

Letter of Intent

This Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal for the 2010-2011 school year. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent and the following data where applicable: CST, API, AYP, EL reclassification, CAHSEE, SAT and AP no later than 5 p.m. on November 16, 2009. If you should have any questions about any of the requirements listed in this Letter of Intent, please contact LAUSD at (213) 241-7000. Letters of Intent must be submitted via superintendent@lausd.net

Organization Information	
Name of applicant (for profit entities may not apply)	Be the Change in Education Foundation in partnership with 100 Black Men of Los Angeles
Address	2930 W. Imperial Hwy., #512 Inglewood, CA 90303
Phone	(323) 777-8400
Website (if applicable)	
Main contact name and phone number	Janis Bucknor (323) 893-1775
Basic Proposed School Information and Description	
Proposed neighborhood school/site name (must agree to serve all students in that community)	South Region ES #1 Central Region ES #13 South Region MS #6 Hillcrest Elementary School
Brief description of community engagement activities planned or completed	Planned activities include conducting outreach and a needs survey, holding a community meeting and rounding table discussions, initiating an awareness campaign. Completed activities include data analysis and strategic planning, as well as informal discussions

	with community members and stakeholders.
Brief description of proposed vision, mission, education plan, and partnerships	<p>The proposed vision, mission and educational plan centers on an intent to institute a culturally and linguistically responsive pedagogy as a full instructional program, including core curriculum, instructional methodology, professional development, student advocacy and instructional support, family participation and education, intervention support an instructional materials, technology and arts enrichment.</p> <p>Mission and Vision: The Cultural and Linguistic Responsive Pedagogy (CLR) is an instructional program, offering a culturally and linguistically responsive pedagogy that enables students to become self-motivated, academically successful, and life-long learners. Students of CLR, who will become the leaders of the 21st century, will have a well-rooted culturally based self-concept of themselves as autonomous and productive members of the larger interconnected global community.</p> <p>The general educational philosophical backbone of the CLR instructional program is differentiated instruction based on the cultural and linguistic behaviors of the students as the first teaching and as primary variable for meeting the students where they are academically, behaviorally, and socially. The instructional methodology is a hands-on approach where the home culture and language is systematically validated and affirmed in order to address the needs of a variety of learners and is utilized to motivate students to learn and to achieve. Thus, the foci of the curriculum are not driven by one specific structured program. Instead, the teaching and learning is driven by instructional strategies that are guided by the students’ needs as individual learners, not a prescribed, one size fits all approach. To boot,</p>

the curriculum and the methodology is rigorous, standards-based, and holistic. The curriculum is supplemented with instruction in visual and performing arts as well as technology. Habits of mind are explicitly taught alongside habits of heart, leading students to challenge themselves through self-reflection.

The CLR instructional approach thrives under the umbrella of five general educational pedagogies, much of which is founded on over forty years of linguistic and culturally relevant research. This well-developed and well-documented knowledge base fully supports the teaching of students from different cultures and languages of color as a means of promoting academic achievement. The five general pedagogical areas are: Classroom Management, Use of Text, Academic Vocabulary, Situational Appropriateness, and Learning Environment. Each of these categories is headed by the term *responsive* to note the angle of culturally and linguistically responsiveness. The pedagogical areas become the general categories that by definition all classrooms, regardless of grade level or content area, should have in place effectively and efficiently.

Education Plan:

The following are objectives of CLR that provide and ensure equal access to the student population:

1. View culture as a powerful variable that influences teaching and learning processes
2. Acknowledge the legitimacy of the cultural heritage of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as

worthy content to be taught in the formal curriculum

3. Build meaningful bridges between home and school experiences as well as between academic abstractions and socio-cultural realities
4. Use a wide variety of instructional strategies that are explicitly connected to learning styles and learning strengths
5. Teach students to know and praise their own and each others' cultural and linguistic heritages
6. Incorporate culturally responsive information, resources, and materials in all the subjects and skills

Tenets of the educational program are:

1. Create a complete educational environment conducive to learning at all times
2. View student interest, curiosity, and choice as an asset and a contribution to the educational process
3. Affirm, accept and accommodate cultural and linguistic expression, behavior, and thought
4. Provide opportunities to learn how to think holistically
5. Emphasize foundational literacy and language skills
6. Differentiate instruction according to developmental-appropriateness
7. Apply a holistic approach to gaining knowledge - integrating subjective and

objective experience and learning in all subjects

8. Establish a learning community that provides ongoing professional growth opportunities for teachers to expand, explore, and experience new ideas, concepts, and teaching methodologies
9. Utilize specialized learning communities such as same gender academies to meet unique and specific developmental needs.
10. Create meaningful home-school connections that impact learning for all students
11. Create meaningful community-school connections that positively influence the perception of schools and their functionality in the local community

Curriculum and Instruction

CLR is meant to provide an alternative to the traditional curriculum, which is not inherently designed with a vision to serve students whose culture and language do not match the norms and values of mainstream culture and Standard English. The primary premise is to confront the challenges of differentiated instruction and support the cultural and linguistics needs of diverse learners, as a forethought. The formula for instructional success with our identified population of students will be instructional strategies, which are aligned to state standards and differentiated to meet the need of all learners. The CLR instructional approach seeks to establish instructional practices with effective strategies, verses instructional programs, by infusing culturally and linguistically responsive teaching methodologies into all of the core curriculum

components:

Core Subjects

All students will be able to demonstrate competence in academic reading, written self-expression, mathematical reasoning, and conduct research in science and history/social studies using the grade-level content standards provided by the state.

- Academic Reading (Comprehensive Reading Instruction) - bringing students' reading levels to grade-level expectations and demonstrating use of reading strategies to understand new and difficult written material.
- Oral and Written Self-Expression (English/Language Arts) - bringing students' writing and speaking levels to grade-level expectations and demonstrating ability to express ideas and feelings in written form, as well as other media.
- Mathematical Reasoning - bringing students' mathematical skills to grade-level expectations and demonstrating the ability to apply data analysis and mathematical generalizations to problems.
- Research in Science and History/Social Science - combining the above skills to produce thoughtful research papers and performance-based projects, particularly in science and social studies

Finally, CLR emphasizes the importance of full school community involvement. As such, professional

	<p>development is key for classroom teachers as well as support staff. Family education seminar and multiple opportunities for all stakeholders to engage in the learning process along with the students is key.</p> <p>Envisioned partnerships include the current school community teachers and leaders, CLAS Charter School and the Center for Culturally Responsive Teaching and Learning.</p>
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