

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

### **a. Assurances**

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

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

YPI has had success serving students with similar demographics to those enrolled at San Fernando Middle School. According to a review of demographic data, the school is 96.4% Latino, with 75.8% eligible for the free and reduced price meal program. 33.8% are English Learners. The YPI strategy has produced academic achievement and a remarkable level of parent engagement at similar schools, such as YPI's own Bert Corona Middle School (96.7% Latino, 37.9% English Learners, and 83.6% free/reduced). Bert Corona has seen an 80-point API increase and an 8 similar schools rank. 96% of parents are involved with services and activities at the school, including extensive parent-teacher conferences. Pacoima Elementary School (96.7% Latino, 63% English Learners, and 100% free/reduced) is a partnering school where YPI has saturated the school and surrounding community with \$10.9 million in education and training programs since 2002. This has contributed to a 246-point increase in API over that period. YPI started Monsenor Oscar Romero Charter Middle School (98.5% Latino, 55.1% English Learners, and 100% free/reduced) in 2007 and has achieved an API Growth Score of 709.

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

YPI's vision for San Fernando Middle School is to equip urban students in grades 6-8 for academic success and active community participation. YPI aims to provide the youth of the San Fernando Valley with the intellectual tools necessary to become successful students and active citizens. This area of Los Angeles is an underserved community. Through clear and high expectations for all students, a rigorous curriculum, a personalized learning environment, and family-school-community partnerships, YPI will help students overcome traditional barriers and empower them to succeed in middle school, high school and beyond.

Our mission is to implement the program described in this narrative and guide students whose current average CST scores are 316 in ELA and 313 in Mathematics into the realm of proficiency levels that meet AYP levels (46%-48%) by Year 3 and exceed the AYP levels (75%+) by Year 5.

Furthermore, YPI intends to partner with teachers and families to provide choice and culturally relevant instruction. The school will offer the choice of three small learning communities (iDesign) targeting Performing Arts, Social Justice, and Math/Science, as well as a Pilot School, San Fernando Institute for Applied Media (SFIAM). These themes have been chosen based on YPI's years of expertise in these fields. The selection of Math and Science is also in coordination with the Obama Administration's recent announcement of a major national STEM initiative.

The vision for SFIAM is to create a place of learning that empowers students to become functional and prepared communicators for the demanding global requirements of the future. SFIAM will provide a mutually supportive and positive learning environment in which every member will develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis will be placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century.

San Fernando Middle School will also be a full-service community school that will actively partner with teachers, parents, students, and community members to offer a sanctuary and one-stop center open 7am-8pm each school day, and on Saturdays. YPI was awarded one of only ten Full-Service Community Schools grants in the nation by the U.S. Department of Education, and was recognized nationally as a leader in this model as early as 2004.

The FSCS model provides services for students and their families before, during, and after the school day at the school site to improve academic performance, increase family income, reduce mobility, and prepare students and parents for the path to college. YPI utilizes a PK-20 feeder pattern strategy. Services provided to support families will depend on the needs and interests identified in surveys and through outreach by YPI “promotoras,” but may include the following services currently provided by YPI in the San Fernando area: preschool, case management, remedial education and enrichment services, job training, mentoring and youth development, parenting education/leadership, service learning, assistance for truant, suspended and expelled students, nutrition and physical education, primary health and dental care, mental health counseling services, and adult education.

**A Typical Day.** Although the school day begins at 8:00 AM, students may need to be dropped off as early as 7:00 AM. Students and parents can meet with their case manager regarding the latest referrals to social services, work with an YPI AmeriCorps tutor, attend supervised study hall in the library, engage in interactive educational games in the technology center, or take part in athletics. At 8:00 the school day will begin and all students will take part in the multi-dimensional, culturally relevant, research-based Success for All program for 47 minutes. Students will then transition to a core course, taught in a 90 minute block period. These courses are organized into three main parts that research has shown to best engage students: explanation, application, and synthesis. Given the time available in a block period, teachers can – on the same day as the lesson - assess, re-teach, and identify students’ needs and strengths. Following the first core block period, students will experience four shorter periods comprised of foreign language instruction, physical education, lunch, and a course aimed at developing skills related to the theme of each school. The day concludes with a second 90 minute block of a core course where, again, students experience the three parts of an effective block period. At 3:00, students may leave campus or remain in the technology center, the library or in classrooms to continue their learning. YPI and BTB will provide an afterschool program with a variety of extra-curricular learning opportunities until 6:00, including homework help, tutoring in ELA and math, enrichment services linked to state standards and the themes of each school, and a recreation program that targets fun activities and nutrition awareness for families. Parents can receive case management services in the morning or evening until 8 pm, attend computer literacy courses through YPI’s Family Technology Project, or attend ESL or GED Preparation adult education courses. Students and families will receive extensive referrals for community services available in the surrounding community from the Case Managers.

Please see A Typical Day for San Fernando Institute for Applied Media on page 12.

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

YPI will offer a full-service community schools model at San Fernando Middle School, in three innovative small learning communities and a Pilot School. Research details parameters of what defines full-service community schools (Benson & Harkavy, 2001; Dryfoos, 1994; Dryfoos, 2002). A primary ingredient will be a full partnership with families, teachers, and community partners to ensure that the school meets the needs of attending families.

Instructional methodologies to be used include data driven instruction coupled with

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

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

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

The YPI team will leverage its community-based model work with teachers and families to provide college and career readiness as families express interest and need for these resources. Summer/intersession bridge programs will provide afterschool-type programs (10am-2pm for six weeks) and work with partner Families in Schools to provide support that will target students in academic transition to prepare them for challenging curricula. The bridge program will offer homework help, time management, and tutoring in pre-Algebra for soon to be 7<sup>th</sup> graders, and Algebra for soon to be 9<sup>th</sup> graders.

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

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

YPI has an annual budget of \$29 million with more than 1,000 staff operating at 95 program sites in Los Angeles. YPI is a community-based nonprofit partnering with over 70 LAUSD and charter schools, while also successfully operating its own schools since 2004. YPI serves 6,300 students every school day in afterschool programs and provided 60,000 hours of free tutoring last school year. San Fernando Middle School falls within the boundaries of YPI's San Fernando Valley Poverty Initiative, which has received a federal appropriation from the U.S. Department of Education in partnership with Congressman Howard Berman. The SFV Poverty Initiative is modeled on the Harlem Children's Zone and shares the vision of President Obama's Promise Neighborhoods.

YPI will be partnering with the entire school community of San Fernando Middle School to operate the reconfigured school because the agency has wide experience working with

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

To bolster their already strong linkages with the community, YPI has attended all applicant orientation sessions and community forums for San Fernando Middle. To engage parents and solicit feedback in the planning of the reconfigured school, YPI spoke to parents as they dropped off and picked up their children at all feeder and relieved schools. YPI actively partnered with the teachers at San Fernando Middle School's existing Media Academy (which will become the SFIAM Pilot School) to plan the school, hosted a Community Forum and created a Parent Advisory Committee to provide input about school direction, including the themes of the small learning communities. Staff has made five site visits to San Fernando Middle, and conducted two community forums attended by 105 parents. The team has conducted outreach at eight feeder schools, including Dyer ES, Broadous ES, Gridley ES, Harding St ES, Morningside ES, O'Melveny ES, Osceola ES, San Fernando ES, and Telfair Ave ES. YPI conducted 23 school site visits and meetings that engaged 3,966 parents in the PSC process.

Educational data (CDE 2008-09) regarding San Fernando Middle School and feeder schools indicate large numbers of students requiring academic support. 71% of sixth graders, 72% of seventh graders, and 82% of eighth graders were below ELA proficiency, as were 65% of students at feeder elementary schools. For math, 67% of 6<sup>th</sup> graders, 85% of 7<sup>th</sup> graders, and 81% of 8<sup>th</sup> graders enrolled in Algebra I were below proficiency. For selected subgroups, the situation is even more challenging.

Assets of the surrounding community will be crucial to the success of the school. They include a wide variety of community organizations offering critical services and trusted by the community. More than 20 organizations offering relevant basic needs, education, health, employment support, family life support, healthcare, legal services, and mental health and counseling services are within one mile of the school. Please see the Appendix for complete list.

YPI currently operates sixteen programs in this target area (see YPI program map in the Appendix): San Fernando Valley Poverty Initiative, Preschool, Afterschool, Summer Youth Employment, Reconnections Academy, Vocational Bridge Training, Adult Education, Family Technology Project, AmeriCorps, SES Tutoring, GEAR UP and Carol White Physical Education Program (both U.S. Dept. of Education grants), Full-Service Community Schools, Communities Empowering Youth (U.S. HHS), Day Laborer Centers, Medical Office Careers, and Community Technology Centers.

The breadth of YPI's community engagement can be seen in the attached letters of support from: State Superintendent of Instruction Jack O'Connell, L.A. City Council President Eric Garcetti, State Assemblymember Felipe Fuentes, L.A. City Councilmember Tony Cardenas, L.A. City Councilmember Richard Alarcon, San Fernando City Councilmember Ernesto Rubio Hernandez, Families In Schools, UCLA Center X, UCLA Office of Instructional Development, CSUN Eisner College of Education, City of L.A. Community Development Department, Teach for America, Mission College, Valley College, Communities In Schools, MEND, Pacifica Hospital, San Salvador Valley Care, Camara de Comercio El Salvador-California, Pacoima

Chamber of Commerce, ICON CDC, Hollygrove, Build Rehabilitation Industries, SALEF, CLIC Network, and the San Fernando Valley Boys and Girls Club.

**f. Leadership/Governance**

Please see the organizational chart in Appendix. The School Leadership Team will work with the Principal of the school, the three Assistant Principals at iDesign schools, and the Principal of the SFIAM Pilot School. As a Pilot School, SFIAM will create its own governance structure with power over budget approval, principal selection and firing, and programs and policies, while abiding by state requirements regarding school councils. The School Council will be comprised of parents, partners and residents. They will have skill sets that support achievement of the school vision and mission. These may include real estate/facilities, school finance, fundraising, community involvement, parent education, technology, business experience, secondary education experience, event planning, and health and safety.

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

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

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

**g. Fiscal Plan**

As an internal applicant, YPI will work with the District to effectively align the school financial plan with stated academic goals, small learning communities, Pilot School and community focus of the reconfigured San Fernando Middle School. YPI will review and redirect certain categorical funding to support academic mission and vision, within LAUSD guidelines.

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

## 2. Curriculum and Instruction

### a. Curriculum Map and Summary

The YPI design includes innovative curriculum for the three small learning communities and a Pilot School that target four distinct themes at the school. These will include the San Fernando Institute for Applied Media (SFIAM), Performing Arts, Science and Math, and Social Justice. SFIAM will be a Pilot School, while the other three schools will be innovative iDesign small learning communities. These themes have been chosen based on YPI's years of expertise in these fields. The selection of Math and Science is also in coordination with the Obama Administration's recent announcement of a major national STEM initiative.

San Fernando Middle will be a full service community school that will actively partner with teachers, parents, students, and community members to offer a community sanctuary open from 7am-8pm each school day, and each weekend day. These additional hours and resources will provide learning and projects to extend the curriculum beyond the normal school day.

In designing curriculum, YPI and partners will utilize the 'backward design' (*Understanding by Design*, Wiggins & McTighe, 2005) approach. The ends will be learning goals enumerated in the California state standards as well as school-designed outcomes. Curriculum, materials, and instructional activities considered primary resources are aligned to state standards. They are compatible with the school's emphasis on active learning strategies: problem-based learning, pedagogy that reflects cognitive science research on developing conceptual understanding, and multiple assessments. The curriculum for the first years of the school will be adapted to fit each school's focus. The Pilot School, in particular, will have freedom to structure curriculum and assessment practices to best meet students' learning needs.

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

Tables aligning curriculum, standards and assessments can be found in Appendix. This includes scope and sequence as well as evidence of effectiveness with similar school populations.

The **social studies program** will be utilizing the History Alive! curricular resources and additional resources that support student investigations into multiple perspectives on historical events and concepts. Assessments will include unit quizzes and tests, homework assignments, essays, research papers, presentations and long-term projects.

The **language arts program** will provide a strong foundation in grammar and a broad vocabulary through explicit instruction utilizing grammar text books described above. To contextualize explicit instruction, each language arts course includes a rich and varied selection of literature, current events analysis, and weekly writing and revising of essays or longer papers. Three times a year, students will take diagnostic tests (such as NWEA Maps or Pearson GMAD/RADE) and complete in-class essays to inform data driven instruction.

All students in grades 6-8 will use Success For All, The Reading Edge program. This is a research-based program to meet the unique needs of young adolescent readers. Since the range of

reading achievement is broad in this age group, the Reading Edge provides instruction for students at beginning through 8th-grade+ reading levels. Teachers will receive training at the beginning of the year and throughout the year to conduct this first period elective.

Curriculum described below offers multiple teaching styles driven by the interests and themes selected. Using the small learning communities and the Pilot School, the resources described below will be infused into specific themes. Parents and teachers will select projects and resources to use with this curriculum to provide the flexible and personalized learning environment expected in a community school.

The **middle school science program** Science Education for Public Understanding Program (SEPUP), developed at the Lawrence Hall of Science, UC Berkeley will provide hands-on investigations, laboratory experiences and projects. It incorporates embedded and formative assessments, and quantitative assessments (tests, quizzes) used to inform data driven instruction.

The **mathematics program** will utilize multiple representations, manipulatives, and technology. Homework assignments will be collected by teachers and graded as pass/fail in answer to: Did students attempt each problem? Did students, when unable to complete a problem, ask for clarification during the daily, in-class homework review period? Weekly summative assessment will include quizzes, tests, or projects. Tri-annual diagnostic assessments such as the NWEA MAPS or Pearson GRADE/MADE will inform data driven instruction.

All students will be enrolled in an instructional class period each day based on the theme of their small learning community or Pilot School with appropriate coursework and curricula. Teachers will work with the Leadership Council to determine the scope and sequence for Year 2 and beyond. The school will emphasize flexibility and will be driven by the input of teachers, parents and community members active when assessing the success of the curriculum. Student performance levels using the range of formative and summative evaluations described ahead will drive decisions on whether to modify or change curricula and instructional strategies. Teachers in the SLCs and Pilot School will develop a library media strategy targeting projects and themes. Students will leverage media resources to complete capstone projects and portfolios.

This flexibility will be particularly evident in the San Fernando Institute for Applied Media (SFIAM), which will meet the needs of students through an innovative new Personalized Learning Environment (PLE). Please see Pilot School Addendum for full detail.

The Performing Arts Academy will target three content areas: theater/drama, dance, and music. It will combine arts instruction with practice, emphasizing student appreciation, understanding and performance across genres and cultures. Students will learn dances from different time periods exploring the commonality of cultures, and drama and theater productions will reflect the diversity of American culture. Staff will collaborate with institutions of higher education and community organizations to supplement classroom teaching and learning.

The Math and Science Academy will develop knowledge and abilities for students to pursue higher educational degrees and professional careers in math and science. A multicultural and humanistic approach will emphasize personal exploration and creative expressions while developing critical and analytical thinking skills. School clubs will include Adventure Club for Exploring Science, Lego League, Science Fair, and the National Junior Honor Society.

The Social Justice Academy will integrate Social Justice with English Language Arts across the curriculum. It will prepare students to be active members in the school, community and global society. Students will become critical and analytical thinkers who are respectful of diversity, aware of current events and equipped to communicate their beliefs. Curriculum will be progressive in nature, encouraging students to recognize social injustices and advocate for

change and equity. Students will participate in service learning that guides them in becoming active citizens and will work with YPI's AmeriCorps members to develop local service projects.

**Visual Arts, music, dance, and other skill-based instruction** as an elective will be provided with equitable access for students as part of the after school program operated by YPI, in addition to being provided in the SFIAM Pilot School and the Performing Arts SLC. It is expected to include studio training in drawing, a variety of painting techniques, and 3D design as well as DJ Training, instrumental music, digital music, and cartooning. Linked directly to California State Content Standards for the visual arts, this afterschool instruction will continue learning from the regularly school day with projects that are led by instructors credentialed in their fine arts specialty. Assessments will be actual works of art including drawings, completed flat and 3D projects, completed projects, illustrated/written/ narrated storybooks, and student/teacher-designed evaluation "tools" such as rubrics, journals, and portfolios.

The four schools will offer a varied, challenging and standards-aligned **physical education program** for all students based on the existing SPARKS curriculum used in YPI's Carol M. White Physical Education Program. Grade 6-8 students will have a daily 50 minute PE class and will continue in the BTB and YPI operated afterschool programs. The program will implement a standards-aligned sports-based and yoga-based rotation of instruction.

Faculty and administration will analyze efficacy of programs in the spring of the school's second year. Faculty and administration in each SLC or Pilot School have the flexibility to continue with these programs or switch to different research-based, constructivist-grounded, programs shown to succeed with similar school populations. The SFIAM Pilot School will be freed from local district curriculum requirements, and curricular materials will only be purchased with teacher approval. All curricular materials must have a proven record with targeted student population and must have been developed through sound, research-based methods.

The use of technology will be particularly evident in SFIAM. Through the use of technology, students will improve presentations of information and ideas by using electronic publishing software; word processors; using precise data synthesis and presentation; using spreadsheet applications; and, developing PowerPoint presentations.

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

Please see Appendix for a thorough discussion of the scope and sequence and research base. Research studies of **History Alive!** have demonstrated improved test scores for students who initially tested below proficiency. Studies comparing **SEPUP program students** to non-SEPUP students, the SEPUP students have, with statistical significance, demonstrated gains in content knowledge. Studies examined decision-making skills and found differences in student responses that favored SEPUP over non-SEPUP students. The **Connected Math Project (CMP)** research project studied the CMP program in Texas and Arizona schools that have similar demographics to SFMS, demonstrated that CMP students outperformed non-CMP students, with significant growth on standardized test for Hispanic, low SES and English learner populations. Success For All has had numerous research studies demonstrating long term effectiveness in randomized field trials (Borman, G., & Hewes, G. (2002); Slavin, R.E., & Madden, N.A. (2006).

The school will implement procedures for becoming WASC accredited. It will complete eligibility for an application, including plans for student achievement/assessment, a strong financial base, a qualified staff, and an admissions policy linked to school objectives. Once in place, it will submit a "Request for Affiliation" form. Once accepted, the school will submit an "Initial Visit Application" form. Following a WASC staff visit, it will receive Candidacy accreditation from the WASC for three years and will apply for full accreditation in Year 3.

Researchers have documented success of the constructivist model of education established with the curricula with historically under-served populations, including at University of Houston Charter School in Texas, Discovery Charter School in Newark, NJ, and Enota Multiple Intelligences Academy in Georgia. These schools and others have demonstrated that when children from disadvantaged neighborhoods, including immigrants and ELL, are given opportunity to attend schools with this focus, their test scores and whole development excel. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings, 1997; Freire, 1995.).

Research indicates that Problem-Based Learning (PBL) is effective with diverse students. Science instruction research indicates that PBL benefits ELLs (Amaral, Garrison, & Klentschy, 2002; Bredderman, 1983; Gibbons, 2003; Valadez, 2002). Researchers (Gordon, Rogers, et al, 2001) implementing PBL with an urban minority middle school population over a two-year period found that students showed increased academic performance in science and improved behavior ratings. Students studying Social Studies in a PBL format (Gallagher, Stepien, 1996) did as well on multiple-choice tests as students using a traditional model of instruction.

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

While the problem-based learning activities, data driven instruction emphasis and full range of academic support services described in this narrative for San Fernando Middle will be designed to allow all students to pursue their learning in an in-depth way that reflects the differentiated learning levels of students in each small learning community and Pilot School, additional efforts will be made for students identified as in need of particular support.

YPI and partners have intensively analyzed San Fernando Middle School test results to identify areas of weakness. Results are shown below and in greater detail in the Appendix. Dyer Elementary School provides the best composite 5<sup>th</sup> grade student population that will be entering as 6<sup>th</sup> graders at the school. In Science, only 28% of 5<sup>th</sup> grade Dyer students tested advanced and proficient. Also in Science, 28% of *all* tested 5<sup>th</sup> graders at Dyer scored proficient and above, while only 25% of the economically disadvantaged 5<sup>th</sup> graders tested proficient and above. Only 36% of *all* tested 5<sup>th</sup> graders scored proficient and above in ELA, while only 32% of the Economically disadvantaged students tested proficient and above. For sub populations, 0% of the 5<sup>th</sup> grade students with disabilities at Dyer tested proficient and above in ELA and only 6% of 5<sup>th</sup> grade students with disabilities at Dyer tested proficient and above in Math. 9% of 5<sup>th</sup> grade English Language Learners tested proficient and above in Science, compared to the 28% of *all* 5<sup>th</sup> graders tested at Dyer ES that scored proficient and advanced in Science.

San Fernando Middle School has a steady decline in student test scores across the 6-8 grades. Of the 8<sup>th</sup> grade students tested only 18% scored advanced and proficient in ELA. 29% of 6<sup>th</sup> grade SFM students tested Advanced and Proficient in ELA. 26% of 7<sup>th</sup> grade SFM students tested Advanced and Proficient in ELA, and 18% of 8<sup>th</sup> grade students tested Advanced and proficient in ELA. There is a striking difference in Math test scores between 6<sup>th</sup> and 7<sup>th</sup> graders at San Fernando Middle. 33% of 6<sup>th</sup> graders scored proficient and above in Math. However, less than half (15%) of 7<sup>th</sup> graders tested scored proficient and above in Math. 33% of all 6<sup>th</sup> graders that scored advanced and proficient in Math, while 10% of 6<sup>th</sup> grade English Language Learners tested advanced and proficient in Math. For English Language Learners in ELA, 29% of all 6<sup>th</sup> graders scored advanced and proficient in ELA, while only 2% of 6<sup>th</sup> grade ELLs tested advanced and proficient. 18% of all 8<sup>th</sup> graders scored advanced and proficient in ELA, however 0% of 8<sup>th</sup> grade English Language Learners tested proficient and above in ELA.

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

To address the need of students to improve their English Language Arts abilities, the SFMS will provide students with 2 courses aimed at developing these skills. These courses include a 50 minute daily Success For All Reading Edge program and an ELA course taught in a 90 minute block period every other day that includes explicit curriculum and instruction in vocabulary and grammar. SFMS has chosen a block schedule in light of research that demonstrates greater academic growth occurs when students, especially English Language Learners, have extended time to engage in single subject learning in a hands-on and active manner. Furthermore, the professional development plan for SFMS emphasizes Project GLAD (Guided Language Acquisition Design) because of its effectiveness in supporting English learners, Backward Design and Data Driven Instruction because of its focus on analyzing specific student needs and targeting lessons accordingly, and active learning strategies such as problem-based learning because of this pedagogy's ability to develop conceptual understanding of subject material while developing English language skills in an engaging context.

The reconfigured school will provide a constructivist, problem-based educational program in which teachers utilize action research focused on data driven instruction. Special needs populations (English learners, Gifted, At-Risk of Low Achieving, Low Socioeconomic and Special Education) will receive differentiated instruction. During the August (pre-school opening) teacher's institute, faculty will be trained in SDAIE or Project GLAD, award-winning and highly effective programs demonstrated to improve English learner and Standard English Learner (SEL) content area learning. Teachers will also be trained by the school leader in Data Driven Instruction and action research. In this way, teachers will be able to identify specific needs of all students and implement a variety of pedagogical and curricular changes to address these needs. The weekly shortened day schedule and the monthly Data Conferences will provide ongoing opportunities to update this training and collaborate on increasing student achievement.

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

Special needs students will be integrated into the mainstream classroom to the extent possible. Special needs may range from classroom modifications, interventions, special instructional strategies and special programs. San Fernando Middle will incorporate resources and best practices provided by Child Find, a component of Individuals with Disabilities Education Act (IDEA). If a student needs additional support or resources, then an IEP (individual

education program) or declaration of intent process will begin. The program of instruction for students with disabilities will be responsive to required courses and curricular activities provided for all students in the school. The SLCs and Pilot School will conduct assessment and standardized testing of students with disabilities using state and district guidelines. Meetings will be arranged with parents to monitor progress. IEPs will be designed and revised as data from testing and assessments are gathered. The schools will adhere to all provisions of the Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, ADA, the modified consent decree and the Chandra Smith Consent Decree.

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

Efforts will be made for students identified as “gifted.” Staff will utilize research of Renzulli (1986) who concluded that giftedness involves interaction of three sets of characteristics: above average intellectual ability, creativity and task commitment. Gifted students will also be identified through observation of three key dimensions (Maker, 1982): pace at which they learn; depth of understanding; and interests they hold. Teachers and tutors will receive professional development training to complete assessment of students using identifiers. Accelerated learning will have a particular place in the afternoon period dedicated to the themes. Research into small learning communities has shown that they may they can reduce discrepancies in the achievement gap of poorer and minority children. They can also encourage teachers to develop innovative strategies to help students succeed (Wasley et al., 2000). For this reason, the SLCs and Pilot School may create a more comprehensive GATE programs, should a student population emerge that would benefit. The could include a GATE Humanities program beginning in 7th grade, with an accelerated math program as well as a more challenging science class for 7th -8th graders. In terms of minority representation in GATE, emphasis on data driven instruction will prioritize the achievement gap. The school will break down GATE outreach and placement by specific subgroup, including English learners, Economically Disadvantaged and students with disabilities. YPI will provide college preparation and tutoring for all students as part of the afterschool program with trained AmeriCorps members. Minorities (the school is over 96% Latino) make up a majority, and they will be the primary focus of GATE. SDAIE training is effective in identifying gifted learners whose only obstacle to academic success is language. Students will be identified for accelerated learning through steps above and assessment/testing.

#### **e. Instructional Strategies**

Instructional methodologies to be used include data driven instruction coupled with teacher action research; backward design and multiple assessments; family participation and community involvement; constructivism; and problem-based learning. The Pilot School (SFIAM) will implement real world connections into problem-based learning (PBL) experiences into the classroom. Curricula and instruction will incorporate guest speakers from companies like the Burbank Disney Studios, Apple, and Time Warner, as well as field trips to local web design companies in the Valley and the Communications department at Pepperdine University.

Faculty and staff will be involved in school-level decisions. Teachers will actively collaborate in two teacher teams that will pair an experienced teacher or mentor with new teachers to offer both mentoring and leadership development services. Teachers will be part of the Leadership Team for each small school that defines professional development services, reviews and updates the curriculum, and assists in interview process for new teacher hires.

Research has shown that student achievement increases when parents are actively engaged in children’s education (Henderson and Mapp, 2002). This finding will be tied to culturally relevant pedagogy provided with the active participation of teachers, parents and

community members. The school will work with parents and community partners to craft a holistic approach to education, to better serve Latino and low-income families. It will incorporate a required Spanish Language Arts class with literature and written language development, as well as Central American/Latino history, culture, and issues such as the Central American Diaspora and the U.S. Latino experience into the curriculum to reflect that the enrolled families are more than 95% Latino. Students will directly interact with their surrounding community in service learning projects in the Social Justice Academy, for example. The development of themes in the three SLCs and the Pilot School is directly related to interests of teachers and parents as expressed in community meetings and feedback during the Public School Choice process. These themes and all culturally relevant pedagogy will be constantly reviewed by the entire school community each year, and revised to better meet the educational needs of students.

**A Typical Day for San Fernando Institute for Applied Media (Pilot).** At 7:30 am, Andrew, a 6<sup>th</sup> grader, gets dropped off at SFIAM. He and his parents know that the SFIAM teachers are already in their classrooms with an open door policy so Andrew proceeds to Ms. Arredondo's class. He has been working on an interdisciplinary, collaborative project about erosion in Science, Language Arts, Computers, and Leadership. He decides to check his blog and notices he has new postings from his peers in China, who are working on a similar project. In science, Andrew's group is given a small amount of sand, several small rocks, a (dissecting) tray, and a source of water. Their challenge is to transport the sand and rocks from one end of the container to the other using as many different methods as they can. Andrew and his partners record their methods in their video journal and list the methods on a spreadsheet (blowing, pushing, running water, tipping the pan...).

In Language Arts, Andrew and his classmates read online about agents of erosion and identify the type of agents they used in the lab. Andrew discovers agents of erosion include gravity, wind, glaciers, and water. They add this to their video journal and post their findings to their erosion blog. After a quick bite at Nutrition, Andrew enters Mr. Sanchez' room, who is his math teacher, to continue to work on his project. Andrew already has some notes from his online research that was done in Language Arts, saved in his public folder so he can access it anytime, anywhere. After looking over his notes, Andrew asks Mr. Sanchez if there is a way to measure how much a hillside has been impacted by erosion. Mr. Sanchez sits at the computer next to him and together they figure out the formula for calculating the amount that has been eroded. The bell is about to ring; Andrew remains with Mr. Sanchez for period 3 math anyway, so he makes his way to his seat to prepare for the warm-up. Mr. Sanchez knows that if Andrew had that question, other students may also, so he decides to change his daily warm-up to include the erosion calculation. Andrew proudly demonstrates his understanding of the formula as he explains it to his team of peers.

After math class, Andrew goes to his Leadership class where he and the rest of the class will be interviewing people with careers in this field via Skype: soil conservationist, hydrologist, and agronomist. Andrew works with a team of students to develop questions they want answered by the experts. Andrew continues through the rest of his school day. After school he meets with YPI's staff and continues to work on the media presentation portion of his project. Andrew gets picked up at 4:30 p.m. Since his mother has been trained by Families in School, she knows how to access his class assignments online and noticed his homework was to take pictures of examples of erosion in the community. They do not have a digital camera, so Andrew has checked one out from YPI and will return it the next day. Mother and son go off to find examples together.

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

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

YPI's vision for San Fernando Middle School is to equip urban students in grades 6-8 for academic success and community participation through three small iDesign SLCs and a Pilot School, each of which will serve approximately 400 students. YPI aims to provide the youth of the San Fernando Valley with the intellectual tools needed to become successful students and active citizens. Through clear and high expectations for all students, a rigorous curriculum, a personalized learning environment, and family-school-community partnerships, YPI will help students overcome traditional barriers and empower them to succeed in middle school, high school and beyond. Positive youth development and resiliency will be reinforced by programs such as the SEARCH Institute's "40 Developmental Assets" to promote character building and respect.

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

Our mission is to implement the program described in this narrative and guide students whose current average CST scores are 316 in ELA and 313 in Mathematics into the realm of proficiency levels that meet AYP levels (46%-48%) by Year 3 and exceed the AYP levels (75%+) by Year 5.

YPI will partner with teachers and families to provide choice and culturally relevant instruction reflecting the needs and concerns of this predominantly Latino community. To do this, San Fernando Middle School will become a full-service community school that will actively partner with teachers, parents, students, and community members to offer a sanctuary and one-stop center open 7am-8pm each school day, and on Saturdays. The FSCS model provides services for students and their families before, during, and after the school day at the school site to improve academic performance, increase family income, reduce mobility, and prepare students and parents for the path to college.

San Fernando Middle will meet the parameters of scientifically-based research also by integrating the community school model into the curriculum and by providing staff with professional development that helps teachers to engage in the community schools process, set high expectations, and ensure appropriate learning supports for students and families. This will include professional development to help teachers in create collaborative partnerships with parents, families, and community organizations in San Fernando.

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

The YPI team will leverage its extensive experience with college preparation initiatives like GEAR UP to provide college and career readiness for students using full-time Case Managers. Services will include assessment using the Ansell-Casey Life Skills Assessment. Tutoring and enrichment will provide afterschool, summer and Saturday academic assistance. Tutors will conduct assessment to better target individual strengths and needs. YPI will provide a summer/intersession bridge program with an afterschool programs (10am-2pm for six weeks)

and work with Families in Schools to provide support that will target students in academic transition to prepare them for challenging curricula. The bridge program will offer homework assistance, time management, and tutoring in math, including preparation for pre-Algebra for soon to be 7<sup>th</sup> graders, and Algebra for soon to be 9<sup>th</sup> graders. It will include College Knowledge Academies, Going On to College!, and Parent Academies.

Quarterly study habit workshops help youth become better students and will target time management. Struggling students will be recommended for workshops by teachers based on classroom assessment. Parent workshops will be 10 week programs (provided by partner Families in Schools) that will focus on Introduction to the Middle School and High School, Improving Academic Communication, Asking Questions with Administrators, Parenting with Technology, Parental Support of Student Learning, Measuring Academic Performance, and Parents as Advocates for Their Children. College Corner will provide a place for students receive college prep and financial aid information. College visits to local universities (such as CSUN, USC, and UCLA) will be offered. Clic Enrollment ([www.thecllic.net](http://www.thecllic.net)) will be provided. This online source for case management and college preparation helps families explore higher education. The program will target career technical education, college preparation, and completion of A-G requirements working with partners such as CSUN Professor David Moguel. This will target the completion of Algebra 1A and 1B by eighth grade students. The schools will help students to master real world coursework that builds technical and academic skills based on the Secretary of Labor's Commission on Achieving Necessary Skills (SCANS).

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

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

San Fernando Middle will implement a flexible schedule that gives teachers time to collaborate on lesson study and develop student understanding. Core subject classes (Language Arts, Math, Social Studies, Science) will be 90 minute blocks, Success For All will be a 50 minute block and other courses will be 40 minutes. Before and after school learning opportunities will equal 3-4 hours each day.

SFIAM as a Pilot School will use scheduling autonomy to maximize learning time and collaborative planning and professional development for faculty and staff. Schedules will be set according to the academy's mission and vision and teacher agreements to enhance instruction and to increase academic achievement. Several studies support block scheduling because it

increases student achievement (Fletcher, 1997; Khazzaka, 1998), decreases discipline referrals (Duel, 1999; Stader, 2001), increases student attendance rates (Queen, Algozzine, & Eaddy, 1997; Snyder, 1997), and improves school climate (Buckman, King, & Ryan, 1995). Complete schedule information is attached in the Appendix. A sample schedule is below. Note that each grade will have the same opening of the school day with a Success for All literacy class followed by a 15 minute nutrition period in the same classroom, which reduces the need for ‘passing time.’ After this morning schedule, students will transition to an 85 minute core block for a core course. Between 10:38 am and 1:37 pm, grades will be rotated through Physical Education, Spanish, lunch and a class related to the school’s focus. The reason for the staggering of these courses is to best utilize limited space and resources. In the afternoon will be a final core course in an 85 minute block. Since core courses meet every other day in a block schedule, every other Friday is a different core course (called Friday A and Friday B). Not counting lunch or nutrition, daily instructional minutes will total 376 on standard days and 272 on shortened days. Since there are 142 standard days and 38 short days, total annual instructional time is  $(142*376 + 38*272)$  63,728 minutes, which is 9,728 over the required 54,000 minutes for students in grades 4-8.

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

		Monday	shortened day		Tuesday	Wednesday	Thursday	Friday A	Friday B
8:00 - 8:50	50 min	Success for All	8:00-8:50	50 min	Success for All				
8:50 - 9:05	15 min	Nutrition	8:54-10:19	85 min	Science				
9:09 - 10:34	85 min	English	10:23-11:48	85 min	Math	English	Science	English	Science
10:38-11:18	40 min	PE	11:48-12:23	35 min	lunch	PE	PE		
11:22-12:12	50 min	Spanish	12:23-1:03	40 min	PE/dismissal	Spanish	Spanish	Spanish	Spanish
12:12-12:47	35 min	lunch	1:10 - 2:40	90 min	Teacher PD	lunch	lunch	lunch	lunch
12:47-1:37	50 min	school focus class							
1:41-3:06	85 min	History				History	Math	History	Math

**d. Athletic programs and extracurricular programs**

YPI will offer students an array of enrichment courses in school and during a daily afterschool program (3-6pm). YPI will work with partners to provide athletic and extracurricular programs through a daily 40 minute PE class and in the afterschool program. Interest is high for soccer programs, according to community surveys completed as part of the Public School Choice Process. YPI will leverage its U.S. Soccer Foundation funding to create a soccer league for students. YPI also has a Carol M. White Physical Education program that will support the school with SPARK physical education curriculum and services. Other PE offerings in- and after-school will include knowledge for lifetime physical activity and nutrition (aligned to California State Standards for physical and health education), yoga, aquatics (water safety and lifeguard training), and martial arts. Funding from CaliforniaVolunteers will provide curricula and technical assistance, as AmeriCorps members lead service learning activities. In the afterschool program, students will participate in enrichment, including instrumental music, digital music, photography, film-making, urban art, and cartooning.

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

The discipline policy is grounded in the right of each student to be educated in a safe, respectful, and welcoming environment, while each educator has a safe working environment. The schools will closely follow the Board approved District Discipline Foundation Policy. The schools plan for discipline will be congruent with the *Culture of Discipline: Guiding Principles for the School Community* (Attachment A) and *Culture of Discipline: Student Expectations* (Attachment B) and *How To Establish And/Or Refine An Effective School-wide Positive Behavior Support System* (Attachment C) for this Policy. Student discipline at the school will take a proactive approach that provides a positive learning and support environment for students.

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

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

San Fernando Middle will follow District guidelines for meeting health mandates and health care needs of chronically ill students. Using the community schools model, the middle school will work with community organizations to refer clients (particularly client families below the poverty line) for medical and health services that will target students that lack health coverage. Services provided will assist students that have Section 504 Plans and IEPs. Inclusion is the preferred method. Special needs students will be integrated into the mainstream classroom to the extent possible. Each special needs student will be given support for his or her unique learning style. Special needs students will receive daily support and individual instruction on a case-by-case basis. Special needs may include classroom modifications, interventions, and special instructional strategies. If teachers and/or parents determine that a student may need additional support or resources, then an IEP or declaration of intent process will begin.

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

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

The small learning communities and Pilot School will follow District guidelines for nutritional content of school meals. They will continue to use funded nutritional programs provided for students through LAUSD, including the National School Lunch Program (NSLP). The schools will enroll students in the School Breakfast Program (SBP) and a Special Milk Program (SMP). Children from families with incomes at or below 130% of the poverty level are eligible for free meals. Those between 130-185% are eligible for reduced-price meals. The school will seek supplementary funding available for after-school snacks and other nutrition needs. YPI will use the community school model to leverage nutrition programs. Resources will include sponsoring Health Fairs to provide free health screenings, nutrition workshops, and healthy recipes for family meals.

930 parents and students attended the YPI Family Summit at Bert Corona Charter School in the San Fernando Valley on May 30, 2009 that provided health assessments for diabetes, asthma, cholesterol level, dental services, and blood pressure.

#### 4. Assessments and School Data

##### a. Educational Goals and Metrics

Please see Accountability Matrix in Appendix for details regarding quantifiable achievement goals, including CST scores, attendance levels, retention rates, number of behavioral incidents, IEP goal progress, and other goals. All future student and school data will be disaggregated to show how sub-groups perform; e.g. LEP, non-LEP, mobility, gender, etc. Please see Appendix for a description of scope and sequences for all core subjects. These tables list ‘measurable student outcomes’ as well as means and frequency of assessing students.

The SFIAM Pilot School will be freed from local district curriculum requirements. It will send report cards home every 5 weeks to provide ongoing communication with families through an online grading program. As a multimedia school, SFIAM will build a reliable communication network system for school to community communications that will include homework web pages, school meeting agendas and minutes posted, student work exhibits, e-mail links to teachers, as well as cellular phone and text communications between parents and teachers.

##### b. Student Assessment Plan

Assessment will drive professional development, instruction, and curricular adjustments by providing reliable measures for student achievement that will in turn dictate needed changes. As an internal operator, YPI will use District assessment providers to evaluate student work.

Component	Learning Outcomes	Assessment Measures/ Frequency
<u>English</u> <u>Language</u> <u>Arts</u>	On quarterly assessments, at least 75 % of students will demonstrate proficiency on grade-level content standards, with emphasis on grade-level reading with comprehension; speaking with clarity and meaning; thorough and analytical response to historically significant works of literature; clear and effective oral expression; clear and well structured persuasive writing. 95% of students will demonstrate growth and improvement from one quarterly assessment to the next. <u>Formative assessments</u> -in class work and homework assignments. <u>Summative assessments</u> - unit quizzes and tests. All grades will have end-of-year projects. State tests.	State Mandated Tests/ <b>Annual</b> Portfolios/ <b>Quarterly</b> - summative Teacher assignments/ assessments/ <b>Daily</b> - formative Oral presentations/ <b>Ongoing</b> - formative Faculty-developed rubrics- formative Classroom Projects/ <b>Ongoing</b> - formative Capstone projects/ <b>Bi-Annual</b> - summative Benchmark assessments/ <b>Annual</b> - summative (4Sight, Gates MacGinitie)
<u>Mathematics</u>	On quarterly assessments, at least 75 % of students will demonstrate proficiency on grade-level content standards, with emphasis on understanding and application of formal logical reasoning; analytic and	State Mandated Tests/ <b>Annual</b> - summative Portfolios / <b>Quarterly</b> Teacher developed

	<p>symbolic processing; arithmetic/ algebraic manipulation and construction; number sense; skills in measurement and geometry; data analysis, probability, and basic statistics; pre-algebraic and algebraic thinking. 95% of students will demonstrate growth and improvement from one quarterly assessment to the next. <u>Formative assessments</u>-in class work and homework assignments. <u>Summative assessments</u>- unit quizzes and tests. All grades will have end-of-year projects. State tests.</p>	<p>assignments/assessments/  <b>Daily</b>  Classroom Projects/ <b>Ongoing</b>  Capstone projects/ <b>Bi-Annual</b>-summative  I Can Learn Assessments/  <b>Every 3-6 weeks</b></p>
<p><u>History/</u>  <u>Social</u>  <u>Science</u></p>	<p>On quarterly assessments, at least 75 % of students will demonstrate proficiency on grade-level content standards, with emphasis on knowledge of events/ideas in ancient civilization (6<sup>th</sup> grade), world history/ geography (7<sup>th</sup> grade) and US History (8<sup>th</sup> grade); intellectual reasoning; research skills; chronological/ spatial thinking; understanding of different points of view; historical/ social sciences analysis. 95% of students will demonstrate growth and improvement from one quarterly assessment to next. <u>Formative assessments</u>-in class work and homework assignments. <u>Summative assessments</u>- unit quizzes and tests. All grades will have end-of-year projects. State tests.</p>	<p>State Mandated Tests/  <b>Annual</b>- summative  Portfolios / <b>Quarterly</b>-formative  Teacher developed assignments/assessments/  <b>Daily</b>- formative  Classroom Projects/ <b>Ongoing</b>  Capstone projects/ <b>Bi-Annual</b>-summative  Data Director (or equivalent) standards-based assessments/  <b>Ongoing</b>- summative</p>
<p><u>Science</u></p>	<p>On quarterly assessments, at least 75 % of students will demonstrate proficiency on grade-level content standards, with emphasis on proficiency in fundamental concepts and terms of branches of science, including Earth, Life, and Physical Science; investigative skills; experimentation skills. 95% of students will demonstrate growth and improvement from one quarterly assessment to the next. <u>Formative assessments</u>-in class work and homework</p>	<p>State Mandated Tests/ <b>Annual</b>  Portfolios / <b>Quarterly</b>  Teacher-created assignments/evaluations/ <b>Daily</b>  Capstone projects / <b>Bi-Annual</b></p>

	assignments. <u>Summative assessments</u> - unit quizzes and tests. All grades will have end-of-year projects. State tests.	
<u>Technology/</u> <u>Visual Arts/</u> <u>Performing</u> <u>Arts</u>	Students will demonstrate mastery of National Technology Standards and CA Visual Arts/Performing Arts Standards <u>Formative assessments</u> -in class work and homework assignments. <u>Summative assessments</u> - unit quizzes and tests. All grades will have end-of-year projects.	State Mandated Tests/ <b>Annual</b> Portfolios / <b>Quarterly</b> Teacher-created assignments/evaluations/ <b>Daily</b> Capstone projects / <b>Bi-Annual</b> Oral Presentations/ <b>Weekly</b>
<u>Spanish</u> <u>Language</u> <u>Arts</u>	Students will demonstrate mastery of CA Foreign Language Standards. <u>Formative assessments</u> -in class work and homework assignments. <u>Summative assessments</u> - unit quizzes and tests. All grades will have end-of-year projects.	State Mandated Tests/ <b>Annual</b> Portfolios / <b>Quarterly</b> Teacher-created assignments/evaluations/ <b>Daily</b> Capstone projects / <b>Bi-Annual</b> Oral Presentations/ <b>Weekly</b>

### c. Data Team and Instructional Team

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

Portfolios will incorporate student work, projects, and videos that document growth. Portfolios will be particularly valuable in documenting learning of the school themes in SLCs and Pilot School. An example will be a student in the Pilot School who creates a digital portfolio in the form of a movie showing an interactive science experiment. Student portfolios will be evaluated by teachers according to a scoring rubric developed by staff for evaluation aligned with goals. Students scoring 80% or above will have mastered standards aligned to specific assessment. Students scoring between 50-80% are still at instructional level and those scoring below 50% will receive additional support.

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

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

**d. Data Systems**

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

**e. LAUSD School Report Card**

San Fernando Middle will track the same information presented in the LAUSD School Report Cards, including API score and AYP status. As an internal applicant, YPI will leverage LAUSD system to gather and report information, including student outcomes and academic progress (college/career preparation, high school readiness of 8<sup>th</sup> graders in ELA, math (8<sup>th</sup> graders enrolled in Algebra), EL reclassification rate, and proficiency of students on state tests and the numbers improving and declining).

YPI will use staff surveys to assess teaching, leadership, and culture, as well as student and staff surveys to assess campus safety and student/parent satisfaction. The Report Card will desegregate ELA and math achievement by advanced/proficient categories for all ethnic groups represented at the school, and by Special Education, Gifted and Talented, and Economically Disadvantaged status.

**f. Research and Evaluation**

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

## g. Operational Goals and Metrics

Category								
Metric	Definition	2009 Status	Goal Yr 1	Goal Yr 2	Goal Yr 3	Goal Yr 4	Goal Yr 5	
<b>Academic</b>								
Academic Performance Index (API)	Measures school's overall academic performance level and growth	624	635	660	700	750	800	
API Statewide and Similar Schools Rank	Ranks all schools in California on two scales (Statewide and Similar Schools) from 1 to 10	1/3	2/4	4/6	5/6	6/8	7/9	
AYP (aggregate)	Percentage of students participating in state assessment (AYP target 95%)	96%	96%	97%	98%	98%	98%	
AYP (subgroups)	Numerically significant subgroup (Latino) proficient or advanced in ELA / MATH (AYP targets 46% / 47.5%)	26% / 21%	36% / 31%	46% / 41%	52% / 51%	62%	72%	
AYP (subgroups)	Students with Disabilities proficiency rate for ELA	9%	18%	27%	38%	49%	59%	
AYP (subgroups)	Students with Disabilities proficiency rate for Math	7%	14%	22%	30%	38%	48%	
AYP (subgroups)	English Learners proficiency rate for ELA / Math	21% / 18%	29% / 27%	40%	50%	55%	65%	
AYP (subgroups)	Socioeconomically Disadvantaged students proficiency rate for ELA / Math	26% / 22%	36% / 32%	46% / 43%	55% / 53%	60%	65%	
<b>Student</b>								
Enrollment	Percentage of available seats filled by enrolled students on norm date		95%	97%	100%	100%	100%	
Attrition Rate	Percentage of students withdrawn from school		<20%	<15%	<10%	<10%	<10%	
Suspension Rate	Percentage of students suspended from school	3.3%	<10%	<7%	<5%	<5%	<5%	
Expulsion Rate	Percentage of students expelled from school	0%	<2%	<1%	0%	0%	0%	
<b>Teachers</b>								
Highly Qualified Teachers	Percentage of teachers who are Highly Qualified in the subject(s) they teach according to Federal Guidelines	97%	93%	95%	98%	98%	98%	
Emergency or Provisional Credentials	Percentage of teachers teaching with emergency or provisional credentials	3%	7%	5%	2%	2%	2%	
Teacher Retention Rate	Percentage of staff retained from one year to the next		85%	90%	95%	95%	95%	
<b>Financial</b>								
Supplemental Instructional Support	Funding for tutoring and academic support services		100k	150k	200k	250k	250k	
Curriculum Support Positions	Additional Staffing to support academic outcomes through private fundraising		1 staff	1 staff	2 staff	2 staff	3 staff	
Community Schools Funding	Private and/or government funding to enhance full service community school model		100k	200k	250k	250k	250k	
<b>Governance</b>								
Parent Site Council	Parent/stakeholder committee to assist in decision-making around non-instructional issues		20 parents involved	32 parents involved	44 parents involved	44 parents involved	44 parents involved	
<b>Community</b>								
Community Partnerships	Service learning component for every grade level		70%	85%	100%	100%	100%	
Parent Satisfaction	Level of satisfaction with school, staff and school programs as measured by the annual survey (% Agree/Strongly Agree)		75%	80%	90%	92%	95%	
Teacher Satisfaction	Level of satisfaction with school, staff and school programs as measured by the annual survey (% Agree/Strongly Agree)		75%	80%	85%	90%	95%	
Student Satisfaction	Level of satisfaction with school, staff and school programs as measured by the annual survey (% Agree/Strongly Agree)		75%	80%	85%	90%	90%	

## 5. Professional Development Program

### a. Professional Development

Professional development will be teacher driven to focus on avenues most needed to support teachers in the classroom and increase student academic achievement. Each of the small learning communities and the Pilot School will provide professional development that targets the

specific theme of each school while offering broader competencies based in community learning, teaching English learners, problem-based learning, action research and data driven instruction. Informally, teachers will look at student work and questions in order to inform their instructional practice. Formally, school leaders will train teachers in analyzing teaching, learning, and student assessment data (data driven instruction) and embarking on focused, relevant action research in the classroom. UCLA's Center X will lead professional development through collaboration with teachers, site and district administrators, parents, and community members to strengthen curriculum, deepen teacher content knowledge, improve instructional strategies, understand student learning, use data-driven inquiry and create a college-going culture to improve outcomes for students. The school will utilize Center X's comprehensive portfolio of professional development opportunities, including five California Subject Matter Projects in Writing, Reading and Literature, Mathematics, Science, History-Geography and a new School Transformation Project that brings together multiple teacher learning and coaching opportunities at a school site.

Professional development hours and days throughout the school year will total 168 hours. There will be a two week summer institute and five full days during the school year at seven hours per day. Each week will have 1.5 hours built in on minimum day Tuesdays for 42 weeks.

Additional providers include NCTM conferences for math teachers, the History Alive! program by Teachers' Curriculum Institute for social studies teachers, National Science Teachers Association conferences and National Science Foundation's Problem-Based Learning Project, and National Council of Teachers of English conferences. Additional external professional development support for SFIAM Pilot School will come from CUE (Computer Using Educators), NECC (National Educational Computing Conference), California League of Middle Schools Technology Conference, California League of Middle Schools Annual Conference, With Different Eyes Conference, CMC (California Mathematics Conference).

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

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

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

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

Scheduled professional development events include Summer (August) Institute: Data Driven Instruction and action research; Community based schools; Backward Design of curriculum (projects) that incorporate problem-based learning and are standards-aligned; the use

of Portfolios to Document Student growth/achievement in SFIAM, Social Justice, Math/Science, Performing Arts; Project GLAD (or SDAIE). September/October: Action Research (ongoing link to Data Driven Instruction), Project GLAD in depth, problem-based learning, community-based schools and integration with the community. November: Action Research, problem-based learning, Teaching through the Theme (SFIAM, Social Justice, Performing Arts, Math/Science). December/January: Action Research (ongoing link to Data Driven Instruction), using Portfolios to Document Student Academic Growth, Leveraging Community Partnerships into the Classroom, Backward Design for multiple assessments aligned to standards. February/March: Action Research (related to mid-year assessment data), Service Learning, Project GLAD, teaching through Theme. April/May: Action Research, subject-specific data driven instruction.

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

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

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

### **6. Professional Culture**

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

This proposal for services at San Fernando Middle will adhere to Article IX- Hours and Duties and Article X- Evaluation and Discipline as described in the LAUSD Collective Bargaining Agreements. Exceptions to this will be the separate agreements signed by teachers and staff of the Pilot School. All staff will commit to the mission and vision of each school, which will target its theme (SFIAM, Math/Science, Performing Arts, Social Justice) through monthly staff conferences to build collaborative relationships not just in the small learning community or Pilot School, but among all teachers at the school. The community focus greatly depends on the outreach that each teacher makes with parents and community members.

Faculty and staff will be involved in school-level decisions through the Local School Council, a situation particularly true at the SFIAM Pilot School, which will be freed from all district policies, while setting policies that the school community feels will best help students to be successful. This includes issues related to promotion, graduation, attendance, and discipline.

Teachers will be part of the Council that defines professional development services, reviews and updates the curriculum, and assists in interview process for new teacher hires.

**b. Evaluation**

Evaluations will be performed twice a year. Performance measures will be used to evaluate all school personnel. The Principal of the overall school and the Principal of the Pilot School will be evaluated by the YPI Academic Director and LAUSD based on completion of required job duties, reaching objectives and benchmarks, and oversight of school administration in regards to implementing the school performance measures and maintaining adherence to guiding principles and requirements. The Principals will also be measured on overall successful academic programs of their small learning community or Pilot School and the achievement of high parental and community involvement in the community school model implemented by YPI.

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

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

**c. Feedback**

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

**7. Serving Specialized Populations**

**a. Specialized Instruction**

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

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

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

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

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

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

Extended school year services will be provided to eligible students with disabilities by continuing the practice of providing year round educational services in school classrooms for qualified students with disabilities as per LAUSD policy.

Literacy acquisition will be a major part of the instructional program. Classroom immersion is the preferred model for English language mastery. Student fluency will be measured using the English Language Development Test (CELDT). The English language support program will have five steps. *Identification:* A home language survey (HLS) will identify students who come from homes where a language other than English is spoken. *Assessment:*

Standardized tests such as the California English Language Development Test will be given to each incoming English learner to determine proficiency level. The CELDT will be administered to all new students with a home language other than English (indicated on their HLS) and to all English learners annually. *Support Services:* Teachers will work with the interdisciplinary teaching teams to provide strategies. Teachers will monitor English learners through daily reading, writing, and discussion to determine literacy skills. Teachers will use the Cognitive Academic Language Learning Approach, which integrates language learning, academic content, and learning strategies. *Transition:* Once a student gains proficiency in English, staff will transfer him or her into the regular program. Transfers will be based on criteria established by staff. *Monitoring:* Students exiting will be monitored for academic progress. Staff will determine if regular program is addressing needs or if further language development is needed.

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

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

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

The YPI community schools model that partners with community organizations to provide services in and out of the school day is an established, effective model for meeting the needs of students in at-risk situations. As described in this proposal, the school will be split up into three SLCs and one Pilot School of 400 students each to develop a personalized learning environment focused on choice of learning for families attending the school. Each family will be assessed by Case Managers and provided a menu of school and community offerings, not just for the students, but for other family members as well. YPI and the school partnership will provide community referrals for housing, health care, gang prevention, and other issues reflecting offerings of a full service community school. The full service community schools model will leverage YPI training and education services that will complement core school resources to provide an effective learning environment for students assessed as at-risk.

**8. Family and Community Engagement Strategy**

**a. Identification**

YPI will be serving the school community of San Fernando Middle School. This community has strong potential assets and significant challenges. Educational needs of San Fernando Middle School are described fully on pp. 9-10. Assets of the surrounding community extending two miles around San Fernando Middle School include community organizations offering critical services that have partners to plan and operate this community school. YPI and school staff has assessed the community and have found more than 20 organizations offering basic needs, legal services, education, health, employment support, family life support, healthcare, and mental health and counseling services. Please see the Appendix for complete list.

The YPI community based school program closely aligns with community and educational needs as described in narrative and communicated to YPI staff at community meetings, interviews and through surveys. As defined by interests and needs, San Fernando Middle families will help create and enroll in preschool, afterschool, job training, case

management, and supportive services designed to meet their needs. YPI will provide Case Managers to work with each family to develop a targeted services plan.

YPI is uniquely qualified to operate this school due to its range of services, its reach in the community, and its practical operational experience operating two public middle schools with high parental involvement. YPI currently operates sixteen programs in the target area (see YPI program map in the Appendix): San Fernando Valley Poverty Initiative, Preschool, Afterschool, Summer Youth Employment, Reconnections Academy, Vocational Bridge Training, Adult Education, Family Technology Project, AmeriCorps, SES Tutoring, GEAR UP, Carol White Physical Education, Full-Service Community Schools, Communities Empowering Youth, Day Laborer Centers, Medical Office Careers, and Community Technology Centers.

**b. Family and Community Engagement**

The community schools model provides services for students and their families before, during, and after the school day at the school site to improve academic performance, increase family income, reduce mobility, and prepare students and parents for the path to college. YPI utilizes a PK-20 feeder pattern strategy. YPI has extensive program and engagement activities in the targeted San Fernando Valley community (see attached map in Appendix). San Fernando Middle School also falls within the boundaries of YPI's San Fernando Valley Poverty Initiative.

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

YPI attended all relevant applicant orientation sessions and community forums for San Fernando Middle. To engage parents, YPI spoke to parents as they dropped off and picked up their children at San Fernando Middle and feeder schools. During this effort, YPI made 67 site visits to relevant schools throughout Los Angeles, while engaging 11,784 parents during this effort. At San Fernando Middle, YPI established a partnership with the teachers at San Fernando Middle School's existing Media Academy to write the proposal, plan the reconfigured school and operate it beginning next year. YPI and partners worked to create a Parent Advisory Committee at San Fernando Middle that actively participated in the planning for the school (including the development of themes and the Pilot School model), hosted a Community Forum. Staff has made five site visits to San Fernando Middle to inform parents, and conducted two community forums for parents attended by 105 parents. 146 parents have completed surveys regarding services that wish to see at the reconfigured school that have been developed into the plan. To further engage parents and community members, the YPI Outreach Team has conducted outreach at eight feeder schools, including Dyer ES, Broadous ES, Gridley ES, Harding St ES, Morningside ES, O'Melveny ES, Osceola ES, San Fernando ES, and Telfair Ave ES. A total of 23 school site visits and meetings were conducted for parents at San Fernando Middle and feeder schools that engaged 3,966 parents in the Public School Choice process.

YPI will offer enrollment for families into existing programs and services, and develop new programs based on family needs. Strategic partnerships YPI has developed with public and

private partners include funding for 288 preschool slots in the San Fernando Valley. YPI also has funding for 225 work experience, healthcare and preschool assistant job training slots through the Los Angeles Community Development Department (Reconnections Academy and Vocational Bridge Training) in 2010-11. Through the Family Technology Project, YPI will enroll 200 San Fernando Middle families in 2010 in computer literacy training to receive home computer systems with broadband Internet access at no cost through partnerships with the California Emerging Technology Fund and Time Warner Cable. YPI is funded by the California Department of Education and partners with LAUSD Division of Adult and Career Education to enroll clients in adult education, including ESL and GED preparation.

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

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

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

This YPI strategy has produced a remarkable level of parent engagement at YPI's Bert Corona Middle School that will continue at San Fernando Middle. A very high 96% of parents are involved with services and activities, including extensive parent-teacher conferences that include parents meeting with every teacher their child has (see attached data). Strikingly higher than is the norm at most middle schools, this rate of parental involvement is a cornerstone goal of the YPI model for San Fernando Middle School.

On October 20, 2009, State Superintendent Jack O'Connell came to Pacoima Elementary School to announce that YPI had received \$26 million in afterschool funding from CDE. YPI was the largest grantee in California, and received 15% of the funds awarded statewide. Please see Superintendent O'Connell's letter of support for YPI's proposal in the Appendix. These are the kinds of resources that YPI can and will generate on behalf of the school in partnership with families and community partners. YPI will build on its efforts with the San Fernando Valley Poverty Initiative described earlier and work with parents, teachers, and community members to

implement its own proven version of the Full-Service Community Schools model. YPI was awarded one of only ten FSCS grants in the nation by the U.S. Department of Education, and was recognized nationally as a leader in school-community partnerships as early as 2004.

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

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

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

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

YPI opened Monsenor Oscar Romero Middle School in 2007, achieving an API Growth Score of 709 with same saturation approach and students 100% enrolled in free/reduced lunch.

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

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

families, and tutoring programs. Since YPI's partnership with Fenton began in 2004, the school has seen its API score rise 56 points (691 to 747) with a Similar Schools API Rank of 7 in 2008.

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

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

YPI's range of community partners can be seen in the letters of support in the Appendix: State Superintendent of Instruction Jack O'Connell, L.A. City Council President Eric Garcetti, State Assemblymember Felipe Fuentes, L.A. City Councilmember Tony Cardenas, L.A. City Councilmember Richard Alarcon, San Fernando City Councilmember Ernesto Rubio Hernandez, Families In Schools, UCLA Center X, UCLA Office of Instructional Development/Community-Based Learning, CSUN Eisner College of Education, City of L.A. Community Development Department, Teach for America, Mission College, Valley College, Communities In Schools, MEND, Pacifica Hospital, San Salvador Valley Care, Camara de Comercio El Salvador-California, Pacoima Chamber of Commerce, ICON CDC, Hollygrove, Build Rehabilitation Industries, SALEF, CLIC Network, and the San Fernando Valley Boys and Girls Club.

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

YPI will look to UCLA's Center X for professional development expertise. Center X collaborates with teachers, site and district administrators, parents, and community members to strengthen curriculum, deepen teacher content knowledge, improve instructional strategies, understand student learning, use data-driven inquiry and create a college-going culture to improve outcomes for students. San Fernando Middle School will utilize Center X's comprehensive portfolio of professional development opportunities, including five California Subject Matter Projects in Writing, Reading and Literature, Mathematics, Science, History-Geography and a new School Transformation Project that brings together multiple teacher learning and coaching opportunities at a school site.

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

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

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

Teach for America will provide expertise in teacher development services and will provide candidates for open positions at the school as applicable.

Communities in Schools (CIS) has served at-risk youth in the Valley since 1985 and is the lead Gang Reduction and Youth Development contractor for the San Fernando Valley. CIS has been an outstanding subcontractor in the North Valley FDN led by YPI. A premier gang prevention and youth services provider, CIS provides tutoring, job training, and youth education for at-risk youth and will work with San Fernando Middle families to offer targeted gang prevention and youth development services.

Timeline for development of partner services will be as follows. Development of formal MOUs with partner responsibilities and duties (March 2010); attendance at quarterly partnership meetings (April 2010 and quarterly). Engagement with school and families at three community meetings (June, July, August 2010, and biannually once school opens in September 2010). Participation in staff development activities (biannually).

## **9. School Governance**

As an internal operator, YPI and partners will adhere to Article XXVII- Shared Decision-Making and School-Based Management as detailed in the LAUSD Collective Bargaining Agreements, except for separate agreements established by the Pilot School. YPI will follow the requirements of the California Education Code and establish a School Site Council that conforms to requirements of Section 52852. The Council will develop and approve a Single Plan for Pupil Achievement for Consolidated Application programs. It will meet no less than eight times each

year, and will include the principal; classroom teachers elected by teachers at the school; other school personnel (classified staff); parents; and community members elected by parents.

**a. School and Advisory Organizational Charts**

Please see the organizational chart attached in the Appendix demonstrating lines of authority among school leadership staff and the advisory structure for the school. The School Site Council will be comprised of parents, partners and other residents. The Pilot School will have its own separate School Site Council that will have increased governing responsibilities, such as principal selection and supervision, budget approval and establishment of policies.

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

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

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

Consistent and effective communication within each small school, and among the schools, will be a crucial element of effecting successful change. One Principal will lead the three SLCs; each SLC will have an Assistant Principal. Staff at each SLC will meet with the Principal and AP once every two weeks to create a forum for disseminating information, asking questions, and offering input. The Pilot school will also have a Principal and Pilot school staff will meet with him or her every two weeks. The Principals of both schools will meet weekly for common planning.

**10. School Leadership & Staffing Plans**

As an internal proposal, the proposed YPI plan for San Fernando Middle School will adhere to Hours, Duties and Work Year, Transfers, Reduction in Force/Reinstatement and Salaries as described in the LAUSD Collective Bargaining Agreements, except for separate agreements established by SFIAM as a Pilot School. The plan will adhere to the Duties, Responsibilities and Hours in the Agreements.

**a. Leadership Team Capacity**

YPI has an annual budget of \$29 million with more than 1,000 staff operating at 95 program sites in Los Angeles. YPI is a community-based nonprofit partnering with over 70 LAUSD and charter schools, while also successfully operating its own schools since 2004. YPI

serves 6,300 students every school day in afterschool programs and provided 60,000 hours of free tutoring last school year.

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

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

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

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

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

#### **c. Compensation**

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

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

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

**e. Leadership Team beyond the Principal**

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

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

**f. Recruitment of Teaching Staff**

YPI team will follow LAUSD Collective Bargaining Agreements when recruiting, hiring and developing school staff, with the exception of the Pilot School. Teachers and paraprofessionals will meet requirements for employment of California Education Code section 47605(l) and applicable provisions of *No Child Left Behind*. Teacher job descriptions will adhere to and comply with LAUSD norms and Collective Bargaining Agreements.

Recruiting efforts would begin immediately. The first Priority will be the hiring of an iDesign Principal and a Pilot School Principal. The timeline would be as follows. Hire principal and purchase curricular materials (March/April 2010). Hire any needed additional faculty by end of May 2010. Faculty will have opportunity to read/analyze/acquaint oneself with curricular choices, and with problem-based learning, project-based learning, constructivism, data driven instruction. (May- August 2010). Principal reads same and more materials to determine if SDAIE or Project GLAD should be the EL program. Principal investigates appropriate strategies for special populations in light of demographics/stats of school. Principal determines the

benchmark diagnostics to be used throughout year (NWEA MAPS, Pearson GMADe/GRADE, etc.). Principal analyzes test data for enrolled students and prepares Data Driven Instruction professional development activities for faculty in August institute (May-August 2010). August Institute: professional development (August 2010).

## **11. Operations**

### **a. Internal Applicants**

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

### **b. External Applicants**

n/a

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

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

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

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

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

YPI will retain all classified staff working at San Fernando Middle School. YPI will work with School Management Services as an internal operator to develop timeline and schedule.

### **f. Operations Plan**

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

## **12. Finances**

### **a. Funding**

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

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

### **b. Budget Narrative**

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

### **c. Financial Controls**

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

## **13. Facilities**

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

## **Pilot School Application Addendum**

### **1. Overview**

#### **a. Pilot School Status**

San Fernando Middle School (SFMS) teachers, parents, and community partners have chosen to apply for Pilot School status for the San Fernando Institute for Applied Media (SFIAM). The Youth Policy Institute, a nonprofit organization serving over 20,000 youth and families each year at more than 95 sites in Los Angeles, is partnering with the SFIAM teacher collaborative, parents, and community partners to transform San Fernando Middle School. YPI will provide a full-service community schools model as its essential strategy to turn around the middle school. Research details parameters of what defines full-service community schools (Benson & Harkavy, 2001; Dryfoos, 1994; Dryfoos, 2002; Krysiak, 2001; Melaville, 1998; Pardini, 2001). In particular, the community school will have the active involvement of school staff, parents, and community organizations that will provide needed services, communication, and social capital required for innovation. YPI has ongoing program and engagement activities in the targeted community (see attached map in Appendix).

The San Fernando Institute for Applied Media is a Pilot School that will be on the San Fernando Middle campus with three other iDesign small learning communities. SFIAM will create a learning community for approximately 400 students that will meet their needs through an innovative new Personalized Learning Environment (PLE). SFIAM will be engaged in the life and decisions of the school to ensure continuous improvement in teaching and learning and emphasize leadership, professional collaboration and governance that support student achievement. SFIAM teachers embrace pilot school autonomy and accountability to create learning conditions based on data and research that will change and improve the school's educational structure and procedure. SFIAM incorporates the small school approach to give students access to much needed resources and a personalized learning atmosphere to empower students to experience a richer and more relevant curriculum.

The integration of education technology will enable students to access unlimited learning resources and assist them in organizing, presenting, and creating valuable information. Since the world has become interconnected, our students will need a bridge to bring them closer to the rest of the global community, and integrated technology will provide the trestle our students need to connect with themselves, their community, and the rest of the world. SFIAM aims to work collaboratively within the framework of the PLE model and create a safe, healthy, engaged "school within a school" in which communication technologies, such as personal computers, Internet connectivity, learning software, and Wi-Fi devices are used to increase student and teacher motivation, engagement, and achievement.

Collaboratively, teachers and their professional networks will help create relevant, meaningful, and applicable opportunities that take full advantage of the ubiquitous access to learning resources (locally and virtually). SFIAM will connect community and school by actively engaging and involving parents and families in teaching and instruction, student learning, and school and community leadership. We will do this by taking advantage of the push communication options available to us today about the school, teacher, and student support. Our key is to keep the family connected to our daily goals and learning objectives. Supportive resources will be made available in a variety of media formats—from computer to phone.

SFIAM's vision is to create a place of learning that empowers students to become functional, prepared, and innovative communicators for the demanding global requirements of

the future. SFIAM will provide a mutually supportive and positive learning environment in which every member will develop communication, technological, and leadership skills to foster self-confidence and personal growth. SFIAM will be a safe, clean, and friendly environment where students will graduate media-literate and have a strong foundation in language arts, math, social studies, and science. Emphasis will be placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century. A rigorous Project/Challenge-Based-Learning structure will be used to help strengthen our intrinsic learning model.

## **b. Equity**

SFIAM's vision of equity for all students and staff is to create the learning environment that will be a haven that includes, promotes and maintains diversity of ethnicities, income levels and learning abilities. Curriculum will be academically challenging and culturally relevant, and instruction will be differentiated to address a variety of learning styles. SFIAM is committed to creating an environment in which the integration and use of technology with core subjects are central to the success and educational achievement of all students. It is dedicated to operating as a collaborative team to ensure the engagement and involvement of students, families, community members and institutions as partners in the educational process.

To further promote this value of equity throughout the school community, SFIAM will incorporate the 40 Developmental Assets developed by the Search Institute that provides external assets that include support, empowerment, boundaries and expectations, and constructive use of time. Internal assets include a commitment to learning, positive values, development of social competencies, and the development of a positive identity for each enrolled student.

The school's goal is to fully include special needs students and provide access to classrooms and education technology. Staff will work in collaboration with special education teachers and provide any necessary personalized assistive devices.

The Pilot school will hire a diverse staff of educators. Teachers will serve as models, and professional development will address diversity and inclusion to support and encourage the teaching staff as they work with the complex student population and their families. SFIAM aims to establish indicators of equity and utilize disaggregated student data and other learning indicators (e.g. attendance, parent participation, presentations, showcases, and portfolios) to determine where to focus individual efforts, provide access to opportunity, inform decision-making, and improve school practice to meet the needs of every student. Data will present areas of success and improvement used to work toward educational excellence. School leadership will help publish data for the staff to help make ongoing adjustments to the school learning program.

## **2. Curriculum and Instruction**

### **a. Curriculum and Instruction Autonomy**

SFIAM will use Pilot School curriculum and instruction autonomy to best meet students' needs and maximize learning to prepare them for an active and productive role in our society as citizens. Also, because of the hands-on approach to learning, students and the school community will have a better perspective and more efficient personalized strategies in taking state and federal assessments, high school, college, professional careers and the larger world. The autonomy will allow the freedom to move away from rote and memorization based curriculum to more real world and interactive learning. This freedom from what has not worked will allow our teachers to incorporate more student interdisciplinary and project-based learning in a creative, collaborative, and flexible setting. One of the major goals will be to empower students to reach

grade level competency by incorporating curricula across core subjects. Each of the 20-week semesters will be divided into two parts: 18 weeks of curriculum instruction followed by 2 weeks dedicated to an interdisciplinary project which will be showcased to the community. A variety of assessments will be utilized to provide the school community and families a sense of progress, direction, and strategies to help with this big goal.

Students will use technology broadly to facilitate their access to learning resources. They will use the Internet to find the most current information; e-mail to request information from experts to broaden their academic knowledge on subjects being researched; blog to share thoughts and ideas with others; create spreadsheets to organize and evaluate data; electronically share information with individuals and institutions in other geographic areas; and, use multimedia technology when presenting information as an effective means to market ideas. Furthermore, students will use and assess the validity of the latest information available in research by accessing the most current news and data from online resources. Through technology, students will improve their collection and application of information by using electronic publishing, word processing, data synthesis, spreadsheets, and presentation software. Also, students will use scanners, digital and video cameras, and other technological tools in conjunction with media creating software to further enhance their presentations. Students will design web pages and post information on our school web site for our community to view. Writing for the teacher will evolve into a more practical communication space. Students will write for their teachers, with other students, their families, and with other institutions. Writing will be an integral part of their daily school experience. Writing will NO longer be just an assignment but an integrated part of communication at SFIAM. The use of technology will assist teachers in evaluating areas of excellence and additional support for students. This will allow students with special needs (English learners, gifted, students with disabilities) to learn at their own paces and feel a sense of ownership as they complete and present meaningful projects.

Elective classes will play a vital role in the development of our students and their education. We know the research shows us that elective courses and the project-based approach to the arts, for example, provide students more of an intrinsic drive to learn. We want to take advantage of this and help teachers professionally develop their learning to include knowledge of core content areas and help students become metacognitive of the interplay of their elective and core content areas. Students will learn basic to advanced technology skills that allow them to share their knowledge and stories through media production like digital storytelling, animation, photography, and music. Final products will be showcased and celebrated with the community, locally and globally. These elective classes will allow our students to develop critical 21<sup>st</sup> Century learning skills like project management, teamwork, effective communication, and creativity. To help students understand workflow and structure, they will divide their projects/challenges into four different aspects of production called the 4 P's. This helps the students, parents, teachers, and peers identify areas of strengths in their own learning journeys. The first "P" is Plan. Students will collaboratively brainstorm, research, write, script, and storyboard their ideas. The second "P" is Produce. Students will collaboratively create a project using media technology. The third "P" is Present. Students will showcase and celebrate their projects by orally presenting their projects to the class and discussing their successes and challenges along the way. The last "P" is *Pheedback*. The class will evaluate their projects and presentations using a student-generated rubric followed by a class discussion of likes and areas of improvements. This process allows students and teachers to see the learning process in a different light than what had been the norm.

Instructional methodologies to be used include data driven instruction; teacher inquiry and research to guide curriculum development; backward design and multiple assessments; family participation and community involvement; constructivism; and problem-based learning. Teachers will participate in collaborative action-research in their classrooms to make informed decisions regarding assessment, curriculum, pedagogy, and student services. Teachers will plan units of study with departmental faculty using ‘backward design’ guidelines described in *Understanding by Design* (Wiggins & McTighe, 2005, 1998). The schools will implement real world connections into problem-based learning (PBL) experiences into the classroom. The use of Problem-Based Learning will allow students to engage in lessons and projects that require them to build on prior knowledge, construct and demonstrate new knowledge, analyze and reflect upon what they have learned, and relate their learning to the world around them. Teaching methods will include inquiry-based, inductive/deductive, direct-instruction, and cooperative learning. Projects are directly based on California State Standards for core academic subjects in grades 6-8- English/Language Arts, mathematics, social sciences, and science.

Teachers will ensure that curricula is aligned with state standards and 21<sup>st</sup> century skills, culturally relevant and connected to the community and real world. Teachers will incorporate family and community histories and integrate news and current events into lesson plans and assignments. Students will learn to engage and invest in the community as projects motivate them to interview members of their families and community. Curricula and instruction will incorporate guest speakers from companies like the Burbank Disney Studios, Apple and IBM, and TimeWarner, and fieldtrips will include visiting local web design companies in the San Fernando Valley and the Communications department at Pepperdine University. Teachers will encourage students to complete work for a wider audience beyond themselves in order to implant student connection to the school, family and community, and larger society.

### **b. Student Outcomes**

The San Fernando Institute for Applied Media students will learn the essential skills, knowledge and attributes that will allow them to be successful adults in the 21<sup>st</sup> century. Students must have the critical thinking skills necessary to engage in continuous learning – essential for adaptation to the constantly changing economic and social environment of tomorrow. SFIAM will foster in students the value of academic pursuits such as reading, writing, and mathematics, as well as community interests and a respect for cultural diversity. The focus will be on how to access and use information in a meaningful manner. Students will use knowledge and skills to analyze situations, formulate questions and ideas, and creatively present findings. Exercising such skills enables students in the SFIAM to perform well in the economic workforce and become an active participant in the diverse global community.

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

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

### **a. Scheduling Autonomy**

SFIAM will use scheduling autonomy to maximize learning time for students and

collaborative planning and professional development for faculty and staff. Schedules will be set according to the academy's mission and vision and teacher agreements to enhance instruction and student learning and increase academic achievement. One option will be to utilize a reverse "6+1" model, a two-week pattern repeated throughout the year. During week one, students will go to periods 1, 2, Nutrition, 3, 4, Lunch, 5, 6, and Advisory. The following week, students will go to periods 6, 5, Nutrition, 4, 3, Lunch, 2, 1, and Advisory. Each period will be 55 minutes long with an advisory period of 20 minutes at the end of the day.

Professional development will occur every Tuesday from 1:30 to 3:30 p.m. and teachers will participate in a two-week professional development institute during the summer. This schedule allows for more planning time and contributes to a more structured learning environment and school community. However, not all of the teachers need the same "one size fits all" model of professional development. This is where a full-time Learning Technology Director will work personally with teachers to help create a specialized and personal learning strategy for their goals and needs. This will not be a technology show and tell experience. Strategic outcomes and personalized instruction will be coordinated by the Learning Technologies Director.

## **b. Personalization**

The faculty and staff of SFIAM are dedicated to providing a personalized supportive learning culture for all students. Each teacher and administrator will be assigned a group of students who will remain under their guidance during the daily advisory period at the end of each school day for all three years. Teachers will become more engaged and involved in the lives of their students, and students will consistently receive praise, encouragement, and assistance each day along with personal support for dealing with challenges. A daily advisory period will contribute to the improvement of student-teacher relationships and a unified school atmosphere.

The advisory period will also be used to increase personalization by helping students gain confidence and develop various areas of improvement through different activities like individual enrichment and support, educational and career planning. By engaging students' personal interests, keeping them with the same group of peers and providing consistent access to a nurturing adult, students can begin to feel like they belong to a school community and improve their personal and academic skills. This time can be used to help students figure out career interests and link their options to college and university searches. Teachers will use this period to create and work on student portfolios that would span their academic careers at the school, select the work to be submitted, and reflect on their growth or area of development.

Furthermore, the goal for the school is to have a 1:1 ratio of laptop computers to students in each classroom. The computers will be centrally networked and have access to educational software and the Internet with proper firewalls and content screening.

The school culture will reflect strong ongoing relationships with students who will engage largely with the SFIAM teachers throughout the day. Projects will include internships and service projects that bring community partnerships directly into the school. SFIAM will collaborate with Alas Media to present an annual film festival for the city of San Fernando that will showcase students' digital stories. The school will also feature Tutoring and Homework Clubs and Enrichment Classes after school and on Saturdays. Parents will be notified weekly, through personalized web-accessed resources (to work with a computer and mobile device). Parents, too, will be supported on how to check on progress and receive learning suggestions for the home. Suggestions and will be made available on a regular bases.

A college-going culture will be fostered on a daily basis at SFIAM. Families in Schools (FIS) will partner with the Pilot School. FIS's mission is "to involve parents and communities in their children's education to achieve lifelong success." FIS will provide research-based and culturally-relevant parent engagement strategies to the parents of SFIAM. FIS offers the following programs to middle schools: Transition to Middle School, College Knowledge Academies, Going on to College!, Million Word Challenge, and Transition to High School.

College and career awareness will be embedded in every school day. Students will participate in field trips to universities and will be continuously exposed to various institutions including trade schools. The goal is to expose students to various career pathways. This will be done in the form of "University of Week". During this week we will highlight the institution's majors offered, famous alumni, athletic accomplishments, etc. These activities will be done through the advisory period as well as through engaging lunch-time activities.

SFIAM will empower students to fulfill their own personal pathways. We will foster ambition for higher learning through expanding the current paradigm to include various forms of upward mobility. We will instill self-confidence in our students by highlighting their successes and helping them progress in areas of need. By creating opportunities for self-initiated development, students become more willing to ascertain new challenges.

With the creation of a student forum, students will have an opportunity to meet, discuss student related issues, and plan events. Students learn how to work collaboratively, learn the proper channels for making change occur, build communication skills, and learn how to plan and execute an event. This student forum will be led by students but supervised by an advisor.

Parents will be an integral aspect to our school culture. The development of a parent cadre will allow for parents to become facilitators of learning. Parents become the driving force in instilling school expectations, a positive work ethic, and self worth. With the inclusion of parents we also bring in a vast array of cultures and skill sets that would otherwise be untapped.

We will bridge the gap between school and community by creating opportunities for service learning. Students will be required to complete a minimum number of hours depending on grade level. Through community service projects students will feel a sense of pride and ownership to the community in which they live. This idea of civic responsibility can only be taught by being a part of it.

Motivating students to meet high expectations and maintain competitive GPAs will be done through a variety of incentive programs. Also, as part of our motivational strategies we offer spirit days, lunch-time activities, and after-school dances. When students meet pre-set goals, they are rewarded with an out of the ordinary day. The goal is that students will strive to maintain school wide expectations by self-monitoring.

Multiple forms of fair and credible evaluations and assessment will be used to understand student strengths, skills and needs. Teachers will adopt the 40 Developmental Assets as an integral part of the SFIAM. The school will reflect a climate of decency and trust that will cultivate feelings of respect, trust, and partnership among students, parents, and teachers by making them part of the leadership structure and creating a personalized learning environment.

#### **4. Assessments and School Data**

##### **a. Assessment Autonomy**

SFIAM will use standardized testing through benchmarks set by the California Department of Education and demonstrated by the CA Standards Test. In addition to this measure, the pilot school will establish multiple other assessments to maximize student learning

and capture student achievement at the school, including the following. Classroom Assessments will allow teachers to monitor progress through exams, essays, research projects, and presentations. Report cards will be sent home every 5 weeks. The goal will be to provide on-going communication with families through an online grading program. The school will build a reliable and supportive communication network system between itself and the community to display homework web pages, school meeting agendas and minutes, exhibitions of student work, e-mail links to teachers, and cellular phone communication using text messaging.

Portfolios will be class projects, videos, web pages, etc. that document growth. Students will analyze academic progress and set short and long term goals. Student portfolios will be evaluated by teachers and staff according to a scoring rubric. Capstone Projects at the end of each semester will show student learning across disciplines. Staff will develop rubrics for evaluation aligned with goals. Students scoring 80% or above on quarterly, portfolio, classroom, and/or capstone project assessments will have mastered the standards aligned to the specific assessment. Students scoring between 50-80% are still at an instructional level and students scoring below 50% will receive additional interventions.

Teachers will collaboratively create their own assessment tools based on state standards. Subject matter units will culminate in task projects that will be purposeful, challenging and have value beyond the classroom. Projects will be assessed by students and teachers using a common rubric and showcased for parents and the community. Formative assessments will be conducted throughout the year and as a collaborative through class and written assignments, participation, short-term projects, and presentations. Collaboratively, students will learn concepts, teach them to the class and use media to instill and encourage understanding of the material. These group projects will enhance student learning and supplement student self-assessments and reflections to ensure lesson comprehension. Students will also create portfolios to measure understanding and achievement. As the school integrates more technology, portfolios will become e-portfolios that reflect student progress over all three years.

Intervention will be provided for students based on CST scores, previous grades, and teacher recommendations. Data will be used to group students according to their needs, and all students will have multiple opportunities to test out of an intervention course. Intervention will be technology and project-based. The intervention course will take the place of an elective class, but the goal is to connect the two. Integrating the elective with intervention content will diminish the negative connotations tied to intervention. The intervention courses will utilize subject-based software to engage and challenge students. For example, a math intervention project will include the use of iMovie to create an instructional "how-to" video in which students explain how to solve a two-step algebra equation. Furthermore, we will provide a pull-out support program from PE for up to 70 minutes every 10 days to target below and far below basic students in math. The principal will coordinate this with math teachers and university tutors. Intervention in English Language Arts will teach students to create digital stories, incorporate the use of debates about current events to give students the opportunity to apply and showcase what they learn about the world in addition to engaging them to read, think critically, write, speak effectively, and support their opinions with evidence. In addition, morning and after-school tutoring, homework club and enrichment classes will also be available for student intervention.

In 6<sup>th</sup> grade all students will have a 110-minute block of Success for All plus their core English language arts class. The students reading at grade level or above will have a media-related elective in place of SFA.

## **b. Graduation Requirements**

SFIAM will measure student progress through performance-based assessments and set promotion and graduation requirements that emphasize competency. Requirements will represent a variety of evidence for student readiness for high school level work. In addition to passing standardized tests, students will be expected to complete portfolios. They will demonstrate what they have learned and understand and will present their work to parents and teachers.

Preparation for graduation will begin in the sixth grade as students build their portfolios by entering in work from that and each subsequent school year. Students will be expected to graduate with media literacy skills by being able to integrate technology into work inside and outside the classroom. Students are also expected to exhibit competency in the core subject areas of Math, English, Science and History as well as knowledge of pathways to college and professional careers of interest. The fulfillment of these requirements delineates a well-educated and prepared individual who is ready to succeed in high school.

The program will ensure that students are making timely grade-level advancement in core academic subjects to continue courses in high school needed for the University of California and California State University systems A-G requirements. Of particular note, the school will track and improve the percentage of students enrolling in Algebra 1A and 1B and those passing with a minimum grade of C using the SFIAM Pilot School Report Card each year. This report card will also track high school readiness through CST proficiency of 8<sup>th</sup> graders in English Language Arts, Math, History, and Science. The school will establish proficiency benchmarks for each student in these core subjects in a graduation plan established in the sixth grade and revised throughout their three years in SFIAM to ensure readiness for high school classes.

## **5. Professional Development Program**

### **a. Professional Development Autonomy**

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

SFIAM will look to higher educational institutions and other qualified educators to provide professional development. SFIAM will seek support from qualified consultants like Marco Torres, Learning Technology Director, to provide professional development designed to teach how to restructure the way in which curriculum is delivered using technology for applied productivity and develop projects that are integrated across the academic areas. UCLA's Center X will collaborate with SFIAM teachers, site and district administrators, parents, and community members to strengthen curriculum, deepen teacher content knowledge, improve instructional strategies, understand student learning, and use data-driven inquiry to improve outcomes for students. SFIAM will utilize Center X's comprehensive portfolio of professional development opportunities, including five California Subject Matter Projects in Writing, Reading and

Literature, Mathematics, Science, History-Geography and a new School Transformation Project that brings together multiple teacher learning and coaching opportunities at a school site.

External professional development, in addition to services provided by UCLA's Center X, will include NCTM conferences for math teachers, History Alive! program by Teachers' Curriculum Institute for social studies teachers, National Science Teachers Association conferences and National Science Foundation's Problem-Based Learning Project, National Council of Teachers of English conferences, Computer Using Educators, National Educational Computing Conference, California League of Middle Schools Technology Conference, California League of Middle Schools Annual Conference, With Different Eyes conference, California Mathematics Conference, and Gifted and Talented Education Conference.

## **6/9. Professional Culture and Staffing Plan**

### **a. Staffing Autonomy**

SFIAM will use staffing autonomy to create the optimal learning culture for students, fulfill the school's instructional priorities and ensure adequate instruction and services to all students. The staffing autonomy ensures that school staff is committed to the work they are doing since all staff voluntarily choose to work there. Staff will have a high degree of ownership and responsibility as leaders in the classroom. Autonomy over the curricula allows them to reach state standards in ways that they see best fit the students. Staff will participate in various leadership capacities as members of school teams and committees to improve teaching and learning and share best practices. Teachers will establish professional learning communities to discuss student progress, coach one another and engage in peer to peer learning.

SFIAM will create a PLE comprised of small class sizes. Staff will have multiple roles as teachers of multiple subjects and leaders of student advisory periods. Each teacher will be assigned a group of students that he/she will follow throughout the students' entire academic career at the school. Staff will work consistently with students in this small group atmosphere to address the personal and academic needs of the students. In the spirit of equity and incorporating individual interests and strengths, teaching and instruction will be modified to address the needs of students with special learning abilities to learn and showcase their work. SFIAM will also make use of the student support programs provided by YPI and partnering organizations.

## **9/10. School Governance and Leadership Plan**

### **a. Governance Autonomy**

SFIAM will use governance autonomy to create a culture of shared leadership by incorporating faculty input into decision-making and focusing on high expectations for student performance. The decision making process will include the creation of collaborative teams intended to provide opportunities for teachers, students and families to be engaged and involved in various aspects of the school's life and leadership.

### **b. Governing Council**

1. Governing Board (GB) will maintain the mission of SFIAM. The board will include the Principal, elected school instructional leaders, elected community partners, elected family representatives, and elected students. The board will oversee school progress, hiring, Principal evaluation, the budget, school policies, and the election-to-work agreement. They will collect and use data to inform and coordinate the operational and instructional decision-making at SFIAM. They will communicate about school issues, analyze data and make

recommendations for program improvement. The board will meet bimonthly.

2. Advisory Board will consist of faculty, community representatives, business leaders, family representatives, and students who will meet once every two months. They will provide guidance and direction, and inform and connect outside resources to SFIAM.

Other teams include an Interdisciplinary Academic Team and a Content-based Team. The full faculty will meet as needed to provide shared leadership and create a space for the entire faculty to make decisions on whole-school related issues. A Student Forum will develop and plan student activities outside of classroom instructional time. A Parent Cadre will meet in collaboration with the UCLA Parent Project, Families in Schools, and Youth Policy Institute to create and implement parent leadership, parent involvement, and parent education at SFIAM.

### **c. Principal Hiring and Evaluation**

The process by which the principal is selected and evaluated will be a collaborative effort with involvement from the teachers, staff and students to ensure that this individual supports the school's mission and vision. The governing board will develop an internal process for recruitment, create a job description and hiring committee, screen and interview candidates, and select a finalist. The board will recommend a candidate to the superintendent for consideration who will ultimately select and hire the principal with consultation from the board. The governing board will be responsible for the principal's evaluation and will create a written process and criteria for evaluation. A job description will be written and approved and measurable goals will be set for accomplishment for each school year.

The Principal will be the educational and instructional leader and work to create systems that ensure a standards-based, constructivist educational program. He or she will provide hands-on guidance to teachers as they create a curriculum that relies on rubrics to assess student learning of both state standards and additional goals. The Principal will lead backward design curriculum creation efforts that ensure students will master state standards and be prepared for state tests. He or she will use multiple sources of data to develop a data-driven instructional plan for the improvement of student achievement, help teachers develop their pedagogy in light of recent brain development research and in keeping with a constructivist approach to teaching and learning, and work with teachers to develop a teacher evaluation process.

The Principal will work to develop partnerships with similar schools to enable teachers to be both learners and mentors, lead the design and implementation of the school's programs for Special Education, EL, and GATE students, and hire and retain high quality staff. He or she will promote the mission and philosophy throughout the school community and provide day to day site management with a commitment to ensuring the health and safety of all students, faculty and staff. The Principal will strategically plan for school growth, lead Family and Adult Education Committees, and schedule and participate in family and community meetings. He or she will encourage and develop parent/guardian involvement and partnerships and maintain positive relationships with LAUSD and its related entities.

## **12. Finances**

### **a. Budget Autonomy**

SFIAM will use budget autonomy over funding to ensure that per pupil state and district funds are spent on programs, resources, and services that best benefit students and families. The school's budget will be monitored and reviewed by the governing board on a regular basis to ensure financial stability and student success.