at minimum, strategically serve the most in need. Incoming kindergarten students and their families as well as struggling students or EL students are such examples. In Summer 2012, LA's Promise, in conjunction with Teach for America, will offer summer school to at least 750 of its high school and middle school students.

Focus on NCTM process standards

LA's Promise will emphasize NCTM's process standards of problem solving, reasoning and proof, communication, representation, and connections to build a solid foundation in early grades. "Problem solving includes being able to (a) develop a clear understanding of the problem that is being posed, (b) translate the problem from everyday language into a precise mathematical question, (c) choose and use appropriate methods to answer the question, and (d) interpret and evaluate the solution in terms of the original problem." In collaboration with teachers at Manual Arts High School, LA's Promise partnered with The Algebra Project and the University of Southern California in 2010 to ensure quality public school education in the area of mathematics. The Algebra Project (AP) is a national, nonprofit organization that uses math as an organizing tool in schools and the community. LA's Promise was able to help implement AP's curriculum models in the Freshmen Prep Academy at Manual Arts and establish a PLC model around these instructional practices. Furthermore, LA's Promise partnered with USC to provide Manual Arts teachers with professional development in a summer institute, as well as throughout the school year, to monitor the careful implementation of the curriculum modules. The curriculum modules foster the NCTM's process standards in such a way that other cross-curricular areas can emphasize similar skills. Math teachers were able to integrate community asset mapping (social studies curriculum) into their lessons as well as literacy skills taught in English classes in these modules. LA's promise would support such a program in the early grades to ensure that students build on these conceptual frameworks in middle school and high school. Project-based learning, interactive learning, blended learning, problem solving, and

constructivist pedagogy would be employed at an early age to prepare students for accelerated learning once they reach secondary school.

Focus on Language and Content Integration

Most research cites that the academic achievement of our English Learners (EL) in the areas of math and literacy is dismal and requires early intervention in the primary grades. These troubling early outcomes directly contribute to lower standardized test scores, full integration in A-G courses, high school graduation rates, and college enrollment. Furthermore, recent research cites that strong language skills develop most effectively in context and emerge most naturally in a purposeful, language-rich, interdisciplinary, and experiential program. For this purpose, LA's Promise will focus on research-based teaching practices that support English Language Development and give EL students equal access to core curriculum. Teachers will be trained in an ELD program such as Susana Dutro's systematic focused approach, which creates a blueprint for language instruction based on the following:

- Develops a solid language foundation
- Follows scope and sequence of language skills in functional contexts
- Organizes by levels of English proficiency

All teachers will receive professional development in SDAIE strategies and coaching support from LA's Promise staff. The McRel tool will be customized to include the Sheltered Instruction Observation Protocol (SIOP) templates and checklists for teachers to plan and collaborate to meet the needs of all language learners. The data generated from the McRel tool will assist teachers in analyzing student progress regularly during Structured Teacher Planning Time (STPT). LA's Promise will also partner with USC's Rossier School of Education to provide targeted and differentiated professional development for teachers who do not hold a CLAD or BCLAD credential. Furthermore, LA's Promise will collaborate with the Local District English Learner Program staff and other district programs to promote best practices and to strengthen and coordinate services for English learners.

Management of Multiple Schools

LA's Promise seeks curricular autonomies to ensure that there is alignment in the K-12 educational pipeline. The LA's Promise Superintendent will work closely with the Director of Teaching & Learning at each school site to ensure that there is vertical alignment between SR ES #10, John Muir MS and Manual Arts High School. LA's Promise's vision is a family of blended learning, STEM themed K-12 schools, where every student graduates globally competitive in the STEM fields. LA's Promise understands that preparation for career and college ready begins in kindergarten; and therefore, LA's Promise will ensure curriculum alignment across all of its schools. Additionally, its applied instructional model will be monitored and adjusted based on students' needs and the type of resources LA's Promise is able to garner for all four schools. LA's Promise staff will use a distributed leadership model to ensure that human resources are allocated equally at each school site

to ensure this alignment is possible. This distributed leadership model will highly depend on collaboration and constant articulation among multiple schools in the Promise Neighborhood. LA's Promise is also building partnerships that reinforce a seamless K-12 educational experience. For instance, Education Elements, City Year, Girl Scouts STEM, Brotherhood Crusade, Great Minds in STEM, and Teach for America have all agreed to work across all grades (K-12), STEM, blended learning schools.

Teaching Community

LA's Promise believes that parents, families, guardians and other school stakeholders are key partners in achieving a school's vision. Because of the importance of parent engagement in our schools' success, LA's Promise staffs every school with a full time Associate Director of Parent and Community Engagement. This position manages Promise Parents, a series of courses empowering families to reinforce learning at home. This program emphasizes consistent and ongoing parent communication so that schools learn about parents' concerns and parents learn about school expectations. Promise Parents will be renamed to "Parent University," to build the college going culture among parents and equip them with the critical information and tools to support their child's academic, social, and emotional success and wellbeing. The Associate Director of Parent and Community Engagement also works closely with community representatives and partners to engage them as partners in learning, mostly by integrating their services into the 7 to 7 program. As a result, students begin to see their communities as assets, rather than barriers, in their learning.

c. WASC accreditation

Not Applicable

d. Addressing the Needs of All Students

SR ES #10 relief schools have a diverse student population in which 96% qualify for free or reduced price school lunches, 56% are English learners, 9% receive special education services, at least 2% are identified as gifted and talented, and 100% are Latino or African-American⁸. Based on its track record serving similar student populations at John Muir Middle School, Manual Arts High School and West Adams Prep, as well as research conducted by the National Center for Urban School Transformation (NCUST), Marzano, and DuFour, LA's Promise believes that great instruction will help close the achievement gap between the different subgroups of SR ES #10 and non-poverty students statewide.

Meeting the Needs of Students of Poverty

The student population of SR ES #10 is socioeconomically disadvantaged, thus LA's Promise's core instructional program is designed to address the needs and academic challenges often faced by disadvantaged students. The following components will be implemented in order to get these students on a college-going track:

⁸ Data from the 2009 – 2010 school year, as per the California Department of Education.

- School-wide cross-curricular emphasis on literacy by using instructional scaffolding as a key pedagogical tool;
- Expansion of math and ELA interventions for different learner modalities;
- Focus on the National Council of Teachers of Mathematics (NCTM) Math process standards;
- Parent workshops to provide information on how to advocate and access services at school (parent and student rights);
- Focus on Language and Content Integration, in particular English Development for English Learners;
- Providing of wraparound services to meet the health and well being of all students;
- Blended Learning model to ensure that all students are given the opportunity to work at their own pace and close their academic gap, as well as to work with a teacher (face to face interaction) and collaborate with his/her peers.

Meeting the Needs of English Language Learners

With over half of SR ES #10 students identified as English learners, LA's Promise will structure the curriculum and instructional strategies for EL success. The EL targeted strategies also benefit all students, such as supporting language acquisition across all content areas and encouraging small group learning to optimize discussion. A comprehensive program at the school will include:

- Integrating EL students in heterogeneous classrooms that emphasize success for all students. Within a classroom setting, students can be grouped according to performance given the small group, differentiated features of the blended learning rotation model;
- Monitoring and reclassifying fluent-English-proficient students utilizing district protocols;
- Supporting teachers and administrators with research-based instructional strategies (SDAIE, QTEL and SIOP, et al);
- Maintaining regular contact with parents regarding their students' placement, options, reclassification and progress;
- Strategically programming struggling EL students in before, during and afterschool extended learning opportunities.
- Recruiting and hiring teachers that are experienced, qualified and effective in teaching EL students;
- Selected teachers will also receive comprehensive professional development training (guided by Susana Dutro's systematic focused approach) over the summer on how to serve our English Language Learner population. This particular training will include a blueprint for developing a solid language foundation and following a scope and sequence of language skills in functional contexts;
- Implementing a blended learning online content vendor that is most effective with EL students and that emphasizes student speaking, reading and writing to fully develop students' proficiency in English.

LA's Promise will ensure that these processes are fully implemented, effective, and adaptive. They will also ensure that teachers are receiving the necessary support systems to implement these strategies. LA's Promise's Associate Director of Parent and Community Engagement and the Director of Teaching and Learning will facilitate this process with school administration, teachers, parents, and students. Additionally, LA's Promise has a strong partnership with key university faculty at USC who can provide additional Professional Development in the area of literacy and English Language Learners.

Students with Special Needs and/or Disabilities

LAUSD, LA's Promise and SR ES #10 are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD includes eighteen statistically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. SR ES #10 will continue to adhere to the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education. Blended learning will also afford individualized instruction and growth for special education students. LA's Promise will continue to use LAUSD's services for special education.

Gifted Students

For students who are identified as GATE and students who are achieving above grade level, SR ES #10 will implement several approaches to continuously challenge them. First, all teachers will be trained to differentiate instruction to meet the needs of advanced learners by utilizing instructional strategies such as project-based learning and complex instruction, and supplementing core curriculum with more advanced grade level texts. For example, blended learning specifically allows for online group and instructional learning that allows students to advance according to their own pace. And the grouping that takes place within the rotational model allows teachers to offer instruction according to group learning levels. While these activities are designed to meet the needs of all students in the classroom, accelerated learners and gifted students may especially benefit from them. Secondly, with an extended day schedule, SR ES #10 will have the ability to offer enrichment classes designed for accelerated learners. The STEM theme will also allow for courses, assignment, extracurricular, clubs and extended learning opportunities that may include Advanced Robotics and Engineering, Sci-fi Art, and Computer Programming. LA's Promise is able to support these courses through an expansive network of over 60 external partners (e.g., Amgen supports an advanced genetics program and Robotics programs at West Adams Prep, Muir and Manual Arts).

In considering any program for gifted learners, LA's Promise will utilize several principles to guide program design and student placement. Any accelerated program must provide open access to ALL students throughout their experience at SR ES #10. Specifically, while counselors may recommend initial placements of students based on data, students must be able to elect to enter such programs/classes even if they do not meet all placement guidelines. We expect to provide additional

supports (e.g., tutoring) to help students maintain enrollment in advanced programs/classes.

e. Vertical Articulation:

LA's Promise's goal will be to ensure that every 4 year old in the Promise Neighborhood is enrolled in a preschool. To reach this goal, LA's Promise staff will work with our existing 60 community partners and seek new partnerships that focus on early care (ages 0-5) to connect families to essential EEC services. Our Associate Director of Parent & Community Engagement will work with existing families who attend SR ES #10 who may have younger children who are eligible for these services. Additionally, this position will be responsible for articulating with early childcare education programs our expectations for Kindergarten readiness so that these early education programs can provide the appropriate skills to students before they leave preschool. LA's Promise will hold pre-kinder summer programs for all incoming Kindergartners and their families after these partnerships have been established.

Grade Level Articulation

Each grade level at SR ES #10 will exist within a Professional Learning Community (PLC) model facilitated by LA's Promise staff. Extensive professional development will be provided in the summer to help develop these PLCs and to create sustainability throughout the academic year. These grade level PLCs will meet on a weekly, if not daily, basis to address their students' needs, and regularly interact with the upper and lower grades to ensure vertical alignment. Each student will create a portfolio of their work that demonstrates their educational progress and allows for regular assessment, readiness and other areas of focus before matriculating to the next grade level. These portfolio assessments will include a variety of data samples such as student work, online learning, STEM themed projects, common assessments, grades, and level of parent/guardian participation. Additionally, each PLC will be required to conduct peer observations to help with articulation between grades. By the end of spring, a series of articulation meetings will provide LA's Promise staff and the next grade level teacher with a clear understanding of students' needs. At this point, LA's Promise will be able to schedule students for a summer bridge and or summer school program, in which intervention and enrichment can ensure a smooth and seamless transition to the next grade level. LA's Promise strives to provide all of its students across all grade level opportunities for summer learning, enrichment in STEM and fitness, and introductory classes to blended learning so that students are ready to sign on and learn on the first day of school. However, due to ongoing budget cuts, private funds will be raised to afford such opportunities and will be prioritized by school personnel according to highest area of need or potential impact (i.e., kinder readiness programs, summer school for struggling students, or a shorter summer bridge for all students that introduces them to blended learning).

Feeder School Articulation

LA's Promise seeks to become a network partner of SR ES #10 so that it has a K-12 pipeline of schools that also includes John Muir Middle School and Manual Arts Senior High. We are intentionally creating a K-12 academic, enrichment, culture, and parent engagement plan across the

three schools. For example, all three schools will offer blended learning and a STEM theme that will evolve over grade levels, becoming more sophisticated in skill level, technology and specificity of study and projects. For instance, elementary STEM study will offer a strong academic program in Science and math and introduce the various STEM related fields through project based learning, guest speakers, field trips, etc. Middle school will begin to refine the STEM field introducing students over the sixth, seventh and eighth grades to particular studies within STEM so that they begin to explore unique fields. Guest speakers and field trips will continue as projects become more rigorous and aligned to specific concepts within STEM. Finally at the high school level, a STEM learning theme will offer specific career STEM strands for specialization and sequencing of classes that link A-G with applied learning. LA's Promise is currently aligning partners across and within the K-12 pipeline. For example, Great Minds in Stem is working with LA's Promise to design a K-12 portfolio of opportunities across the three schools. Additionally, corporate partners will diversify or specialize their involvement across the three schools or become unique to the most appropriate level/opportunity. Amgen has already committed to providing its First Robotics and bio-tech lab to all three school levels and support faculty in differentiating learning opportunities. Teach for America will provide teachers that have strong content knowledge within hard to fill areas, including Science, Math and Special Education. TFA is also working with LA's Promise to develop a unique approach to training and supporting cohorts of teachers across the K-12 pipeline. This support provided by TFA aligns with the teaching and learning framework of LA's Promise, and this comprehensive structure has the potential to enhance the professional development of new and seasoned teachers throughout the LA's Promise network. The involvement of Education Elements in designing the blended learning for all three schools fosters aligned learning structures, online platforms, contiguous student data records, and evolving technology.

LA's Promise's Directors of Teaching & Learning, at each site, will help coordinate site visits between schools to ensure vertical alignment among faculty and grade levels. Fifth grade students will have an opportunity to visit John Muir in the spring and selected John Muir students will serve as ambassadors to visit fifth grade students and share their positive middle school experiences. Similarly, 5th and 6th grade teachers across both schools will begin to meet in the spring to discuss student portfolio assessments and alignment of teaching and learning across schools. LA's Promise will seek funding to ensure that we are able to design and implement a summer bridge/school program for 5th grade students entering John Muir Middle School (summer school funds have already been secured for entering 6th grader for Summer 2012). During a Summer Bridge program, LA's Promise staff will ensure that students' needs are informally assessed and that they have a thorough orientation before entering middle school. This orientation includes tours of the campus, training on new technology, introduction to school, learning and technology expectations, norms and culture, college readiness discussions, STEM enrichment opportunities, and introduction to 21st century STEM careers.

f. Early Care and Education:

LA's Promise has a long term commitment to ensuring every four year old in our Promise Neighborhood attends preschool. In order to meet this ambitious goal, LA's Promise will pursue various partnerships with local Early Child Care providers to ensure that families in our Promise Neighborhood take full advantage of these services. One example is with USC's School for Early Childhood Education program. USC's program is strongly aligned with LA's Promise mission, emphasizing health and wellness as an important component of a high-quality education. Our LA's Promise staff will work with existing families who attend SR ES #10 who may have younger children who are eligible for these services. Representatives from USC's Early Childhood Education program and other relevant partners will be invited to the parent center to speak to parents on a quarterly basis. Similarly, LA's Promise staff will organize and coordinate site tours to the different early care locations most convenient for families in our Promise Neighborhood. We will also seek partnerships with LAUSD Office of Early Childhood Education, LA Universal Preschool and First 5 to support such programs and readiness.

g. Service Plan for Special Education:

SR ES #10 will continue to provide special education support using the LAUSD Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Additionally, SR ES #10 will adhere to laws affecting individuals with exceptional needs, including all provisions of the Individual with Disabilities Education Improvement Act (IDEIA), its amendments, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, Office for Civil Rights mandates, LAUSD SELPA guidelines and AB 602. The school will adhere to all Modified Consent Decree requirements, including compliance with the Annual Plan for achievement of outcomes. The school will participate in quality assurance processes 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 a free, appropriate public education in the least restrictive environment. The school will not discriminate against any student based on disability.

LA's Promise's Superintendent and LAUSD's special education unit will work with SR ES #10 site administrators and the school's special education team to ensure compliance with the following procedures and processes (including, but not limited to):

- Distributing information about the availability of and information on special education and related services
- Identifying children who have or are suspected of having a disability and need special education and related services
- Referring students for special education assessment
- Servicing students upon enrollment in school
- Conducting initial assessments
- Implementing student assessment plan

- Completing the special education assessment plan utilizing the Welligent Individualized Education Program (IEP) System
- Ensuring all paperwork is accurate and timely
- Developing a process to determine if reassessment is warranted
- Implementing a process and protocols to support IEP meetings
- Resolving disagreements over what is appropriate for the student or regarding matters of compliance

For more information about LA's Promise's plan to implement and monitor the special education compliance processes, please see the attachments in the Appendix.

Individualized Education Plans (IEPs)

SR ES #10 will conduct IEP team meetings and complete IEPs within all mandated timelines for students. SR ES #10 will provide the parent with a Welligent-generated "Special Education Assessment Plan" in the language requested by the parent, unless clearly not feasible to do so, within 15 calendar days of the written request for assessment. If requested by the parent, SR ES #10 will provide copies of the assessment reports to the parents at least 4 working days before the date of the IEP meeting. SR ES #10 will follow appropriate timelines for conducting annual and three year IEPs reviews, will convene an IEP meeting within 30 days of parent written request, and will develop an IEP within 30 days of enrollment when an out of District IEP transfers into the District.

An IEP team will typically include parents, a teacher, a school staff member, a special education authority, and a District representative. Parents and teachers will have access to district, state, and federal information regarding special education programs, regulations and laws.

For more information about LA's Promise's plan for Individualized Education Plans (IEPS), please see the attachments in the Appendix.

Instruction & Assessments

SR ES #10 will provide specialized instruction, utilizing instructional methodologies including: small group instruction; data driven instruction coupled with teacher action research; backward design and multiple assessments; family participation and community involvement; constructivism; and problem-based learning. Further, the blended learning rotation model will feature 1/3 of class groupings in direct instruction, collective learning, and individual online learning to foster small group, differentiated instruction. To monitor progress of students with special needs, SR ES #10 will utilize multiple formal and informal assessment tools. Blended learning provides authentic assessment of student proficiency of each standard and at pre-determined benchmark intervals (i.e., weekly, bi-monthly, monthly, quarterly—frequency to be determined in the coming months). Such assessments will be aligned to state standards and with time be meet Common Core Standards. The Education Elements dashboard captures all data and assessments and provides student and teacher specific synthesized data by subject area and across all subjects. The constant assessment of student

learning allows for regular modification of student groupings based on learning levels and also vary across content areas. In classes that don't feature blended learning (we are determining whether blended learning will be used in all subject areas in the early elementary levels like social studies in kindergarten through third grades), assessments will range from publisher-designed unit tests to teacher created unit tests. Teachers will be trained and supported to use formative and summative assessments to adjust pacing plans to re-teach standards and provide additional intervention to those students in need. Blended learning moves students of all levels and abilities towards mastery through customized learning that allows students to learn at their own pace and mode. In traditional "stage-on-the-stage" learning opportunities, student progress will also be assessed on a daily, weekly and longer-term basis through quizzes, daily informal assessment strategies such as choral response, white board responses, journal writing, student discussions, and project based learning. LA's Promise will work with Education Elements to further explore how blended learning can maximize learning for special education students, in particular students with extreme disabilities.

To ensure the most effective teachers for all students, but in particular students with disabilities, LA's Promise is partnering with top colleges and universities and education management organizations to recruit and hire highly qualified and credentialed Special Education teachers. Also, Teach for America has committed to providing outstanding Special Education and multiple subject credentialed teachers with a specialty or additional credentialing/training in Math and Science (LA's Promise will work with LAUSD Human Resources to adhere to all hiring protocols given the ongoing reductions in force, rehire policies, and the autonomies that are provided in the recently approved contract agreement between LAUSD and UTLA). Teach for America will work across all LA's Promise schools to facilitate a seamless pipeline of learning. Given this unique partnership, Teach for America is working with LA's Promise to design an ongoing teacher training and support program. This program will provide training to ensure ongoing teacher effectiveness in a STEM and blended learning environment. Special Education will also be an area of enhanced and specialized training. Led by LA's Promise's Superintendent, all SR ES #10 teachers will receive ongoing professional development on the following topics: IEP process, IEP implementation, effective use of the LAUSD Policies and Procedures Manual, ongoing collaboration between special education and general education teachers, and the use of passports (a system used to facilitate progress monitoring of IEP goals and behavior management).

Special Education Supports

Nine percent of students in reliever elementary schools are Special Education students. Many of SR ES #10 special education students will qualify for related services, such as Speech and Language, Occupational Therapy, Adapted PE, and Physical Therapy as tracked in their most recent IEPs. Speech therapists, school psychologists and other key support staff members will attend IEP meetings for students needing these services and provide parents with full and translated copies of their reports. Services will be tracked through Welligent. As an LAUSD school, all services for special education students will be provided through LAUSD.

Students with special needs will also be supported by LA's Promise's tiered system of interventions. This system ensures that all students have their social, emotional, physical and mental health needs met. The tiered system of interventions begins with school-wide screenings in which every staff member on campus will have the tools to appropriately identify students' holistic needs. The second tier is data driven counseling. Counselors and teachers will meet bi-weekly to review student data and identify students needing additional attention. Finally, for student needs that go beyond what the school itself can offer, external partners will provide intensive student support. LA's Promise has built a network of over 60 partners that serve LA's Promise students and, in addition, has created an online referral system that greatly improves access to services. (For more about the school's tiered system of intervention, please see section B-1a).

Additionally, LA's Promise believes in educating the whole child; therefore, all students at SR ES #10 including all students with special needs, will have full access to the after school, extra curricular and non academic programs that LA's Promise will provide through its signature 7 to 7 program. Various courses and opportunities are offered including yoga, poetry, music and filmmaking. Students with special needs will be supported with necessary accommodations and modifications provided by the program leaders to ensure that all students have opportunities to explore the world outside of the classroom.

Please review LA's Promise's Service Plan for Special Education in the Appendix.

B-2: Professional Development

a. Professional Culture

In their seminal book *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*, Richard DuFour and Robert Eaker describe a set of high performing public schools, all of which faced enormous challenges in serving students, but succeeded based on the collective effort of their schools. From those case studies, DuFour and Eaker distilled key factors that lead to success.⁹ LA's Promise will work with SR ES #10 staff to foster a professional culture based on DuFour and Eaker's Professional Learning Communities ("PLC") concepts. LA's Promise will ensure the professional culture of SR ES #10 is one where every adult staff member is doing "whatever it takes" for students to be successful. LA's Promise will support activities and structures that reinforce the following concepts:

- *Shared Mission, Vision, Values and Goals:* High performing urban schools report a well-articulated school vision and mission developed and shared by the school leadership, staff, community, and students.¹⁰ Therefore, all adult staff members at SR ES #10 must buy into the mission, vision and explicit goals of the school. Should the LAUSD school board select LA's Promise to operate SR ES #10, LA's Promise will immediately engage SR ES #10 stakeholders in a process to articulate the school's mission, vision, values and goals (using this application as the starting point). Staffing autonomies will allow us to recruit professionals that are committed to SR ES #10's unique mission, vision and instructional strategies. Throughout each school year, LA's Promise will lead SR ES #10 stakeholders in re-evaluating the goals, ensuring they remain measurable, specific, ambitious yet achievable, time-bound and, most importantly, focused on student learning.
- *Collaboration:* Schools that succeed are organized to allow teachers to collaborate in a supportive learning environment. LA's Promise will establish common planning time so that teachers can work across grade levels and PLCs to address student learning. LA's Promise will fund release time for teachers with common grade levels or student cohorts to observe one another and share instructional practices. LA's Promise will also lead cross-functional teams that include teachers, administration, classified staff, and district personnel in implementing strategic initiatives (e.g., a school-wide writing program) so that school resources will work in concert to ensure achievement and track progress. Too often, school stakeholders focus on student learning in an isolated fashion. For example, special needs issues are a "Special Ed problem" or a disruptive student is "the dean's issue." True professional learning communities understand that student learning is a summative effort of all adults on campus. LA's Promise will also facilitate vertical collaboration across the K-12 STEM, blended learning pipeline that it will operate. Further, we hope to be part of a

⁹ Richard DuFour and Robert Eaker. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*.

¹⁰ Cotton, K. (2003). *Principals and Student Achievement: What the Research Says*. Alexandria, VA: Association for Supervision and Curriculum Development.

blended learning school collective that is emerging in Los Angeles and will share best practices.

- *Action Orientation:* PLCs are action oriented; teachers, administrators, and school staff should work together to adjust practice to meet student needs immediately. LA's Promise supports this action orientation in three ways. First, as an iDesign school, our MOU with LAUSD provides significant autonomy to the school community to implement new and innovative practices in order to increase student learning and success. For example, the number of diagnostic CAHSEE exams has been strategically increased at West Adams Prep in order to build test taking stamina, early assessment and confidence in our students. In addition, the social studies department has partnered with the Auto Club and UCLA to create a community-based curriculum that incorporates the history and development of the West Adams community - some of this researched by the students themselves - into its Government and Economics courses. Secondly, LA's Promise supports sub-grants to teachers/teacher groups to encourage innovation and applied learning. Previously funded projects include: a community garden designed by a biology teacher seeking to develop an inquiry-based approach to engaging students in the real world applications of scientific principles; the construction of the first labyrinth on an LAUSD school campus directed by an art teacher as a way to engage students in the creation of functional art benefitting the community; and a service learning project focused on the issue of homelessness in Los Angeles designed by an English teacher seeking to incorporate civic leadership and social responsibility into the classroom curriculum. Each of these projects was funded directly by LA's Promise grants and implementation was supported with the guidance of the LA's Promise site-based team at each school site. Third, the STEM learning theme will foster applied and inquiry based teaching and learning. Teachers will be trained and supported in interactive and relevant STEM learning opportunities. LA's Promise will actively generate partnerships for teachers with external companies, agencies, and organizations to advance applied learning. For example, Great Minds in STEM (GMiS) has already committed to be a partner of SR ES #10, and the other pipeline schools, and will bring an array of active, applied and relevant teaching and enrichment opportunities for teachers and students. Blended Learning will further prepare students for the 21st century and ensure success for all students through the adaptive learning model that allows students to learn at their own pace and mode.
- *Collective Inquiry, Continuous Improvement and Results Orientation:* DuFour and Eaker describe effective, professional learning communities as ones that consistently challenge the status quo to improve student learning.¹¹ This cycle of continuous improvement begins with inquiry as staff members look critically at the success of their efforts. LA's Promise supports the process of collective inquiry and continuous improvement in several ways. First, through our investments in data dashboards and training of individuals to use MyData, we provide the

¹¹ Richard DuFour and Robert Eaker. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*.

empirical evidence to begin the inquiry process. The faculty at each LA's Promise school then uses this data to evaluate their instructional program during department and small school (PLC) meetings. Adjustments to the curriculum or instructional strategies are discussed and agreed upon during these data analysis sessions. Blended learning advances a school's ability to be data driven through the use of Education Element's dashboard that provides live-time analytics of student and class learning levels, as well as through Brainhoney that triangulates data for grouping and other purposes. We will work with LAUSD to connect all online content and assessments to MyData as well offer LAUSD assessment online to integrate into the blended learning setting. Second, LA's Promise builds the capacity of stakeholders by training members of the SSC, SDM, ELAC, and CEAC in program evaluation, using the SPSA and the budget development process as the logical structure for evaluating the effectiveness of programs.

b. Professional Development

High performing urban school leaders improve student achievement by providing focused professional development, aligned to the schools vision, goals as well as student and teacher needs.¹² LA's Promise provides direct professional development to school staff and coordinates with school leadership to create a plan aligned with the school's goals. We manage professional development on two levels. First, through the work of our Directors of Teaching and Learning, we provide direct, individualized, differentiated professional development for school staff, as well as weekly professional development for each school's administrative team. Second, we manage professional development utilizing the school's three main organizational groupings: school-wide, by grade level and by PLC/SLC. In each, opportunities are created for staff to plan, learn, and work together to address instructional issues. All professional development is data driven and following any professional development is monitored for effective classroom uptake.

School wide, faculty engage in activities such as peer coaching, mentoring, collaboration, peer observation, conference attendance, and site-specific workshops aligned to student needs and school-wide goals. Grade level learning opportunities require staff to be reflective and examine student work, including common assessments. Faculty also explore those instructional practices being utilized, looking for areas needing improvement. In grade-level meetings, the staff reflects and examines student work, utilizing collaborative problem-solving data, and conversations. Through small school PLC meetings, faculty engages in similar actions across content areas and around common student cohorts.

To support these efforts, LA's Promise provides a site-based team on each campus, including a Director of Teaching and Learning. These Directors work with school leadership to embed

¹² Richard DuFour and Robert Eaker. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*.

instructional support structures within the school to enable greater collaboration and sharing of best practices between teachers. These structures may include:

- *1:1 Coaching:* The LA's Promise leadership team at SR ES #10 will dedicate several hours daily towards observing and working directly with teachers, students and support staff. Administrative staff will be supplemented by an LA's Promise's Director of Teaching and Learning, who will also work directly with teachers to support specific needs identified by teachers or school leaders. In addition, LA's Promise schools utilize instructional coaches in math and ELA. These coaches are integral to teacher support in these content areas.
- *Common Planning Time:* LA's Promise will implement a master schedule at SR ES #10 that will enable teachers within a grade level to have common prep periods to plan together.
- *"Teacher Partner" Observations:* Additional sub coverage will be built into the school's budget to allow for release time in order for teachers to visit high performing classrooms (either on campus or at partner schools).
- *Master Teacher Cohort:* SR ES #10's most proficient teachers will be utilized to support and mentor other teachers (see section B-8 for more information on Master Teachers).

Planning for professional development begins in the summer with a review of all available school data, including grades, attendance, and periodic assessments. Based on this, school leadership (including lead teachers, grade level chairs, instructional coaches, and Master Teachers), decide on a set of goals around which to focus professional development over the course of the next school year. When CST results are released in August, the school leadership team analyzes that data as well, in order to confirm that goals are accurate, and then either re-prioritizes topics, or introduces new ones based on the data. Summertime will also afford the opportunity for STEM and blended learning training for all faculty members, vertically, and horizontally across cohorts of teachers.

Once school begins, LA's Promise continues to work closely with school staff to support the delivery of professional development over the weekly scheduled professional development time. These meetings are organized to maximize co-learning based on a rotating schedule of whole school, grade level, and data analysis sessions. The typical development cycle is based around the goals decided upon by the leadership team. For example, at West Adams Prep these goals have included:

- Construction of sound, measurable learning objectives
- Checking for understanding
- Student engagement
- Level of rigor/Bloom's Taxonomy in lesson construction

On the first Tuesday of each month, a goal area is presented and discussed with the larger group, utilizing McRel Walkthrough (see d below) and other observational data. It is then addressed by each group over the following weekly meetings (grade level, PLC, data analysis, as stated above). Again, each PLC specifically dedicates the fourth Tuesday to reviewing monthly data. Instructional

Specialists are expected to lead these sessions with input from lead teachers, coordinators, instructional coaches and the Director of Teaching and Learning.

It is also highly critical to build support and training throughout the calendar to provide all staff members, not just teachers, with the opportunity to analyze and act on student data. On a weekly basis, teachers will review formative assessment data as the master schedule allows teachers with common cohorts of students (or grade level teams) to meet during prep periods. Counselors and classified staff also have specific professional development tracks, with counselors working on data-driven student supports and classified staff focused on student behavior, attendance and the like. Again, these sessions are led by the instructional specialist over each particular area and group (i.e. counselors, etc.). Through blended learning the realm of data analysis is nearly limitless—live-time data availability across an array of indicators. Over the next few months, we will determine an appropriate level of data analysis, frequency and adequate professional development needed for effective use of such data.

In terms of additional LA's Promise supports for the above development structures, LA's Promise will utilize its autonomies to: (1) adequately fund professional development relevant to staff; (2) take advantage of district trainings that support its strategy; and (3) leverage LA's Promise's network to bring additional resources from outside LAUSD.

For example, Teach for America is working with LA's Promise to design a unique teacher training and support program. This program will ensure that cohorts of educators receive clearly aligned support from Teach For America and LA's Promise, integrating technical skill-building, regular coaching and feedback, and leadership development. This program will maximize the effectiveness of Teach For America teachers within LA's Promise, and has the potential to further the professional development of new and seasoned teachers across all LA's Promise school sites. Teach For America coaching and support staff will work closely with the Directors of Teaching and Learning in LA's Promise, as well as LA's Promise's Superintendent. This aligned approach to ongoing training and support will include:

- Significant 1:1 coaching at all Teach For America partners school within LA's Promise
- Support with the design and implementation of innovative Parent Engagement strategies
- Creation and use of rigorous assessments, specifically in the areas of STEM and Special Education
- Data analysis and co-investigation, in conjunction with ongoing cycles of observation and feedback
- Support with planning and leading weekly and monthly professional development sessions
- Consistent, content-specific support through Teach for America's School of Education, aligned to measurable student achievement and growth goals.

Examples of other training elements the program will incorporate include:

- *National Board Certification:* LA's Promise is in the first year of a 3 year grant from the Amgen Corporation which funds a yearly cohort of 20 teachers across all LA's Promise Schools for National Board Certification, including candidate support services (through UCLA or UTLA). The grant also funds a cohort of 20 other teachers (again, yearly) for Take One, a one-year National Board professional development program. This grant opportunity would extend to the faculty of SR ES #10 once it became an LA's Promise school (they would enter in Year 2 of the grant and thus teachers would have 2 opportunities to join an LA's Promise National Board cohort or participate in Take One). Teach For America, for example, looks forward to supporting strong, interested candidates for these excellent National Board professional development opportunities.
- *LA's Promise Online Directory of Services:* LA's Promise will train SR ES #10 faculty in the use of its online directory of services that are available to students, parents and their families. Areas of referral include (1) Mental & Physical Health, (2) Child & Teen Programs, (3) School Help, (4) Family Support Services.
- *7 to 7 Program:* LA's Promise will train SR ES #10 faculty in referring and encouraging students to participate in the 7 to 7 program's academic and enrichment opportunities. Many faculty members, at other LA's Promise schools, already support 7 to 7 as school club sponsors. LA's Promise is considering making use of its staffing autonomy to make this a requirement for faculty.
- *Parent Engagement:* SR ES #10 faculty will actively engage parents in their children's education. LA's Promise will establish a protocol for weekly/daily teacher-parent communications and will train and provide supports to teachers in doing so. For example, blended learning will greatly improve teacher's ability to communicate with parents.
- *STEM:* Instructional coaches will work with faculty to help design and implement a STEM curriculum that is appropriate to grade level (it has yet to be determined if a STEM online and traditional instructional curriculum will be developed or reshaped from an existing model).
- *Blended Learning:* Education Elements and our online content providers will offer technology training to all faculty members in blended learning before school begins. Blended learning professional development will continue throughout the year; for example, continuous improvement in the use of data and analytics, small group instruction, and using blended learning to advance sub-group learning.

As a Per Pupil Funded school, SR ES #10 will work with stakeholders to prioritize professional development in the budget. LA's Promise will work to create adequate funding for this and other critical trainings and, if necessary, provide supplemental philanthropic funds to the school to ensure successful implementation of development plans. Second, as an iDesign school, SR ES #10 staff will have the option of attending previously mandated LAUSD trainings. We will use this autonomy judiciously, balancing the need to integrate with the District with building internal capacity as efficiently as possible. We are excited that this autonomy gives SR ES #10 stakeholders the

flexibility to find the PD opportunities that best meet the specific needs of our students and our program. Third, LA's Promise has a large network of partners and subject matter experts who it regularly relies on to facilitate professional development sessions for teachers. For example, we are able to schedule professors and/or consultants from a large network including USC's Rossier School of Education, Loyola Marymount University (in their relationship with Teach for America), UCLA's Center X and IMPACT program, Education Elements and their array of online content providers and the Los Angeles Small School Center, who specialize in applied learning.

LA's Promise also provides additional supports for each school's administrative team. The LA's Promise Superintendent of Instruction ("Superintendent") works directly with school site administrators (principals and assistant principals/instructional specialists) via weekly 1:1 coaching, monthly leadership development trainings, site visits to other high performing schools, and conference attendance. These are detailed as follows:

- *1:1 Coaching:* On a weekly basis, the Superintendent meets with the principal and other members of the school administrative team to focus on various aspects of the school leadership. Areas of support include the development of observation protocols and staff evaluation procedures. Administrator coaching is differentiated for each administrator based on his/her specific needs as well as the needs of the particular school.
- *Monthly Leadership Development Meetings:* Once a month, the Superintendent convenes the principals of LA's Promise schools, as well as selected members of their staff, for a professional development session. These larger development sessions cover "big picture" topics relevant to all LA's Promise schools, and provide time for school leaders to share successful practices and explore challenges among and between school sites.
- *Site Visits:* Half and full day tours of other high performing schools are facilitated by the Superintendent so that administrators and LA's Promise site staff may view specific instructional practices in action. For example, LA's Promise school leaders visited Mann Middle School in San Diego prior to the 2010-11 school year. They observed classrooms where teachers and students were engaged in rigorous instruction in concert with environmental supports. The staff then met with Mann's leadership team to further understand how the transformation occurred. These visits provide an opportunity to explore what we look to achieve at each LA's Promise school.
- *Conference Attendance:* To familiarize them with the rigorous process and goals related to National Board Certification, the Superintendent accompanied the LA's Promise Principals to the National Board for Professional Teaching Standards conference in Washington, DC during the summer of 2011. At this conference, the principals also worked to build on their own leadership capacity by attending sessions led by nationally renowned educational experts, such as Pedro Noguera and Linda Darling-Hammond. All 3 Principals and the Superintendent attend the conference as an LA's Promise team, with the goal of strengthening their collaborative work together. Other conferences attended by LA's Promise school and leadership teams (including the Superintendent, principals, instructional

specialists and/or the Director of Teaching and Learning) include the McRel Walkthrough Summit and the National Association for Media Literacy Education training.

Management of Multiple Schools

The LA's Promise leadership team will lead professional development across all schools in the LA's Promise portfolio. Strategic planning retreats will occur three times a year with LA's Promise staff and LAUSD school leaders. The first retreat will occur in the summer before the start of the school year. The intent of the first retreat will be to unify all stakeholders under one mission, vision, theory of action, and a set of academic goals in our Promise Neighborhood. Each school team will develop their own strategies on how to achieve these goals and ensure that it is aligned to the Single Plan for Student Achievement and budget development process. LA's Promise will monitor and assess these goals throughout the year and reunite again in a second strategic planning session during fall semester. All team members will reassess the goals and strategies and have some reflective conversations about the data. The entire team will adjust strategies, if necessary, and continue to forge ahead on achieving academic targets. In the spring, all teams will meet once more for a final strategic planning session to evaluate progress before state testing and begin to articulate goals for the following school year.

In addition to strategic planning, LA's Promise will connect teachers with similar professional development needs across school sites to ensure that teachers are sharing and learning best practices. LA's Promise will build in additional sub coverage into the school's budget to allow for release time in order for teachers to visit high performing classrooms at other LA's Promise schools. Additionally, LA's Promise will build in professional development time for teachers in the summer to focus on student transitions. 5th grade teachers at SR ES #10 will meet with 6th grade teachers at John Muir Middle School to discuss individual students, student data and best practices. LA's Promise is committed to building a cohesive professional learning community across all school sites.

c. Teacher Orientation

LA's Promise will utilize its staffing autonomies to recruit teachers that are committed to the schools vision and strategies for learning, predominately defined by the STEM theme and blended learning. LA's Promise will work with LAUSD Human Resources to place teachers that are emerging from a Workforce Investment Board program that provided math and science training to displaced multiple subject-credentialed teachers. LA's Promise is thrilled to be integrating such a specifically trained cohort of students into our STEM and blended learning school environment.

Prior to the start of the school year, all teachers will participate in trainings for STEM themed learning, technology and blended learning (inclusive of small group instruction and online learning). Appropriate elements of the unique LA's Promise teacher training will also be introduced in summer professional development (i.e., parent engagement strategies).

In addition, new teachers will be offered support at SR ES #10 through several programs. First, new teachers will be paired with an experienced Master Teacher or other mentor teacher at SR ES #10, who will help guide them through their first year. Second, all new teachers will be placed in a cohort and supported directly by the school principal/assistant principal, who will regularly plan cohort-specific PD based on the needs of staff, covering topics such as classroom management, differentiated instruction, lesson planning, and school culture and norms. Based on feedback from new teachers as well as their mentors, the principal/AP will ensure that the PD will match the new teachers' needs. LA's Promise will continue to use LAUSD as the BTSA support provider for SR ES #10. LA's Promise's Director of Teaching & Learning will facilitate this process and ensure its implementation and effectiveness.

d. PD Program Evaluation

The effectiveness of our professional development will be gauged utilizing multiple measures. First, participants will complete exit slips after every PD they attend. The exit slips will provide feedback to school management on the overall quality of the PD, including the effectiveness of the presentation and communication style of the presenter(s). Second, school leadership will evaluate the effect of professional development based on their classroom observations. LA's Promise has invested in the McRel Power Walkthrough software for all of its school sites. Using Power Walkthrough, which aggregates data on an external server, LA's Promise and school leadership creates a database of all teacher observations. Data can then be culled around specific areas, such as level of Bloom's Taxonomy, use of technology, checking for understanding, etc., across the school. Power Walkthrough also allows data to be broken up by department or small school in order to fit the particular needs of a PD session. As information is gathered and analyzed, the previously agreed upon PD can be customized to also fit the observed needs of the faculty. Based on this data, school leadership can then decide whether or not to re-evaluate the instructional supports in place to create strategies that more directly assist individual teachers.

B-3: Assessments and School-wide Data

a. Student Assessment Plan

High performing schools have robust systems for regularly assessing the progress of individual students and for tailoring instruction to suit their needs. The SR ES #10 leadership team will support the faculty in using student data to identify areas of broad, common needs, as well as each student's specific strengths and weaknesses. Student academic progress will be monitored through a variety of formative, interim, and summative assessments. These written and online assessments will both measure student mastery of standards and use of higher order thinking skills. The results of these assessments will be used to tailor instruction, intervention, and enrichment, as well as to improve the instructional program and target areas for professional development. LA's Promise will use flexible data systems (MyData, CORE K12, and DataDirector) to monitor the students' progress.

In addition to the California mandated assessments, SR ES #10 will use LAUSD's newly improved and comprehensive periodic assessments. Additionally, SR ES #10 faculty will use iDesign autonomy to supplement California and LAUSD assessments with other assessment tools, as they feel best fits the needs of their students. These formative assessments, which teacher teams will build in DataDirector, will improve instruction. DataDirector is a comprehensive student information and assessment system that all LA's Promise schools use. LA's Promise will ensure these assessments are sound and effective.

Teachers will use Core K12 and DataDirector to design weekly and quarterly formative assessments that will align to CST learning goals. LA's Promise will organize professional development schedules to support increased time reviewing data in both PLE and department teams. Common and frequent review of student data will enable more accurate intervention and supports (see section B-1a regarding LA's Promise's approach to intervention and tiered support structure).

Our primary goal is to prepare students to be successful in middle school and high school so they can matriculate to and be successful in college. In order to achieve this, we will ensure that students are meeting grade level proficiency benchmarks; and if they are not, we will utilize effective data to place students in the appropriate interventions. SR ES #10 will use the following assessments to monitor and provide tailored services to our students:

LA's Promise will require autonomy in assessments in order to offer an array of online and offline assessments. We do intend to use LAUSD periodic assessments in addition to a few others. In the coming months, LA's Promise will work with LAUSD to determine the availability online district assessments and the integration with additional on- and off-line assessments. The assessments that we will be likely choosing from and ultimately layering include:

Assessment	Type	Grade Levels	Timing	Rationale
Literacy Periodic Assessments	Formative	2-5	December, March, and June (according to the LAUSD assessment schedule)	Teachers will use these district assessments to determine their students' grasp of previously taught material, to determine which standards need to be reviewed, and to assign students to specific interventions.
Literacy Constructed Responses	Formative	K-1	March and June (according to the LAUSD assessment schedule)	Teachers will use these district assessments to determine their students' grasp of previously taught material, to determine which standards need to be reviewed, and to assign students to specific interventions.
DIBELS & DRA	Formative	K-3	October, February, and June (according to the LAUSD assessment schedule)	Teachers will use these DIBELS and DRA assessments to determine their students' reading fluency progress, and to determine both classroom groupings and individual student needs and to assign students to interventions.
Mathematics Periodic Assessments	Formative	K-5	November, February, and April (according to the LAUSD assessment schedule)	Teachers will use these district assessments to determine their students' grasp of previously taught material, to determine which standards need to be reviewed, and to assign students to specific interventions.
Science Periodic Assessments	Formative	4-5	November, March, and June (according to the LAUSD assessment schedule)	Teachers will use these district assessments to determine their students' grasp of previously taught material, to determine which standards need to be reviewed, and to assign students to specific interventions.
Blended Learning Interim Assessments	Formative	All	Weekly/ Monthly	Blended learning will foster ongoing data reports that allow teachers to independently and in teams assess student proficiency by standard. Data Dashboards also recommend grouping of students for the rotation model. The results will be analyzed in PLCs so teachers can design interventions. Many of the blended learning assessments allow for teacher selection from a pool of topics.
MAZE	Diagnostic	5	April	This assessment will be used to identify students in need of intervention and to provide for proper program placement in grades 5/6.
NWA MAP	Formative	K-5	4 times a year	Online, adaptive assessment that measures student growth in ELA and Math. Aligned to state standards and nationally normed.
Math Diagnostic	Diagnostic	5	April	This assessment will be used to identify students in need of intervention and to provide for proper program placement in grades 5/6.

California Standards Test	Summative	All	Annually	CST scores will assist teachers in evaluating the effectiveness of the instructional program, and planning for the following year. This data also provides detailed information about student achievement, which teachers will use to plan for incoming students.
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At the beginning of May 2012, LA's Promise's leadership will begin meeting with teachers to develop the assessment plan. During May and June, teachers and staff in grade level groups will meet to review diagnostic tools, begin developing formative assessment plans for content areas, and create work plans for the summer data analysis and lesson planning sessions. The plans will include biweekly and quarterly formative student assessments across all core areas. Time will be built into the master schedule to allow teachers common planning time, peer to peer teacher reflection, and opportunities to modify their instructional strategies based on their checking for understanding of student learning.

b. Graduation Requirements

Graduation requirements for SR ES #10 students will be directly tied to our main learning goals and outcomes. Students not meeting the graduation requirements may still culminate from SR ES #10 based on minimum culmination requirements that LA's Promise will work with stakeholders to create. Until the new minimum culmination requirements for SR ES #10 are completed, LAUSD's standards based promotion policy will remain in effect.

Learning Outcomes	Measures	Graduation Requirements
Critical Thinking/Analysis	Integrated project scores, core class grades	Integrated project score of 3 or better (out of 5) C or better in all core subjects
Oral and Written Communication	Integrated project written component and oral presentation score, core class grades, reading/writing post-tests	Integrated project score of 3 or better (out of 5) C or better in all core subjects Movement of two grade levels on reading and writing assessments
Problem Solving	Math class grade, algebra readiness diagnostic	C or better in math Algebra-ready (5th grade only)
Collaboration	Integrated project collaborative work score	Integrated project score of a 3 or better No more than 4 Us in Work Habits and Participation
Cross-Cultural Literacy	Integrated project oral presentation, reading, and writing scores,	Integrated Project oral, reading, and writing presentation score of a 3 or better C or better in ELA and history
New Media/Technical Fluency	Integrated project use of tech. score,	Integrated Project use of tech. score of 3 or better

c. Data Collection and Monitoring

LA's Promise will utilize its autonomies in assessment to introduce a data collection and assessment system that is linked to the blended learning program at SR ES #10. This blended version of learning

will feature an advanced data collection system that is synthesized into a user-friendly data dashboard for student, faculty and school leader use. This system can be accessed 24 hours a day, and provides real-time data as it is constantly updating itself based on student performance during online learning and teacher entry. In addition, it synthesizes information across subject areas, online content providers, student data, formative and summative assessment results (frequency to be determined locally), by student, by classroom, and across the school. The data dashboards and Brainhoney are part of an adaptive online teaching and learning model that guides all students to mastery. It serves as single points of data display that can be adapted for school preference. We will work with LAUSD to ensure that it's contents and results align to MyData and other data systems. In addition, SR ES #10 administrators will review the data with faculty members during professional development sessions to develop relevant, data-driven interventions. Additionally, all SR ES #10 teachers and staff will be trained on MyData, CORE K12, and DataDirector so they can access the reports they need to make additional instructional decisions. In subjects that are non-blended learning, we will use LAUSD periodic assessments.

A cycle of data analysis that informs programs and practice is inherent in LA's Promise's culture and operations. Formative assessments are critical in informing programmatic and instructional decisions. By being able to assess student progress at multiple periods within the quarter, teachers will be able to adjust instruction based on comprehension levels, and school administrators will be able to design professional development and systems of support for teachers based on the needs identified in the data. Additionally, we will be able to identify and intervene with high need and "at-risk" students earlier.

Category Two: School Culture, Climate, and Infrastructure

B-4 School Culture and Climate

a. Description of School Culture

SR ES #10 will have a culture that has the highest expectations for all students' and teachers' success. It will engage students and activate their love for learning through the applied STEM and blended learning opportunities. It will welcome parents and expect and support them to be actively engaged in their children's academic excellence. In order for students to excel academically, SR ES #10 must provide a safe and disciplined environment, including a school uniform policy. High performing schools have excellent school-wide discipline characterized by a shared sense of responsibility for all students. SR ES #10 will have common expectations in and out of classrooms for all students and staff. The school will be clean, organized and provide structured classrooms with high expectations. Behavioral respect for people, property, and self will be the norm¹³ and emphasized in every classroom. Borman and Rachuba identified "strong and supportive" relationships among students and staff as a key trait in high performing schools, which is why these type of relationships will be the focus in every classroom.¹⁴ Students will be on-task, well behaved, disciplined and a love of learning will be evident school-wide. Many high performing schools adopt uniforms and strict codes of conduct¹⁵ to set these norms and expectations. LA's Promise will institute a uniform policy at SR ES #10.

SR ES #10 will be the center of community activity, offering extended learning and hours of operation for students, families and community members to benefit from health, fitness, art, music, and academic opportunities that are strategically linked to the school day, the community, and every child's overall well being.

A transformed school culture is a fundamental component of LA's Promise's instructional model. Drawing upon its successes and lessons learned from West Adams Prep, Manual Arts High School and John Muir Middle School, LA's Promise's instructional program would showcase a school culture and climate that is 100% focused on holistic student success. In a vision of what's possible for SR ES #10, and not unlike what is currently taking place at John Muir, Manual Arts and West Adams Prep, the following vignette describes what a visitor would note on a walk through campus. S/he would...

...first notice a clean campus with "curb appeal." Upon entering the school, (s)he will be greeted warmly by City Year and parent volunteers as well as front office staff as (s)he is

¹³ Kannapel, P.J., & Clements, S.K. (February 2005). Inside the black box of high performing high-poverty schools. Lexington, KY: The Prichard Committee for Academic Excellence.

¹⁴ Borman, G.D., & Rachuba, L.T. (February 2001). Academic success among poor and minority students: An Analysis of competing models of school effects. Report No. 52. Center for Research on the Education of Students Placed at Risk (CRESPAR). Baltimore, MD: Johns Hopkins University.

¹⁵ Jesse, D., Davis, A., & Pokorny, N. (2004). High-achieving middle schools for Latino students in poverty. Journal of education for students placed at risk.

signed in as a visitor. In the hallways, big bold signage provides evidence of the school's STEM vision and mission, as well as posters celebrating individual students who have shown the most academic growth. Posters with school-wide academic data tell the visitor that the staff of the school is data-driven and committed to explicit academic outcomes. During class time, the hallways are quiet and devoid of all but an occasional student walking to the restroom with a hall pass. It is clear that the campus is safe, orderly and conducive to student learning. As the visitor observes several classrooms, (s)he sees rigorous, standards-based instruction taking place, with every student actively engaged in blended learning environments and in STEM study. Every classroom is named after a historically significant figure in the fields of Space, Science, Math, Engineering and Technology. Classrooms also feature signage from premier colleges and universities with strong Math, Science, Medicine reputations along with impressive displays of student work. During professional development time, teachers are observed collaborating on lesson plans and cross-curricular projects as well as discussing strategies and resources to support struggling students' learning based on data analysis. After school, students participate in a myriad of activities; from open hour homework assistance guided by City Year volunteers and teachers, to chess to robotics to soccer to sci-fi art classes, to Girl Scouts in STEM, to video production and more. The teachers' day clearly doesn't end at the dismissal bell, as groups of teachers are meeting by grade level to review the results of a formative assessment. Finally, the visit ends with a trip to the Parent Center, where the principal and an LA's Promise staff member are leading a workshop with 30 parents on how to sign on to the school's website to check for homework assignments, student grades and projects.

b. Student Support and Success:

To measure student success at our secondary schools, LA's Promise studies progress in three primary areas: School Retention, College-Readiness and College Matriculation. To ensure that our students are staying in school, LA's Promise studies retention closely. Retention is measured by many factors, including drop out, daily attendance rate, "high" attendance rate (i.e., the number of students who attend school 96% of the time or more) and school safety.

In order for students to come and stay in school, LA's Promise believes that a holistic, data-driven and personal system of interventions must be in place so that each student's individual needs are met and no student "falls through the cracks."

Downward mapping these outcomes and extrapolating from research, there are several elementary school indicators that will determine student's long-term progression to graduating college and career ready. These indicators are: (1) student attendance, (2) number of suspensions and expulsions, and (3) student achievement.

To promote greater attendance, students and families must be safe in their travels to and from school and home. LA's Promise will leverage its work with Manual Arts' safe passage collaborative and

local law enforcement agencies to ensure students are safe coming to and returning home from SR ES #10. LA's Promise schools will establish a culture of respect to dissuade bullying and harassment on the campus that often contributes to unnecessary student absences. Such respect is established as part of the culture and behavior expectations and will be reinforced through partnerships with organizations like Brotherhood Crusade that offers anti-bullying school programs. High attendance is also promoted by fostering a sense of belonging and personalization. Adults (both faculty and volunteers) will know and refer to students by their name and make personal connections with them. We expect that teachers will sponsor student clubs during lunch or after school or tutor to further build meaningful connections with students and to engage them in school and ample leadership opportunities. For example, we will establish a student government for each grade level. We will engage in considerable marketing, outreach and recruitment for student participation in 7 to 7 offerings. This academic year along, more than 5,000 students out of 8,000 total attending our three schools, have participated in a 7 to 7 program. Offering health screenings, free dental exams, vision screenings and glasses and mental health through our numerous health partnerships will also decrease student absences due to health reasons. Similar strategies at our existing schools have resulted in significant improvements in student attendance.

The addition of the STEM and blended learning components will also increase student attendance, as students are engaged and excited in learning and school.

LA's Promise has implemented a positive discipline policy across all of its campuses. This involves training for the faculty on positive student discipline and classroom management. In addition, two-out-of-three schools have eliminated the "Dean of Discipline" position to encourage teachers to keep students in their class and positively manage behavior. LA's Promise helped enforce this policy because we know that high levels of suspension and expulsion result in diminished learning time and forge the path to students dropping out. These strategies have resulted in a significant decrease in the number of suspensions at West Adams, Muir and Manual Arts.

Finally, research tells us that 3rd grade literacy and 4th grade math proficiency are giant indicators of long term student success. LA's Promise's entire instructional program is designed to ensure that students are not only proficient but advanced, eliminating the achievement gap that has for too long marginalized Special Ed, Latino, African American and English Learner students to inferior education opportunities and outcomes. The infusion of STEM as a learning theme is to set the highest bar of expectations for student learning as well as to provide engaging and relevant learning opportunities for students. In addition, blended learning will foster the grouping of students by learning levels within the class and online so that teachers effectively differentiate their instruction and all students progress during individual and group online learning. Lastly, we know that the real key to improving student achievement in a meaningful way to offer every student high quality teaching in every classroom, every year. Our Superintendent and instructional team work in tandem with the principals of schools to ensure that this happens, through McRel based observations, feedbacks and modeling, to establishing goals with customized professional development plans to

support each teacher's growth, and to using data to inform teaching and learning. ES #10 will also participate in the District's teaching effectiveness pilot, as do the other three LA's Promise schools.

c. Social and Emotional Needs:

A centerpiece of the LA's Promise's plan for SR ES #10 is the creation of a holistic, data-driven system of supports that meet the social and emotional needs of students. LA's Promise will incorporate the methodology of the Response to Instruction and Intervention (RTI²) model, which consists of the following structure:

- *Tier I.* The first tier system of support is school-wide screening. In this first tier of support, all students are provided with rigorous and standards-based curriculum with a wide variety of instructional strategies to meet all learning modalities. Teachers personalize and scaffold their lesson planning and begin to make connections with students. In this initial tier, teachers begin to identify and monitor students who are not producing learning outcomes based on grade level expectations and daily assessments.
- *Tier II.* The second tier is "data-driven counseling." In this structure, LAP staff members, counselors and teachers meet on a bi-weekly basis to review student data, including grades, attendance, and discipline data. Utilizing LAUSD's RTI framework and reports already existing in MyData, LAP staff, counselors and teachers proactively identify specific students needing additional attention. Teachers, together with counselors, then make decisions on how to best support students. Whether that means scheduling an ad-hoc parent conference or assembling a special team (Student Success Team) focused on creating a unique "success plan" for a specific child, counselors will have the opportunity to focus more accurately on a student's holistic development. LA's Promise will facilitate the implementation of data-driven counseling and provide after-school tutoring resources for students and families via their 7 to 7 program.
- *Tier III.* Finally, for student needs that go beyond what the school itself can offer, external partners will provide intensive student support. LA's Promise has built a network of more than 60 specially screened and managed partners that serve LA's Promise students and their families. Additionally, LA's Promise has developed an online referral system¹⁶ that greatly improves access to services. LA's Promise will work with counselors and school administration to appropriately integrate these partner services into the school's systems of supports. LA's Promise will also train parents to use this online directory to access various family support services.

The key to making this system of interventions work on a day-to-day basis is a data-driven methodology. LA's Promise is developing a set of protocols built around LAUSD's MyData system

¹⁶ See the online directory at www.laspromise.org

to highlight and identify students based on regularly captured data (attendance, truancies, grades, etc). For more information about LA's Promise's tiered system for interventions, please see section B – Instructional Program.

d. College and Career Readiness:

LA's Promise will implement its Go For College Program to ensure that every SR ES #10 student is exposed to college and career pathways and ready to succeed with any path he or she chooses.

LA's Promise's Go For College (GFC) program has already been successful at Manual Arts, West Adams Prep and John Muir Middle School. This annual program educates students on their postsecondary options and creates a college-going culture on each campus. GFC is a strategic effort across an entire school year to promote maximum student and family awareness of post-secondary opportunities, exposure to colleges and universities nationwide, and access to extensive support services for completing college applications, financial aid and more. Through GFC, each year, hundreds of LA's Promise students visit local and out-of-state colleges. In fact, college visits are a mandatory part of 9th grade advisory in LA's Promise's high schools. Upon managing John Muir Middle School, we immediately developed a middle school version of Go For College. We are eager to appropriately extend Go For College to SR ES #10. Some features of the elementary Go For College initiative include:

- The college conversation will begin with kindergarteners and their parents. All students will know what college is and will know what year they would graduate from a four-year college or university.
- Third and fifth graders will visit local colleges.
- Fifth graders will complete a “mock” college application.
- The college going culture will further be developed through college and university signage throughout the schools.
- One day a week, students will set aside their uniforms to wear college gear, faculty too. This has become known on our other campuses as “College Fridays” or “College Thursdays”.
- Classrooms will be named after colleges and universities.
- LAP staff will coordinate college speakers and rallies that talk about college.
- We will work with parents to talk about college and how to plan and save for it.
- Elementary students will visit Manual Arts when it has its college fair with more than 30 representatives of prestigious universities.

e. School/Calendar/Schedule:

SR ES #10 will follow LAUSD's single-track instructional calendar. The school will offer instruction for 180 days each year for students. Some families may have children in more than one school, and the principal along with LA's Promise staff will work with the building committee to ensure calendars are customer-oriented and family-friendly. Daily flexible scheduling will enable teachers to work collaboratively to develop interdisciplinary learning experiences for students.

Teachers will work with their teams on a daily and weekly basis through their Personalized Learning Communities. Teacher loads are designed to balance teacher choice and creativity (e.g. clubs, enrichment, thematic units, etc.) with accountability for student outcomes (e.g. progress monitoring, collaboration to share best practices, etc.)

LA's Promise will use scheduling autonomies to lengthen the school day by 30 minutes to begin at 8:00 am and end at 3:30 pm every day of the week except for Tuesday (Tuesday is a short day to allow for weekly professional development). We will also be lengthening the school day at Muir Middle School and Manual Arts to accommodate the addition of Breakfast in the Classroom and to provide 2,750 additional minutes (45 hours) for instruction to accelerate student learning. LA's Promise will integrate their 7 to 7 program before school and after school every day of the week to ensure that students have opportunities for extended learning and enrichment in different activities. LA's Promise will work with community partners and providers to establish more afterschool options for students.

LA's Promise will also use its scheduling autonomies to develop Mock Classes at SR ES #10. Mock Classes are a way to continue rigorous instruction after testing while allowing administrators and teachers to run a trial of the school's master schedule/class building for the following year. In addition, this technique permits the time and flexibility to address any challenges and/or obstacles that may hinder effective instruction to begin on the first day of school. Finally, it decreases the anxiety of students and staff felt on the first day of school while making it a seamless transition from one school year to the next. Why are mock classes so effective?

Students/Families	Teachers	Administrators
<i>It offers the opportunity to...</i> <ul style="list-style-type: none"> • Begin parent – teacher partnership • Get to know their new teacher • Get acquainted with new classmates 	<i>It offers the opportunity to...</i> <ul style="list-style-type: none"> • Collect and analyze student data in depth • Assess new students • Collaborate with students' former teachers • Form strategic groupings • Plan effectively over the summer with students in mind • Begin conversations and action plans for at risk students • Build a sense of community with students • Reenergize and create excitement for the coming year 	<i>It offers the opportunity to...</i> <ul style="list-style-type: none"> • Ensure all classes are balanced • Lessen the amount of changes made in the beginning of the school year • Eliminates the myth of high mobility rates • Increase teacher retention • Identify possible supports for teachers based on new class make-up • Continue the sense of urgency to meet mandated state goals

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Mock Classes offer a total of 10 hours total of contact time with students during a two-week span. During Mock Classes the entire school reconfigures reflecting new classes, as they will be assigned in the coming school year. Professional development must be embedded prior to the commencement of Mock Classes to support the work.

f. Policies

Student Retention Policy

LA's Promise continuously strives to promote high educational standards and to advance the academic achievement of its students. In order to ensure all SR ES #10 students are on track and prepared for success in the next grade level and beyond, LA's Promise will follow LAUSD's policies for promotion and retention standards. LAUSD has a standards-based promotion policy in accordance with Education Code Section 48070.5(1)(d). Students must demonstrate they have achieved their grade level standards before being promoted to the next grade.

CRITERIA – RETENTION GUIDE

English Language Arts (for <i>EO, IFEP, RFEP, and ELD 5</i>)	<ul style="list-style-type: none"> • Grades 1–5: Progress Report score for reading of “1” for all three reporting periods • Grade 1: Fluency Assessment (SOAR or DIBELS) with a score below the 25th percentile given within the final 60 days of the school year • Grades 3–5: A score of <i>BB</i> or <i>FBB</i> on the English Language Arts CST from the previous year
Mathematics (for <i>EO, IFEP, RFEP, and ELD 5</i>)	<ul style="list-style-type: none"> • Grade 1: Students should not be retained based on any mathematics scores • Grades 2–5: Progress Report score for mathematics of “1” for all three reporting periods • Grades 3–5: A score of <i>BB</i> or <i>FBB</i> on the Mathematics CST from the previous year

English Language Development <i>(for ELD 1–4)</i>	<ul style="list-style-type: none"> • Grades 1–5: Student remains at same ELD level for two or more years based on the overall score of the annual CELDT • Grades 1–5: Progress Report score of “1” in all four sections ELD Reading, ELD Writing, ELD Listening and ELD Speaking for all three reporting periods
Kindergarten Only	<ul style="list-style-type: none"> • Kindergarten students will not be retained

LA’s Promise utilizes a Response to Intervention model and diligently strives to identify and address the needs of at-risk students early in the school year to avoid retention. All students at risk will have had their needs and solutions addressed in the Student Success Team or COST Team, and had appropriate conferences conducted with the parent/guardian throughout the year. Retention of a student will be a collaborative decision made to include the parent or guardian. When a student is at risk of not meeting grade level standards for promotion, parents are notified of academic concerns during teacher conferences, progress reports, and official school correspondence. All written notification must be signed by the parent and returned to the school. Ultimately, the site administrators conduct individual meetings with the parents of each retention candidate to discuss the decision and to seek parental support.

A parent may appeal the decision to retain his or her child with the school principal during the first month of school. The principal and teacher will meet with the parent to resolve the matter. If the parent does not agree with the principal's decision, then the parent may appeal to the Superintendent of LA’s Promise. A meeting will be held to discuss the appeal and all evidence will be reviewed. The final decision will be mailed to the parent.

The school’s standards-based retention and promotion policy will also apply to culmination from SR ES #10. LA’s Promise’s top priority is ensuring that SR ES #10 students have the skills needed to successfully transition to middle school and ultimately, high school, college and beyond.

Student Behavior Policy

LA’s Promise believes that the most effective discipline systems use proactive strategies designed to prevent discipline problems. SR ES #10 will implement the district’s Discipline Foundation Policy: School wide Positive Behavior Support, to establish a preventative system geared towards establishing a positive school climate. The Policy and Plan are attached in the Appendix.

The student behavior policy will involve multiple parties, including school staff, teachers, parents, and students and will be included in the student handbook. School staff will review the discipline policy with students and parents prior to enrollment in SR ES #10. The discipline policy will include

the students' rights and responsibilities and the school's suspension and expulsion policies. The policy will be adapted as needed in regard to the discipline of a student with special needs, as determined by the provisions of the IDEIA.

Before consequences are given, SR ES #10 will first support students in learning the skills necessary to enhance a positive school climate and avoid negative behavior. In the event of misconduct, there will be appropriate use of consequences. Any student who engages in repeated violations of the school's behavioral expectations will be required to attend a meeting with the school's staff and the student's parent or guardian. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations, which may include, but are not limited to, suspension and/or expulsion. Ongoing monitoring shall be used to ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner¹⁷.

In the case of a student who has an IEP, or a student who has a 504 Plan, the school will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEIA and Section 504 of the Rehabilitation Plan of 1973. Prior to recommending expulsion for a student with a 504 Plan, the school administrator will convene a Link Determination meeting to ask the following two questions: (1) Was the misconduct caused by, or directly and substantially related to the student's disability? (2) Was the misconduct a direct result of the school's failure to implement the 504 Plan? Outcome data will be maintained including: suspensions, expulsions and expulsion placements, reinstatements, and out of district expellees.

Character Counts

LA's Promise will implement a Character Counts program to emphasize student empowered and self-moderated behavior and self-discipline. This will occur across all grade levels and will incorporate recognition at student assemblies.

¹⁷ Los Angeles Unified School District Policy Bulletin. Title: Discipline Foundation Policy: School-Wide Positive Behavior Support. Bulletin 3638.0. Issued March 27, 2007.

B-5. Parent and Community Engagement

a. Background:

LA's Promise's mission is to build a family of schools that prepares every student to be college-ready, healthy and successful in life. LA's Promise is applying for SR ES #10 through Public School Choice because it is located within our current Promise Neighborhood. SR ES #10 students feed into John Muir Middle School and eventually, Manual Arts High School. Both John Muir Middle School and Manual Arts High School are currently under the management of LA's Promise per the MOU with the Los Angeles Unified School District. LA's Promise strongly believes that in order for students to graduate college-ready, they must first be middle-school and high-school ready. LA's Promise's ability to successfully prepare students for college and a successful life is greatly amplified if we are able to work with students much earlier in their educational career.

Additionally, LA's Promise is applying to operate SR ES #10 because of the school community's vast needs for improved social, health and educational outcomes. The following statistics demonstrate the educational, health and social needs of the SR ES #10 school community.

Social and Health Needs

- Median household income is \$29,904
- 24.6% of adults have been diagnosed with diabetes or are considered pre-diabetic
- 53.6% of adults 25 or older have not completed high school
- 26.7% of families are headed by a single parent
- 41% of students at relief schools are overweight or obese

Academic Needs

- Only 35% and 53% of students are proficient or advanced in ELA and math, respectively
- Only 5% and 15% of Special Education students are proficient or advanced in ELA and math, respectively
- Only 12% of English Learners reclassified in 2010-2011
- The 3 schools that will be relieved by SR ES #10 are all in Program Improvement Year 5
- 39% of relief school parents have visited their school's parent center
- 74% of students at relief schools report that bullying is a problem at their schools
- 56% of students at relief schools feel that their campus is clean

The community of SR ES #10 is one with which LA's Promise is very familiar. Currently, LA's Promise operates Manual Arts High School, which is just half a mile from SR ES #10 and John Muir Middle School, which is just over a mile from SR ES #10. LA's Promise has been serving this neighborhood in South Los Angeles since it launched a program with 60 students at Manual Arts High School in 2003. Since then, LA's Promise has grown to become an operator of 3 schools,

serving 8000 students and their families in an 8.2-mile enrollment zone. Throughout the last seven years, LA's Promise has deepened its connection to this community, making each school a hub of wraparound services to support the whole child and family. LA's Promise has extensive experience and a track record in improving schools with similar needs as SR ES #10.

Although the SR ES #10 school community has vast needs, it is a vibrant, diverse community that celebrates many successes. The SR ES #10 neighborhood has a rich history of community activism and strong community resources such as the Los Angeles Metropolitan church, the Los Angeles City Expo Center, the Southern California Library and the University of Southern California. Additionally, SR ES #10 is a much needed, new school in the community that will provide thousands of students with a first-class education. LA's Promise will continue to support community leadership and further develop the resources at the school to improve student and community outcomes.

b. Strategies:

LA's Promise was born in South Los Angeles. LA's Promise founders served Manual Arts High School and the surrounding community for more than 15 years through teacher support and college access programs. Additionally, LA's Promise currently operates Manual Arts High School, West Adams Preparatory High School and John Muir MS, three schools with similar demographics and needs as SR ES #10. LA's Promise and its staff have a long history of serving this South Los Angeles community.

LA's Promise believes that parents, families, guardians and other school stakeholders are key partners in achieving a school's vision and in supporting their child's academic success. LA's Promise has already done extensive outreach to parents and community members in the SR ES #10 school community. LA's Promise conducted focus groups with parents from SR ES #10 to better understand their needs and vision for this new school. At these focus groups, LA's Promise also shared their vision and their plan to ensure that students at this school receive the highest quality education. LA's Promise will continue cultivating relationships with stakeholders, ensuring that parents and caretakers play an active role in the success of SR ES #10.

Given the importance parent engagement will play in the success of SR ES #10, LA's Promise will hire an "Associate Director of Parent and Community Engagement" who will work full-time at the school. This position, which is 100% funded by LA's Promise, will work closely with the SR ES #10 parent liaison, community representatives and parent volunteers. To ensure that parents and guardians are engaged in the academic achievement of their children and have the resources necessary to address barriers, LA's Promise will implement three key engagement activities:

- *Ongoing Parent Support Courses:* Through key partnerships, LA's Promise empowers parents through ongoing support and education courses. For example, the Mexican American Legal Defense Education Fund provides bilingual parent leadership workshops that focus on preparing their child for college. Get Fit Go offers yoga courses, and Community Services Unlimited provides a healthy cooking class. Additionally, parents are offered courses to increase their

knowledge of student testing, education rights and financial literacy. We anticipate providing parents training in the blended learning education model so that they understand its benefits in advancing student achievement and learn how to access the single sign-in site to monitor their children's progress in school and homework assignments. SR ES #10 will provide before, during and afterschool hour opportunities for parent computer use to facilitate their engagement in their child's academic achievement. We will also train parents on how to log-on when off site. LA's Promise is in the process of packaging some of this training into a Parent University, which will launch Summer 2012. We and our partners will provide a monthly set of Saturday courses and 7 to 7 opportunities for parents to complete a specified sequence of classes so they graduate from Parent U equipped to best support their children's academic success. Parent U courses will range in diversity of subjects (parenting, college going, homework assistance, blended learning, health and wellness, healthy cooking, etc). In September 2012, LA's Promise will survey SR ES #10 parents to identify the areas of greatest interest and leverage its existing partnerships to provide valuable opportunities to SR ES #10 parents.

- *Volunteer and Leadership Opportunities:* Parents at LA's Promise schools are key partners in the school's daily operations. Parents support our schools by chaperoning field trips, providing clerical support, leading a school valet service, assisting with uniform sales, providing support during testing and supervising safety. For example, Manual Arts parent volunteers were critical in the success of the school's new uniform policy. Parents organized and developed a volunteer group called the "Parent Patrol." Parents who completed extensive training received walkie-talkies, a safety team uniform and assisted with supervision.
- *Consistent and Ongoing Parent Communication:* LA's Promise works closely with faculty members and administrators to develop a system for consistent and ongoing parent communication. LA's Promise mandates that teachers communicate with parents on a regular basis, using various tools such as Connect-Ed messages, personal phone calls, mailings, emails and one-on-one conferences. Special attention and more frequent communications will occur for students who are high risk. Additionally, to ensure that parents and community members are informed about the school's challenges, successes and overall progress, LA's Promise and school administrators will hold monthly "town hall" meetings and Coffee with the Principal, with parents and community members.
- *Vibrant Parent Center.* Central to our Parent Engagement strategies is a vibrant and active Parent Center on each campus as is evident at each of the other three schools we currently operate. The Parent Center becomes the hub of parent activities, trainings, communications, resources, and networking. We are excited to be integrating LAUSD's new Parent and Family initiative within our Parent Centers and look to strengthen our parent centers moving forward as we focus on supporting parents as essential partners in the academic success of their children and the school.

c. Key Community Partnerships:

LA's Promise believes that an effective education means paying attention to the full spectrum of a child's development. Schools in the LA's Promise family serve as the hub of wraparound services to

support the holistic needs of every child. Close to 60 specially screened partners, providing over 200 services, work together to address the comprehensive needs of the school community.

- | | |
|--|--|
| 1. 826LA | 35. Operational Hope |
| 2. A Place Called Home | 36. Our House |
| 3. American Heart Association | 37. Parent Institute for Quality Education |
| 4. American Red Cross of Greater LA | 38. Peace Over Violence |
| 5. The Amgen-Bruce Wallace Biotech Program | 39. Peer Health Exchange |
| 6. Asian Pacific American Legal Center | 40. Reach LA |
| 7. Archdiocesan Youth Employment Services | 41. Root Down LA |
| 8. Bresee Foundation | 42. Ryman Arts |
| 9. Brotherhood Crusade | 43. Sound Body Sound Mind |
| 10. California Conference for Equality and Justice | 44. South Central Scholars |
| 11. Children's Bureau | 45. St. John's Well Child & Family Center |
| 12. City Year | 46. Street Poets |
| 13. Community Coalition | 47. Teach for America |
| 14. Community Services Unlimited, Inc. | 48. Team Heal |
| 15. Education Elements | 49. UCLA EAOP |
| 16. Facing History | 50. USC Community Computing Center |
| 17. First Robotics | 51. USC Jazz Reach |
| 18. FOX Journey to Excellence | 52. USC Joint Education Project |
| 19. Fulfillment Fund | 53. USC Math & Sciences Upward Bound |
| 20. Get Fit Go Play | 54. USC Med Core |
| 21. Great Minds in STEM | 55. USC Mesa |
| 22. Girls Scouts STEM | 56. USC NAI |
| 23. Infrastructure Academy | 57. USC Street Law |
| 24. Invent for Life | 58. USC Talent Search |
| 25. Jamie Oliver Food Foundation | 59. USC Theater Resource Network |
| 26. Koreatown Youth and Community Center | 60. USC Trio |
| 27. LAUSD Breakfast in the Classroom | 61. USC Upward Bound |
| 28. LA Community College Upward Bound | 62. West Adams Adult School |
| 29. Los Angeles Child Guidance Clinic | 63. Woodcraft Rangers |
| 30. Manual Arts High School Adult School | 64. youTHink |
| 31. Mexican American Legal Defense Ed Fund | 65. Youth Orchestra Los Angeles |
| 32. National Health Foundation | |
| 33. Network for Teaching Entrepreneurship | |
| 34. One Voice | |

To ensure that students and families are aware of and able to access valuable resources, LA's Promise has developed a bilingual, easy-to-use online directory – the LA's Promise Online Directory. The LA's Promise Online Directory is a web-based portal of services that connects students and families in LA's Promise Neighborhood to all resources including tutoring, health screenings, legal services and employment support. The online directory also features a universal referral system that enables LA's Promise Neighborhood residents to easily connect to service

providers partnering with LA's Promise. (The LA's Promise Online Directory can be accessed at: www.laspromisedirectory.org).

LA's Promise will work with community stakeholders to assess student needs and identify gaps in services. LA's Promise will leverage its existing community partnerships and bring in additional resources to support student and family needs.

In August 2012, LA's Promise will expand its signature after-school program (7 to 7) to SR ES #10. LA's Promise will open the school from 7:00 am to 7:00pm and beyond, utilizing the services of key partners and structuring these services into special classes and programs for students. Through partnerships with dozens of community-based organizations, LA's Promise will provide courses such as dance, video production, healthy cooking, art, LAUSD Breakfast in the Classroom, chess, robotics, Girl Scouts STEM, soccer, baseball, and fitness to SR ES #10 students. LA's Promise will attract partners that feature additional STEM themed enrichment opportunities or modify existing programming to utilize STEM. LA's Promise will also work with the school site teams to include before and after school tutoring and homework assistance for its students that is guided by teachers, City Year and supported by Beyond the Bell. Such opportunities include extending the hours of computer labs for student and parent use.

Additionally, LA's Promise believes that health is critical in ensuring that students come to school every day, ready to learn. Through its Health and Wellness program, students and parents are empowered to evaluate their current habits and make informed choices through a holistic approach. LA's Promise has a key partnership with St. Johns' Well Child and Family Center that offers comprehensive health services, including mental health counseling, dental services, and physical health screenings. Through the St. Johns mobile health clinic, SR ES #10 students will receive free health screenings and services, regardless of their documentation and ability to pay. Additionally, LA's Promise has a partnership with the UCLA Mobile Eye Clinic. Through this partnership, a staff of ophthalmologists, ophthalmology residents and technicians will provide SR ES #10 students with free eye examinations and free prescription eye glasses. LA's Promise also has key partnerships with the Jamie Oliver Food Foundation and the American Heart Association on key initiatives including healthy cooking classes, community kitchens and teaching gardens.

LA's Promise will also partner with local Early Child Care providers to ensure that families in our Promise Neighborhood take full advantage of these services. One example is with USC's School for Early Childhood Education program. USC's program is strongly aligned with LA's Promise mission, emphasizing health and wellness as an important component to a high-quality education. Our LA's Promise staff will work with existing families who attend SR ES #10 who may have younger children who are eligible for these services. Representatives from USC's Early Childhood Education program and other relevant partners will be invited to the parent center to speak to parents on a quarterly basis. Similarly, LA's Promise staff will organize and coordinate site tours to the different early care locations most convenient for families in our Promise Neighborhood. We will

also seek partnerships with LA Universal Preschool and First 5 to support such programs and readiness. (For more information, please see section B-1-f). LA's Promise is committed to a cradle to career approach to ensure students have the optimal academic, health, socio-emotional and community opportunities and success. We will build out greater Early Ed opportunities and partners over time.

Category Three: Leadership that Supports High Achievement for Students and Staff

B-6. School Governance and Oversight

a. School Type:

LA's Promise is applying to operate SR ES #10 as a network partner in LAUSD's iDesign division. LA's Promise's vision is to radically shift the education and health outcomes for one community in South Los Angeles. To accomplish this, LA's Promise realizes that the only avenue towards serving an entire community is through District schools because of the equity and access they offer all students. LA's Promise seeks to develop in-district model of outstanding education that can be grown to other LAUSD schools and communities. Schools and their staff are an integral part of the community, and thus, LA's Promise made a commitment to build the capacity of staff and to work within the District to achieve reform. With this fundamental belief, LA's Promise became part of a coalition of LAUSD partners that helped create iDesign and the performance contract with the District that enables network partners to work with schools. The MOU details the authorities LA's Promise has been granted by the Board of Education as well as the autonomies regarding LAUSD policies, budgets, hiring and other key areas. A key term of the MOU is that it ensures that LAUSD remains the employer for record for all employees and that all collective bargaining agreements remain in force. This MOU would govern the relationship between SR ES #10, LAUSD and LA's Promise. LA's Promise believes that the results it has achieved with similar student populations at Manual Arts and West Adams Prep is a direct result of the MOU. We are excited that, through iDesign, a proven model exists to accelerate reform for SR ES #10.

Our philosophy is to build the capacity of local school leadership based on the growing body of research correlating local control and accountability with high performance.¹⁸ To create a culture of shared leadership and decision-making focused on student learning and achievement, LA's Promise provides professional development to governance committee members and, where necessary, provides additional resources to help committees do their critical work. The strategy to create a strong culture for student-centered decision making is engaging school governance committees in team building, norming exercises and exposing decision makers to successful practices of urban schools serving similar student populations. LA's Promise's site personnel at SR ES #10 (Director of Teaching and Learning and Associate Director of Parent/Community Engagement) will work directly with committees to help create the documents, analysis and research necessary to make informed decisions. For example, LA's Promise site staff may work directly with a Curriculum/Data & Assessment committee to research tools for collecting formative assessment data. LA's Promise staffers may do the initial research, arrange school visits for committee members to get primary data on the use of such tools, and then work with committee members on the actual written recommendation for the SDM or SSC.

¹⁸ Barzelay, 1992; Katzenbach & Smith, 1993; Lawler, 1986, 1992; Wohlstetter, Smyer & Mohrman, 1994

LA's Promise understands the need for greater accountability in public education to ensure that schools offer high quality education to all students. LA's Promise in conjunction with our school partners will set annual targets for academic outcomes and the many elements that contribute to a high functioning school, effective professionals on the campus, and successful and healthy students and families. We will be transparent in our goal setting, the strategies that we use to achieve this work, regularly reporting our results, and making needed adjustments to continuously improve.

b. School Level Committees

SR ES #10 will be governed by councils required by Federal, State and collective bargaining agreements. LA's Promise will ensure a fairly elected and representative School Site Council ("SSC"), School Leadership Council (also known as Shared Decision Making council or "SDM"), the English Language Advisory Council ("ELAC"), and Compensatory Education Advisory Council ("CEAC"). In addition, various other advisory committees may be created to provide input, feedback and guidance on a variety of school issues. Examples of these committees include a Professional Development Committee, a Curriculum/Data & Assessment Committee, and a Campus Culture and Climate Committee. The general areas of decision-making responsibility for the SSC and SDM include the following:

- *SSC.* Primary areas of decision-making are to develop and approve the Single Plan for Student Achievement ("SPSA"), review and approve all proposed spending from categorical sources.
- *SDM.* SDM's primary areas of decision-making include a staff development program, student discipline guidelines and code of conduct, schedule of school activities, guidelines for use of school equipment, and local budgetary matters from specified accounts.

Various advisory committees are created to provide the school principal and the decision-making bodies with thorough analysis and detailed recommendations as well as to secure stakeholder input and buy-in. Each advisory committee has representative membership, but also has the mandate to proactively solicit input from all school stakeholders. These committees compile surveys of staff and students, host informational meetings, and also gather research on best practices. In this manner, advisory committees have a meaningful impact on decision making, achieve stakeholder buy-in, and work within the governance structure to best support student achievement.

- *English Learner Advisory Committee.* ELAC advises the SSC on the development of the SPSA as it relates to the program for English learners. It also assists in the development of the school's needs assessment, language census and efforts to make parents aware of regular school attendance.
- *Compensatory Education Advisory Committee.* CEAC advises the principal and the SSC on the development of an effective educational program and plan that raises the achievement of disadvantaged students. It also participates in the assessment of educational needs, establishment of priorities, planning of the education program and budget, and evaluation of the school and its academic effectiveness.

Other advisory committees at SR ES #10 may include the following:

- *Professional Development Committee*. Empowered by and advises the SDM on matters related to staff development; specifically, it is a working committee that should develop and recommend the school's PD calendar, as well as review the school's PD topics for each month.
- *Curriculum/Data/Assessment Committee*. Empowered by and advises the SDM on matters related to curriculum, assessment and data. Specifically, the committee reviews and presents school academic and operational data to SSC and SDM. It also makes recommendations on instructional materials and instructional technology.
- *Campus Culture and Climate Committee*. Empowered by and advises the SDM on issues related to student discipline, attendance, intervention, student recognition, school activities and the school calendar.

c. Governing Council:

Not Applicable

B-7. School Leadership

a. Principal Selection

LA's Promise has developed a framework for school leaders that encompass four high level competencies and 24 specific attributes we believe are critical to urban school leadership. These core attributes and competencies are derived from the California Professional Standards for Educational Leaders and leading national school leadership organizations, including New Leaders for New Schools and the Haberman Foundation. Please see the Appendix for LA's Promise's principal attributes. To provide every student at SR ES #10 with the high quality education they deserve, the principal must be a visionary, eager to be in the forefront of educational practices and must embrace the challenge of demonstrating that public education in a low-income, heavily immigrant, multilingual area can and should represent excellence and opportunity. Leaders must possess strong organizational, leadership, supervisory and administrative skills to promote increased academic achievement and continuous professional growth.

LA's Promise has adopted a transparent, competency-based process for selecting school leadership:

- *Committee Selection.* The process begins with the formation of a representative body of stakeholders who will participate in the selection process. For the purposes of selecting a principal, LA's Promise recommends creating two committees, a screening committee that is responsible for selecting the top three candidates from the entire pool of qualified applicants and a selection committee, which is responsible for making the final selection among the top 3 candidates.
 - *Screening committee.* The screening committee is made up of four individuals: two LA's Promise representatives, one relief school teacher, and one school administrator. As this is an even number committee, LA's Promise's CEO or designee will make the final recommendations to the selection committee if consensus is not reached.
 - *Selection committee.* The selection committee is made up of seven members: one student, one parent, one relief school classified staff member, two relief school teachers, one LA's Promise representative, and one current school administrator (assistant principal).
 - LA's Promise will work directly with Local District 7 to determine their level of participation in the process (which may include having LD7 leadership take an LA's Promise representative spot in the screening committee and/or the current school administrator position in the selection committee).
- *Competency Training.* Once the committees are set, LA's Promise provides training on the principal competencies and attributes. We work with committee members to add or customize attributes based on specific needs of SR ES #10, if necessary. We also train participants on the techniques of competency-based interviews and evaluations, as well as team norms and decision-making criteria.
- *Screening.* The screening committee uses an application package rubric to identify potential fit candidates from the list of qualified applicants supplied by LAUSD. The screening committee

will make reference calls and do 30-minute interviews with potential fit candidates to arrive at the three best candidates.

- *Selection.* The selection committee designs an interview protocol for principal candidates based on the competencies. The interview protocol typically involves the following: a videotaped lesson observation, a case question, and an interview guide. All selection committee members participate in a norming exercise facilitated by LA's Promise to increase consistency in evaluating candidates. The committee strives for consensus decision-making to select the principal, but LA's Promise reserves the right to make the final decision on the hiring of the principal.

b. Leadership Team

Beyond the principal, there are many other individuals who make up the school leadership team, including assistant principals, instructional specialists, coordinators, the school administrative assistant, union leadership, and the LA's Promise Director of Teaching and Learning (an LA's Promise funded position). LA's Promise's goal is to have this extended leadership team act in concert to move forward an ambitious instructional agenda for students. LA's Promise supports the creation of a unified and effective team by: (1) clarifying roles and responsibilities, and setting the appropriate context for team work; (2) facilitating a continuous cycle of planning, capacity building and evaluation consistent with our professional culture; and (3) providing oversight and management to ensure accountability.

- *Roles, Responsibilities and Context.* For any given instructional or school initiative, it is essential that individuals understand what work they are responsible for completing, how their efforts connect to others, and how the collective effort affects change. Getting the right individuals working on a strategy, keeping the right people informed of progress, and providing an avenue for input is critical. LA's Promise utilizes best practices from the private sector (eg. the RAPID¹⁹ methodology from Bain and Company) to help school leadership organize teams for success.
- *Facilitating a Continuous Cycle of Improvement.* LA's Promise directly facilitates and also provides professional development to school staff on how to best manage complex, cross functional initiatives. Our methodology begins with a data-driven needs assessment that surfaces the root causes of a particular issue and the key metrics that demonstrate change. We facilitate the creation of SMART goals based on the needs assessment and engage all impacted stakeholders for feedback. The next step is planning where resources, timelines and internal capacity are organized so that all stakeholders are aware of commitments. As the team moves into execution, we ensure consistent communication. Finally, we provide ongoing data to enable the team to adjust and evaluate successfully throughout the process.
- *Oversight and Management.* Through its MOU with LAUSD, LA's Promise is accountable to the Board of Education for the performance of the school. As the principal of SR ES #10 reports to LA's Promise, that accountability is expressed on the SR ES #10 campus through the direct

¹⁹ Who has the D? How clear decision roles enhance organizational performance
Harvard Business Review 01/01/06 By Paul Rogers & Marcia Blenko

reporting lines emanating from the principal. When performance is below standard, LA's Promise works through the principal to ensure that supports can be provided. Ultimately, if additional supports and resources are ineffective, the principal of the school will hold individual members of the leadership team accountable.

B-8 Staff Recruitment and Evaluation

a. Staffing Model

LA's Promise will work with SR ES #10 stakeholders, LAUSD, and collective bargaining partners to ensure that every professional on the SR ES #10 campus buys into the professional culture required to positively change educational outcomes at SR ES #10. LA's Promise will: leverage the autonomies granted through its iDesign MOU and maximize the new autonomies afforded through the collective bargaining agreement between the UTLA and LAUSD; work with LAUSD to realize the recommendations of its Teacher Effectiveness Task Force; seek the support and collaboration of school site staff as they hired in decision-making and future hiring; work within the guidelines set with our collective bargaining partners; and provide the professional development needed to increase the ability and capacity of school staff to positively impact student achievement.

By presenting LA's Promise's mission, and STEM/blended learning vision for SR ES #10 and four goals that describe what it means to be "healthy and successful" in the 21st century, LA's Promise will attract dedicated educators committed to the vision and uniquely qualified for SR ES #10. Additionally, LA's Promise will work with LAUSD Human Resources to place teachers that are emerging from a Workforce Investment Board program that provided math and science training to displaced multiple subject credentialed teachers. We are excited to be integrating such a specifically trained cohort of students into our STEM and blended learning school environment. The autonomies granted by district agreements encourage innovation and the use of evidence-based approaches that maximize student achievement. The following staffing plan is designed to: (1) create collaborative teams (PLCs); (2) provide strong literacy support across the curriculum; (3) provide English language support; (4) provide mathematical support; (5) ensure students with special needs can be successful; and (6) provide teachers the resources they need to implement rigorous, common-core state standards-based curriculum.

Please see Figure 1 below for a more detailed explanation of our staffing model and its alignment to our instructional program. The figure below is based on LA's Promise's best estimate regarding SR ES #10's current staffing model and budget (as reported by the CDE), and includes adjustments LA's Promise expects to make over time.

Figure 1: Key Positions/Staffing Model

Position	Est. #*	Timing/Rationale (Alignment to Mission)
Principal	1	A strong instructional leader and strategic manager is critical.

Position	Est. #*	Timing/Rationale (Alignment to Mission)
LAP Director of Teaching & Learning	1	LAP Director of Teaching & Learning will serve as instructional specialist to work with teachers in literacy, math, and ELD best practices.
Coordinators/Advisors	5	1 each: Title 1 Coordinator, Bilingual Coordinator, Bridge Coordinator, Literacy Coach, Math Coach. Title 1, Bilingual, and Bridge Coordinator ensure adequate management & oversight of instruction and services to special education, EL and socio-economically disadvantaged students. Literacy and math coaches will focus on roll out of intervention programs.
Teachers	> 26	LA's Promise will ensure the proper mix of teachers to accomplish its goals (LA's Promise will meet all instruction and service requirements for EL and special education students - we will maintain an appropriate amount of certificated staff to ensure this. All teachers will be required to have CLAD certification.
Counselors	2	2 counselors to provide individualized support and counseling to students and to support the holistic development of each child.
Office/Clerical Staff (Classified)	9	CDE reports 9 full time office/clerical staff. Our model will support this number of office/clerical staff.
Paraprofessionals	16	CDE reports 16 full time paraprofessionals. Based on service requirements for special education students and other factors, LA's Promise will annually review staffing levels of paraprofessionals.
Other Staff	2	LA's Promise will review other staff requirements with stakeholders and make adjustments as necessary. Maintaining a clean, well- maintained campus is very important to LA's Promise and the organization will support a strong building and grounds team.
LA's Promise Staff	2	LA's Promise will review other staff requirements with stakeholders and make adjustments as necessary to staff with LAP employees such as a Director of Teaching and Learning and an Associate Director of Parent & Community Engagement.

Position	Est. #*	Timing/Rationale (Alignment to Mission)
Associate Director of Blended Learning	1	External funds will support the hiring of an Associate Director of Blended Learning.
* Estimated # of employees per position. Actual staffing model may vary based on actual PPF budget assigned to SR ES #10 as well as a more accurate assessment of school needs, which may only take place after LA's Promise has been approved to manage the school.		

b. Recruitment and Selection of Teachers

A diverse and effective teacher workforce is needed to improve student learning at SR ES #10. LA's Promise's goal is to have a highly effective educator in every classroom at SR ES #10. We will employ a strategic approach to attracting, recruiting and retaining top instructional talent that believe in our vision and strategies for change. In addition, we know that teachers must continually be supported to improve in their craft, and we will establish a strong teacher professional growth plan that is linked to data and supports to foster continuous improvement and provide every teacher an effective teacher, every year.

LA's Promise will implement a system to attract, recruit, select and retain teachers who exhibit the characteristics consistent in successful urban secondary teachers. This includes attracting and hiring teachers that are passionate about STEM and are qualified to be effective educators in all disciplines, with strengths in Math and Science—two areas that many elementary school teachers struggle with. LA's Promise will work with LAUSD Human Resources to place teachers that are emerging from a Workforce Investment Board program that provided math and science training to displaced multiple subject-credentialed teachers. We are excited to be integrating such a specifically trained cohort of students into our STEM and blended learning school environment. Additionally, LA's Promise will also screen for teachers that thrive in and can adapt to innovative education environments that heavily integrate technology and blended learning with fidelity. Beyond, teachers must be aware and be committed to working in an LA's Promise/iDesign School, which ushers in innovation, community partnerships, and that values parents and will not accept failure for our students and families.

The core of this approach is use of the “Star” Teacher Selection process from the Haberman Foundation. The Star Teacher Selection process is the result of 30 years of research developed by Dr. Martin Haberman of the University of Wisconsin-Milwaukee. The process rates applicants against seven core teacher beliefs/characteristics (core characteristics, persistence, protecting learning, theory and practice, approach to at-risk, professional vs. personal, stamina/burnout,

fallibility) that are highly correlated to success in multi-cultural classrooms.²⁰ The Star interview system is used by over 170 districts and cities across the United States. We believe that the Star system will help SR ES #10 find the teachers who are most likely to be committed to the school's mission and professional culture. For instance, teachers who rate highly for their persistence, problem solving ability, and reflectiveness (fallibility) are very likely to respond well to our professional culture of action orientation, continual improvement and results orientation. LA's Promise has already had success in attracting, recruiting, and selecting teachers through partnerships with Cal State Dominguez Hills and Teach for America in staffing John Muir Middle School.

A high achieving school follows from the exceptional performance of all staff, especially teachers and leaders. LA's Promise will collaborate with SR ES #10 stakeholders to establish a culture of high expectations, one in which all individuals hold each other and themselves accountable for student success. LA's Promise will implement six critical components to drive and maintain this culture of high expectations and mutual accountability. These six components will be implemented in full or part during the 2012-2013 school year: (1) Elect-to-work agreement; (2) Improved/Expanded Teacher Evaluation; (3) Improved/Expanded Administrator Evaluation and Evaluation for Out-of-Classroom Personnel; (4) Expanded PAR Program for Struggling Teachers; (5) Establishment of Master Teacher Cohort; and (6) LA's Promise Teacher Training program that is being designed in conjunction with Teach for America. This comprehensive teacher training program will provide LA's Promise teachers the training, supports and career development opportunities that are essential to their success, thus the success of the students and school. Some of the elements within the LA's Promise Teaching Training program include: paid National Board Certification training, training and expectations on parent engagement, training on blended learning and STEM applied learning, training on 7 to 7, and wrap-around supports for new teachers. These components are consistent with both the current collective bargaining agreements as well as the recommendations of the Teacher Effectiveness Task Force (TETF). Over time and following successful negotiation with bargaining units and critical planning with school stakeholders, LA's Promise expects to implement policies and practice that are in line with all of the recommendations of the TETF.

a. Performance Reviews

Improved/Expanded Teacher Evaluation

Consistent with the recommendations of the TETF and in conjunction with District leadership, LA's Promise and key SR ES #10 leaders will create additional formal and informal evaluation tools to supplement the STULL and provide more frequent and relevant feedback to teachers. Many of these tools have already been successfully utilized at other LA's Promise schools, and include: a self assessment for teachers; new observation protocols for evaluators; increased number of rating categories for evaluation; multiple measures including student achievement data;²¹ and a new rubric

²⁰ Haberman, Martin, *Star Teachers of Children in Poverty*, Kappa Delta Pi, (West Lafayette 1995)

²¹ Until the UTLA contract is successfully renegotiated to allow the use of student achievement data in the STULL evaluation, this data will be used in an informal capacity to assist individual teachers to understand the impact of their work.

based on the California Standards for Quality Teaching and specially tailored to the professional needs and expectations of SR ES #10 teachers (i.e., the John SR ES #10 Quality Teaching Rubric).²²

LA's Promise wants teachers and their evaluators to utilize multiple points of student data to help provide a more accurate and well-rounded view of teaching effectiveness. LA's Promise will leverage LAUSD's MyData system and the Education Elements Data Dashboard to include these additional measures in ongoing analysis, observations and supports for teachers to support their continuous professional growth. We will also apply any relevant indicators on applied STEM learning. LA's Promise will work with the central district, Local District 7 (or whatever local district we might be a part of) and the iDesign office to facilitate different support options for teachers, including participation in an expanded PAR program. In the most extreme cases, where administrator observations reveal that a particular teacher's practice is consistently below standard performance, LA's Promise and SR ES #10 administrators will work with LD7 and LAUSD staff relations to document and formally evaluate teachers to affect disciplinary action, up to and including dismissal from District service.²³

To support more frequent and effective observation, LA's Promise is investing in software that allows for the automated capture of teacher classroom observations. The McRel® Power Walkthrough enables LA's Promise to address multiple measures related to observations. First, it allows LA's Promise to standardize the protocols and focus areas for teacher observations. Second, it eliminates the administrative/clerical burden of teacher observations that frustrate principals. Third, it provides trending and data analysis capabilities that enable LA's Promise to better calibrate principals and assistant principals to a specific bar of performance. Finally, and perhaps most importantly, the increased number of observations allows LA's Promise to prioritize teacher supports to improve practice.

Improved/Expanded Administrator Evaluation and Evaluation for Out-of-Classroom Personnel

Consistent with the improved/expanded teacher evaluation, LA's Promise will pay special attention to developing a better system and practice for evaluating administrators and key out-of-classroom personnel. Although out-of-classroom personnel/coordinator positions are vital for effective school management, especially in areas related to instructional coaching and school finance (such as Title I), at some schools as many as half (or more) of school site employees are non-classroom positions. This may result in a significant number of non-essential positions and increased class size. In an effort to increase the number of classroom teachers, reduce classroom size to promote greater student-teacher interaction, and decrease unnecessary spending and administrative inefficiency, LA's Promise emphasizes a streamlined administrative staff that operates towards clearly defined goals with a clear understanding of roles, and frequent and relevant evaluation of administration and out-of-classroom/coordinator personnel. These positions are provided clear annual objectives that are

²² Teacher Evaluation Recommendation 2, LAUSD TETF.

²³ Teacher Evaluation Recommendation 3, Tenure Recommendations 5, LAUSD TETF.

consistent with overall school needs and goals. Personnel in these positions are evaluated annually, relative to those objectives.

Expanded PAR Program

An often overlooked program for supporting teacher development is the Peer Assistance and Review Program established by LAUSD and UTLA. PAR provides instructional support to below standard teachers, beginning teachers and teachers who volunteer for assistance, and teachers issued below standard evaluations that are mandated to participate. As part of its increased support and evaluation of teachers, SR ES #10 will leverage and improve the PAR program to ensure that every teacher is provided the individualized support needed to be successful.

Establish Master Teacher Cohort

Through review of current STULL evaluations, interviews with SR ES #10 administrators and extensive observation of SR ES #10 teachers during Q1 and Q2 of the 2012-2013 school year, LA's Promise and SR ES #10 administrators will formally identify exemplary teachers - or "Master Teachers." These Master Teachers, after specialized training, will observe and coach peers using the SR ES #10 Quality Teaching Rubric. Teachers will use this feedback to inform their professional development choices, and ultimately improve their skill. It is expected that over time, and with successful negotiation with UTLA, Master Teachers will receive increased pay and/or increased time to fulfill this task. Additionally, contingent on successful negotiation with UTLA, it is expected that Master Teachers will play a formal role in supporting administration with the task of conducting formal teacher evaluation.

B-9. Sharing a Campus

Not Applicable

Internal Management

C-1. Waivers

In light of the new collective bargaining agreement reached between United Teachers of Los Angeles and the Los Angeles Unified School District, we expect that the autonomies available in the new contract are available to us in our management of SR ES #10 via our existing memorandum of understanding (MOU) with the District. Specifically, we seek to utilize all of the autonomies that are available under the new UTLA/LAUSD agreement in operating SR ES #10. These are defined below:

UTLA/LAUSD Defined Autonomies	LA's Promise request for Autonomy
1. Governance: Re-adoption into the Local School Initiative Program....	LA's Promise seeks to operate as a network partner within LAUSD's iDesign and expects that all of the autonomies available under the new UTLA-LAUSD contract are available to it via our existing MOU
2. School determined methods to improve pedagogy and student achievement....	LA's Promise is proposing to use blended learning, a STEM theme based model of applied education, and Readers Writers Workshop and Van Derwal's Numbers Sense to foster greater teacher and learning for all students
3. Locally determined curriculum; local instructional standards, objectives, and special emphasis	LA's Promise seeks to develop a curriculum, instructional standards and objectives that feature blended learning and STEM based learning for the core subject areas of ELA, Math, Science and Social Studies
4. Local interim benchmark assessments, tests, and pacing plans....	LA's Promise will use LAUSD periodic assessments and pacing plans and supplement them with blended learning assessments, tests, and pacing plans
5. Local instructional schedules and strategies....	LA's Promise will operate SR ES #10 on 185 days of instruction from 8 AM to 3:30 PM. LA's Promise will also utilize scheduling and strategy autonomies to develop Mock Classes the last two weeks of the school year
6. School's internal organizational plan....	LA's Promise will develop Personalized Learning Communities within SR ES #10 across grade levels that connects teachers and students from each grade
7. Local professional development plans aligned	LA's Promise will develop a robust professional

with the school's Instructional Plan/Single Plan for student achievement....	development plan for all SR ES #10 teachers (blended learning, STEM, LA's Promise Teacher Training Program) as well as specialized PD plans customized to each teacher to meet their annual goals that are mutually established
8. General fund budget control....	LA's Promise seeks to operate SR ES #10 on a per pupil budget basis
9. A requirement for mutual consent by school and applying employee with respect to filling of UTLA-represented site-based openings at the school....	LA's Promise will require staffing autonomy in selecting teachers for SR ES #10. The District will not fill vacancies at SR ES #10 without consultation and approval from LA's Promise.
10. Local process/methods for determining assignment of teachers to grade levels, departments, subjects, and classes....	LA's Promise seeks to determine assignment of teachers to grade levels, departments, subjects and classes at SR ES #10
11. Local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc....	LA's Promise seeks to determine process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.
12. School's student discipline guidelines and code of student conduct....	LA's Promise will implement LAUSD's positive student discipline and behavior program and supplement it with various strategies we have found effective at the other schools we operate
13. School's health/safety matters, aligned with District-wide health/safety measures	LA's Promise seeks to mutually determine the selection of a school nurse for placement at SR ES #10 to ensure that s/he is committed to and supports LA's Promise's student health and wellbeing programs. In addition, LA's Promise brings significant health and safety resources to the schools it works with, often integrating them into the school day as well as after school (for instance Breakfast in the Classroom). LA's Promise will meet all safety requirements defined by the district, state and federal government.
14. School's adoption of separate waiver plans such as Pilot program	LA's Promise seeks to operate as a network partner within LAUSD's iDesign and expects that all of the autonomies available under the new UTLA-LAUSD contract are available to it via our existing MOU
15. Additional waivers	LA's Promise seeks the autonomy to screen and

	<p>select classified staff to be hired at SR ES #10. We will interview and select from the LAUSD classified list/s and make a recommendation of our preferred candidates to LAUSD for final approval.</p>
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C-2. Budget Development

LA's Promise's priorities from start-up through year three are to significantly drive student achievement in ELA and math across all subgroups. By Year 3, LA's Promise will nearly double the number of students who are proficient or advanced in ELA and Math and will close the gap among subgroups. LA's Promise will utilize the budgetary autonomies afforded under the new UTLA and LAUSD agreement and augmentation through external sources and partnerships to ensure that teachers, students and other staff members have the resources needed to achieve the school's goal.

LA's Promise will focus on student and staff attendance because both will generate revenue for SR ES #10 that can be directed to support the classroom. LA's Promise will also leverage the per-pupil budget by aligning all school resources to improve student achievement. In collaboration with the school site, LA's Promise will regularly analyze data to inform the budget decision-making process, and utilize the unrestricted funding to invest in proven strategies that drive student achievement.

To ensure that a broad cross section of stakeholders are engaged in the budget development process, LA's Promise will begin budget development concurrently with the program evaluation process taking place with SSC, ELAC and CEAC. Beginning in December of each year, LA's Promise will begin providing school stakeholders analysis of different initiatives from the SPSA, together with student data to demonstrate impact. As part of program evaluation, stakeholders will be solicited for their feedback on how to prioritize funding for the following year. If the program is unsuccessful, then stakeholders will review student data to assess the overall need and allocate funds accordingly, even if the fundamental aspects of the initiative must be changed dramatically. We anticipate it will take three months to complete a thorough program evaluation of the SPSA. Once program review is complete, LA's Promise will work with the school leadership to identify additional instructional needs based on student data. LA's Promise staff and school leadership will then use the results from the program evaluation and needs assessment to prepare a draft budget for school site council. Beginning in March, we anticipate rolling out the draft budget to school stakeholders in an open and transparent manner. This includes publicly noticed, open budget development meetings. All final budget recommendations and decisions will be made through appropriate, representative advisory councils and governing bodies.

LA's Promise also realizes that California doesn't properly fund its schools, and the economic crisis continues to diminish school funding. LA's Promise is committed to augmenting resources that schools receive. We accomplish this by (1) brokering partnerships with and raising funds to bring valuable resources to the campus; (2) providing a commitment of LA's Promise staff, support and expertise to each school that we operate (2 full time staff are dedicated and placed on the site in addition to supports from our instruction, operation, budget, fiscal, development, marketing teams); (3) LA's Promise provides a considerable amount of funding for each school site's Director of Teaching and Learning to program for essential school needs that are not able to be covered within the school's budget. LA's Promise estimates it will make a \$500,000 investment in SR ES #10 annually, not including the costs of our many partner organizations.

Operational Management

D-1. Portfolio Development

a. Portfolio Growth:

LA's Promise is a growing family of community schools. Over the coming years, LA's Promise will continue to adopt feeder schools to build a K-12 educational pipeline serving over 20,000 children within the 8.2 mile area that we have designated an LA's Promise neighborhood. Over time and as our track record and resources allow, LA's Promise will create partner agreements with additional schools in LA's Promise Neighborhood.

LA's Promise transforms chronically underperforming schools into high performing and college-ready environments through proven and innovative methods. An elementary school brings significant relevance to the portfolio of LA's Promise, creating a cohesive K-12 family of personal, high performing schools to serve every child in LA's Promise Neighborhood. Similar to our work with high schools and middle schools, LA's Promise plans to radically shift the outcomes of elementary school students, preparing them for middle school, high school, college and life.

LA's Promise plans to go deep and not wide. LA's Promise does not intend to expand to any other cities or geographic regions. Our goal is to concentrate on all of the children of LA's Promise Neighborhood and track them from Pre-school to Kindergarten through Twelfth grade and beyond.

In addition to expanding its portfolio of schools, LA's Promise will also expand its acclaimed model of school-based support services. LA's Promise schools currently serve as community beacons for physical, mental and social services. LA's Promise turns neighborhood schools into hubs that offer a vast array of wraparound services and opportunities to students and families. Through community schools and working with over 60 community partners, LA's Promise is expanding available resources including, but not limited to, college access programs, school support services, gang intervention programs, health and wellness programs, and tenant and legal support.

The following are critical milestones in LA's Promise's growth plan for the next five years, some of which are contingent on many factors, including effective parent mobilization, Superintendent support and majority school board votes:

LA's Promise Portfolio Growth (3 Year Growth Plan - 3 schools - approximately 3,500 students)

- 2011 - 2012 - Launch: John Muir Middle School
- 2012 - 2013 - Launch: SR ES #10
- 2014 - 2015 - Launch: Middle School that feeds into West Adams High School

The 2010-2011 LA's Promise operating budget was \$2,785,192. 2011-2012's budget is \$3,900,000. We expect our Fiscal Year 2012-13 budget to be approximately five million dollars. LA's Promise's financial sustainability includes diversifying our funding to fully realize LA's Promise Neighborhood.

b. Operations:

Efficient School Management is a major initiative of LA's Promise. LA's Promise cannot create personal, high performing and college-ready environments without smooth operation of its schools. LA's Promise has developed a solid plan inclusive of operational supports, creating an environment conducive to quality instruction.

As our schools continue to face millions in budget cutbacks, LA's Promise has played a critical role in ensuring that every dollar spent is devoted to increasing student outcomes. LA's Promise has formed an operations team, based primarily at its headquarters that works closely with the principal, business and operations manager, and school stakeholders to develop budgetary priorities and construct budget models to meet student needs. LA's Promise assists every step of the way, from working directly with the Los Angeles Unified School District and Local District 7, to developing budget modeling tools that can be implemented across all schools. LA's Promise focuses on strategic planning that is relevant and meaningful. LA's Promise ensures that the budget is aligned with each school's Single Plan for Student Achievement.

In addition to budget oversight, LA's Promise supplements basic operational support at each school site with privately raised dollars. LA's Promise expects to invest close to \$500,000 a year of privately raised dollars into SR ES #10. This investment includes key staff members such as the Director of Teaching & Learning and Associate Director of Parent and Community Engagement. Additionally, LA's Promise funds key activities including summer professional development, the 7 to 7 program, parent & community engagement, partner development, Teach for America and much more. LA's Promise also ensures the proper technology is present for instructional coaching and evaluation. By purchasing equipment for real-time evaluation of teachers and ensuring our schools are equipped with software like Data Director, LA's Promise ensures that data is available to consistently move instruction and provide necessary interventions in a timely fashion. Effective classroom evaluations and assessment of the output is crucial to student success.

LA's Promise has made a significant investment in McRel®. To support more frequent and effective observation, LA's Promise invested in software that allows for the automated capture of teacher classroom observations. The McRel® Power Walkthrough enables LA's Promise to address multiple issues related to observations. First, it allows LA's Promise to standardize the protocols and focus areas for teacher observations. Second, it eliminates the administrative/clerical burden of teacher observations that often frustrate principals. Third, it provides trending and data analysis capabilities that enable LA's Promise to better calibrate principals and assistant principals to a specific bar of

performance. Finally, and perhaps most importantly, the increased observations allow LA's Promise to prioritize teacher supports to improve practice.

LA's Promise is delighted to be working with Education Elements in planning for, implementing and growing an effective blended learning model at SR ES #10. Blended learning seems to offer what education technology has long promised but rarely delivered: greater student learning and improved school efficiency. Education Elements works with schools to deliver on that promise, and make sure that blended learning offers more hope and help than hype. Upon award of SR ES #10, LA's Promise will establish a Memorandum of Understanding with Education Elements that describes their commitment over the next three years. Education Elements' involvement will be made possible through a significant investment of private funding that will also cover the expenses of the technology needed for blended learning, teacher training, and ongoing technical support.

Not only does LA's Promise fund staff to work in collaboration with school operation teams on budget appropriation and academic support, LA's Promise staff also supports the Facilities Management and Human Resources function. In order to ensure adequate class size and use of space, LA's Promise has spent significant time in conversations with respect to construction, building maintenance and projects for its campuses. LA's Promise works with operation teams at its schools on community beautification projects and has worked with outside partners to ensure Teaching Gardens are a part of the grounds and maintained separately by LA's Promise and partnering organizations.

LA's Promise plays an important role in Human Resources when it comes to its schools. Working side by side with the district, LA's Promise has interviewed and hired district sanctified staff for West Adams Prep High School and John Muir Middle School. LA's Promise works closely with the Chief Human Resources Office at LAUSD and is an integral part of all school site conversations concerning staffing matters. LA's Promise is responsible for hiring the principals for its schools. LA's Promise also screens applications and interviews in conjunction with LAUSD for a number of key staff. Additionally, LA's Promise has the resources to allocate modest funds to outside organizations such as Teach for America to ensure a diverse and effective workforce.

LA's Promise ensures its schools are safe, a key component of smooth operations. LA's Promise enforces a strict dress code at all of its schools as a key support to the campus safety team. A strong school leadership team and safety staff creates a noticeable and consistent campus safety presence to reduce behavioral and other disciplinary issues. LA's Promise continues to make progress in resolving what were once enormous behavioral issues at Manual Arts. Additionally, LA's Promise staff support the school site staff, ensuring a clean campus for all students.

LA's Promise continues to work with LAUSD to improve district operational services and fill in the gaps when necessary to ensure adequate operations for quality instruction. The same operational partnership would be applied to SR ES #10.

c. Portfolio Evaluation:

LA's Promise is placing significant focus on accelerating student proficiency levels at both West Adams Prep and Manual Arts High School. Although our two high schools had a combined one-year API growth of 84 points, there are many areas in which both high schools and Muir Middle School need to improve. The first is in English Language Arts and Math proficiency. Though both Manual Arts and West Adams saw growth in these two categories, only 22% of West Adams students and 18% of Manual Arts students are proficient in English Language Arts. In Math, only 9% of West Adams students and 6% of Manual Arts students are proficient. Additionally, when looking at the Academic Growth over Time metric, both Manual Arts and West Adams 9th Grade ELA students had below predicted progress. English Language Learners are a particularly important subgroup for LA's Promise schools this year. English learners make up 32% of John Muir Middle School, 33% of Manual Arts, and 31% of West Adams Prep. The Proficiency levels for EL students at LA's Promise Schools are listed below.

Table 1: English Language Learner Proficiency Rates

School	% English Learner testing Proficient/Advanced in ELA	% English Learner testing Proficient/Advanced in Math
John Muir Middle School*	13%	9%
Manual Arts High School	1%	2%
West Adams Preparatory High School	3%	4%

Table 2: Algebra & Geometry Proficiency

School	% Students testing Proficient/Advanced in Algebra	% Students testing Proficient/Advanced in Geometry
John Muir Middle School*	33%	N/a
Manual Arts High School	8%	5%
West Adams Preparatory High School	14%	3%

Table 3: African American Proficiency Rates

School	% African American Students testing Proficient/Advanced in English Language Arts	% African American Students testing Proficient/Advanced in Math
John Muir Middle School*	19%	12%

Manual Arts High School	16%	5%
West Adams Preparatory High School	12%	7%

Table 4: Students with Disabilities Proficiency Rates

School	% Students with Disabilities testing Proficient/Advanced in English Language Arts	% Students with Disabilities testing Proficient/Advanced in Math
John Muir Middle School*	11%	3%
Manual Arts High School	5%	0%
West Adams Preparatory High School	2%	2%

The main focus for this acceleration is through strategic use of data and formative assessments. LA's Promise has helped all three schools make investments in an additional assessment and data information system, DataDirector. DataDirector allows flexible and easy tracking of student data on not only summative assessments but also on teacher created formative assessments. It is a high priority to get each school using this system this year and integrating it in the instructional planning of each department. DataDirector also plays an important role in intervention at each school. Within DataDirector, instructional leaders at the school can develop intervention plans for a subset of students and track their progress separately. With this capability, the schools can easily monitor progress towards improving the English Language Arts and Math proficiency for all students and specifically English Learners.

LA's Promise is also focusing on instructional quality at all of its school campuses. With active engagement in the LAUSD Teaching Effectiveness Task Force, LA's Promise is helping to pilot its tools and recommendations. Another way that LA's Promise is focusing deeply on instructional quality is through its McRel teaching observation software and protocol. Each day, administrators at each school observe instruction for at least 2 hours. Their notes are kept in McRel, a flexible online system that allows for school staff to target professional development and instructional coaching based on information gathered from observations. Each school's Director of Teaching and Learning uses this information to customize professional development and learning opportunities for the faculty. The Director of Teaching and Learning position is funded directly by LA's Promise and serves to support each principal in planning and implementing improvements to instruction. We are also excited by the implementation of blended learning across our schools, and the opportunity it provides to teachers, principals, student and parents to use data on a daily, real-time basis to inform and improve teaching and learning.

D-2. Organization Responsibilities and Goals

a. Core Functions

LA's Promise manages and supports the day-to-day operations of its schools through both onsite and offsite teams. Currently at LA's Promise schools, a two-member team works on-site at each school to support LA's Promise's initiatives and programs. The site-team works alongside school personnel to support key areas including: instruction, data management, strategic planning, college access, academic intervention, school partnerships and parent and community engagement. These two positions, which are full-time school-based positions and serve as key partners to school stakeholders, include:

- Director of Teaching and Learning – supervises the activities of all LA's Promise site staff, serves as an instructional coach, oversees key programs and initiatives, and works directly with the principal to ensure the school is on track to meet its established targets. Each school's Director of Teaching and Learning reports to LA's Promise's Superintendent of Instruction.
- Associate Director of Parent and Community Engagement – creates extensive opportunities for parents to meet with teachers and administrators for detailed discussion of their children's academic progress; creates volunteer opportunities for families; develops adult and family activities to be conducted at school; oversees school based partnerships and ensures that the school communicates frequently with families and neighborhood residents.

Because every school site is unique in its challenges and strengths, LA's Promise works with school administrators to alter exact job descriptions to best meet the needs of the school community. Through staffing and budgeting autonomies, we may further refine what the LA's Promise positions may be as well as their responsibilities so that they fully complement the roles of LAUSD personnel and propel the school toward desired goals. All school site personnel report to LA's Promise Superintendent of Instruction and are further supported by LA's Promise Assistant Superintendent of Intervention and Support Services. College Access Administrators, who are based at LA's Promise high schools, also support middle and elementary schools as well.

LA's Promise has also formed a team to support delivery of non-academic services to school sites. Duties of the operations team include the brokering of services in the areas of facilities, safety, technology and HR. The operations team ensures the school follows all applicable federal and state education laws and lobbies for the school locally and at the state and federal levels when it comes to resources, personnel issues, academic policies and out-of-the-box practices that support student achievement. This team includes:

- Chief Operating Officer – oversees the overall operations team. Specifically, the COO and his team are responsible for supporting activities regarding facilities, safety, technology, budgets and human resources. LA's Promise is currently hiring for this open position.
- Associate Director of Operations -- supports LA's Promise school operations supplementing

school site operations and facilities personnel to ensure gaps are filled. This person oversees LA's Promise school budgets, ensuring appropriate allocation of funds from private donors. This position also supports the COO by establishing partnerships with leading teacher training programs to develop a pipeline of educational leaders.

- Director of Budgets – oversees school budget and allocation and works with school stakeholders to facilitate a collaborative, results-oriented strategic planning process for schools. Works with school leaders to develop performance targets, instructional strategies and resource allocations.
- Associate Director of Data and Strategy – manages school-site data, produces customized reports and dashboards for faculty members at all levels, and assists the District with improving its primary data systems. This person also maintains LA's Promise data, ensuring the organization remains consistent with its organizational goals and assists in the process of applying for additional schools.

LA's Promise also has a “wraparound services” department that focuses on leveraging high impact partnerships to address the needs of the whole child. This department is supported by an Associate Director of Health Initiatives and a HealthCorps Coordinator. LA's Promise's wraparound team screens and manages community partners with clear service agreements; leverages additional partnerships for the school site, based on identified needs; and facilitates the delivery of fundamental services to every student. For example, the wraparound team will work with LAUSD and its key health service providers to provide on-campus health clinics and build collaborative school gardens at its schools. Universal screenings are built into the school day, and every LA's Promise student will receive a free annual physical and mental health assessment. The Marketing and Communications team also lend considerable supports to the school—developing an interactive school web site and training for faculty, facilitating partnerships with the school, bringing in guest speakers and corporate sponsors that complement the school's theme and priorities, and featuring the good work of our schools to generate additional funds for the school.

b. Leadership

LA's Promise's applicant team represents decades of experience in school reform and instructional leadership. Leading the instructional vision and execution for LA's Promise schools is Dr. Rupi Boyd, a former local area superintendent from the San Diego Unified School District. Dr. Boyd is one of the few professionals with the experience of turning around a failing public school as a principal, and then bringing those instructional strategies to scale within a school system as a supervisor of other principals. Under her leadership, LA's Promise achieved an 84 point API gain in 2011 at its two schools, Manual Arts High School and West Adams Preparatory High School. Supporting Dr. Boyd are Susie Fahey, Assistant Superintendent of Intervention & Support, Dr. Catherine Belcher, Khalisha Jefferson, and Lisa Kleinhofer, who have over 70 years of combined experience supporting teachers in urban secondary schools.

The applicant team's capacity is further supplemented by professionals with years of experience in student health and social services as well as business/operations expertise. LA's Promise has both the organizational capacity and leadership experience required to transform SR ES #10. LA's Promise's leadership team is:

- *Veronica Melvin, Chief Executive Officer and President:* Veronica Melvin is an agent for change in education reform. Prior to LA's Promise, Veronica served as the Chief Operating Officer for Communities for Teaching Excellence. At Communities for Teaching Excellence, Veronica worked to improve students' academic achievement and their futures by empowering communities to advocate for effective teaching for every student, in every classroom, every year. For the nine years previously, she served as the Executive Director of the Alliance for a Better Community (ABC), an organization that promotes equity for Latinos in the areas of education, health, economic development and civic participation for the betterment of the Los Angeles region. As its first Executive Director, Veronica led the organization through various community-based advocacy campaigns that included: promoting the college preparatory curriculum for all Los Angeles Unified (LAUSD) high school students; co-developing the Pilot School opportunity in Local District 4 (i.e., wall-to-wall Pilots at Robert F. Kennedy Education Complex) and spreading the opportunity district-wide; promoting joint-use opportunities (i.e., the Vista Hermosa Park and soccer field and bringing AYSO to John Liecthy Middle School); seeking greater access to quality preschool for L.A.'s children; and banning junk food and sodas in schools. ABC achieved its goals by organizing local communities in policy advocacy and by facilitating the development of model programs that demonstrate innovation and excellence. Veronica earned her Bachelor of Arts in Political Economies of Industrial Societies from UC Berkeley and her Masters of Public Policy from UCLA's School of Public Affairs.
- *Dr. Rupi Boyd, Superintendent of Instruction:* Dr. Boyd is an instructional leader with an unparalleled track record of turning around low-performing schools. Dr. Boyd is a 17-year veteran of San Diego Unified, where she most recently served as an Area Superintendent. As a leader at Jackson Elementary, a high-poverty school where 77% of students are English language learners, she increased the API by 204 points, and raised student proficiency levels in English and math five-fold, all within five years. As a result, Jackson Elementary ranked in the top 10% of all elementary schools in California, when compared to schools of similar demographics. Dr. Boyd is a graduate of UC San Diego and has a Doctorate in Educational Leadership from San Diego State University.
- *Dr. Susie Fahey, Assistant Superintendent of Intervention & Support:* Susie began her career as an elementary school teacher. As an accomplished instructional leader with over 23 years of experience in public education, she was most recently the administrator of Mann Middle School in the San Diego Unified School District. With 75 faculty members and 920 students (99% of whom qualify for free or reduced-price lunches), Ms. Fahey led the dramatic improvement of the school, from an API of 594 to 720 in only three years. Susie is a graduate from San Diego State

University and received her Doctorate in Educational Leadership from San Diego State University.

- *Dr. Laura Hernandez-Flores, Chief of Staff:* Laura worked as a secondary teacher for ten years in both urban public and private schools. She began her teaching experience as a co-founder of Green Dot's first charter school, Animo Leadership. Laura has also worked as a Faculty Advisor supporting new teachers in the Teacher Education Program at Claremont Graduate School. Prior to taking the position of Chief of Staff at LA's Promise, Laura served as Site Director at Manual Arts High School. Laura earned her B.A. in English and Political Science from UCLA. She attended Stanford, Loyola Marymount, and USC for graduate school, earning her M.A. in Secondary Education and Ed.D. in Educational Leadership. She graduated with top honors in all of her degrees.
- *Dr. Catherine Belcher, Director of Teaching and Learning at West Adams Preparatory High School:* Catherine works directly with the school principal, focusing on curriculum, instruction and teacher support. She previously worked as an Assistant Professor of Education at LMU, Teacher Supervisor at St. Joe's University in Philadelphia, and as a Social Studies lead teacher, mentor, and curriculum designer. She has her B.A. in History from Stanford University, Master's in Teacher Education from Stanford University and a PhD in Education, Culture and Society from the University of Pennsylvania. Her accomplishments include receiving the Mellon Foundation, Spencer Foundation and Ford Foundation Fellowship and she recently published her first book - Teaching Harry Potter: The Power of Imagination in Multicultural Classrooms - with Becky Herr Stephenson, Palgrave Macmillan, Aug. 2011.
- *Lisa Kleinhofer, Director of Teaching & Learning at Manual Arts High School:* Lisa works alongside the principal to ensure the delivery of high-quality instruction, and provides support and professional development to the school leadership team. Prior to joining LA's Promise, Lisa was the literacy specialist for Green Dot Public Schools where she primarily supported the Locke Transformation Project in South Los Angeles. There, she established the Locke Literacy Project where she developed school-based literacy coordinators, provided training in enhancing literacy instruction to all faculty members, and supported the English departments. Lisa received her B.A. from Loyola Marymount University and her Master's in Education and Secondary Teaching Credential from Pepperdine University.
- *Khalisha Jefferson, Director of Teaching & Learning at John Muir Middle School:* Khalisha works collaboratively with the school's administrative team to support teachers, students, and the John Muir community. Khalisha has 10 years of teaching experience. She has taught every grade level from kindergarten to graduate school, specializing in English as a Second Language. Prior to joining LA's Promise, Khalisha worked as project coordinator at the Communities of Practice: Supporting English Language Learners (COPSELL) for the U.S. Department of Education. Khalisha earned her B.A. from Spelman College and her M.A. from George Washington University.
- *Nichol Whiteman, Vice President of Development & Communications:* Nichol is a seasoned nonprofit executive. As Vice President of Development and Communications for LA's Promise,

Nichol directs all fundraising initiatives and plays an integral part in the organization's management team. Prior to LA's Promise, Nichol served as Vice President, Western Region Officer at the Jackie Robinson Foundation. Nichol also spent 8 years in publishing and on Wall Street where she played key roles in integrating marketing and strategic collaborations for firms such as Black Enterprise Magazine, Essence Magazine and JP Morgan Chase. Nichol is a graduate of Spelman College. She also serves as a Board Member for the Imani Foundation, member of the Jackie Robinson Foundation Western Region Selection Committee, and member of the National Advisory Council for A Better Chance.

LA's Promise is led by a 12-member Board of Directors which is responsible for sound fiscal management, fundraising, networking on behalf of the organization, administering institutional policy, and ultimately overseeing the work of the President/CEO and the success of LA's Promise schools. Trustees serve for three years, with the option to renew for additional three-year terms. The board meets four times a year to review academic, operational and fiscal progress of the schools. These meetings are open to the public to ensure transparency in decision making and to ensure that community voices are heard.

The Executive Committee of the Board includes:

- Stephen Prough is the Board Chair of LA's Promise. He is the founder of Salem Partners and Salem Partners Wealth Management. In addition to his management responsibilities for Salem Partners' two main businesses, Mr. Prough oversees the firm's media and entertainment investment banking practice, focusing primarily on mergers and acquisitions advisory services. As Board Chair, Stephen leads LA's Promise's fundraising efforts and works directly with the CEO to drive LA's Promise's overall performance and growth.
- Megan Chernin is Chief Executive Officer of The Los Angeles Education Fund for Public Education, a fund launched by Superintendent John Deasy to boost private philanthropic support for LAUSD. A strong advocate for the welfare and education of children, Megan has served on a variety of nonprofit boards as well as having served as a mentor to high school students. Megan served as chair of the board of LA's Promise from 2006-2011. As a current LA's Promise board member, Megan remains committed to the social and academic success of approximately 8,000 students, their families and communities.
- Elizabeth Mann is a partner in Mayer Brown's Los Angeles law office. She has extensive experience litigating cases in several areas including entertainment, defamation, health care, antitrust, real estate, investment finance, environmental, regulatory and class actions. As secretary of the board, Ms. Mann oversees policy and legal compliance for LA's Promise, as well as helps LA's Promise secure critical legal services when/if needed.
- John H. Kissick is a founding partner of Ares Management, an independent Los Angeles based investment management firm with over \$40.0 billion of committed capital under management in both the private equity and leveraged finance markets. As treasurer of the board, Mr. Kissick

oversees the overall financial health of the organization, sound fiscal management and a clean yearly audit of the organization's finances.

- Brian McNamee is senior vice president, Human Resources for Amgen. He has held a variety of international executive positions at General Electric over a 12-year period, and he also served as senior vice president for the West Coast division of NBC in Burbank, California. Brian plays a key role in building the capacity of LA's Promise's leadership and ensuring highly effective management of the overall organization and its schools.

In addition to its Board of Directors, LA's Promise has formed a Community Advisory Council, a group comprised of passionate and committed parents, teachers and community leaders. As representatives of the neighborhood, the Community Advisory Council is tasked with guiding LA's Promise's work, advising our board of directors, and helping to inform the creation of policies over the coming years for the children and families of LA's Promise Neighborhood.

Members include:

- Anne Busacca-Ryan, Teacher at West Adams Preparatory High School
- Barbara Shields, Executive Director of Team HEAL Foundation, Inc.
- Gregory Burks, Executive Director of City of LA Youth Opportunity Movement Program
- Gregory Hill, Community Activist in South Los Angeles
- Irma Galvez, Parent/ELAC President at Manual Arts High School
- Jose Ramos, Jr., Director of Community Services at Los Angeles Children's Bureau
- Kandee Lewis, Executive Director of The Positive Results Corporation
- *Karen Orpe*, Teacher at John Muir Middle School
- Lisa Ramirez, Teacher/Parent at Manual Arts High School
- Maggie Pablo Vasquez, Parent/CEAC Secretary at West Adams Preparatory High School
- Merchell Harris, Parent at John Muir Middle School
- Miguel Covarrubias, Teacher at West Adams Preparatory High School
- Nancy Ruvalcaba, Parent at West Adams Preparatory High School
- Neelam Sharma, Executive Director at Community Services Unlimited
- Nomsa Khalfani, Chief of Policy & Support Services at St. John's Well Child and Family Center
- Ronel Kelmen, Teacher at Manual Arts High School