

Parent-U-Turn

Urban Preparatory Academy

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Appendix I

Urban Preparatory Academy

RESUMES

- **Mary Johnson**
- **Juana Cortez**
- **Fabiola Hernandez**
- **Guadalupe Aguiar**
- **Geni Boyer**

Mary Johnson

9711 ½ San Gabriel Avenue
South Gate, California 90280
Mjadvocate2004@yahoo.com
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(323) 809-9160

Objective

To publish a parent engagement framework model for urban, multi-cultural parents.

Experience

Chairperson

September 2006-Present

LAUSD Parent Collaborative

- Represents for the 40,000+ parents in LAUSD.
- Advocates for all students in LAUSD.
- Participates in LAUSD board meetings
- Organizing and promotes parent involvement in schools

Co-Instructor

September 2006-Present

Pepperdine University

- Teaches and trains pre-service and novice teachers to work in urban schools.
- Presents research and experience at various conferences including AERA.
- Organizes spaces for parent leaders and teachers to meet and learn from one another.
- Supports pre-service, new and novice teachers as they begin teaching.
- Participates in the Urban Parent Teacher Education Collaborative cohort as a decision-maker, and parent liaison for pre-service teachers.

Co-Founder and Director

July 1999-Present

Parent U-Turn

- Advises and consults educators through professional development.
- Collaborates with school districts to increase parent involvement.
- Developed a parent involvement framework for urban schools with API ranges 1-3.
- Collects and gathers research on barriers and conditions of urban schools.

Parent Project Director

July 1999-August 2007

UCLA Parent Project Center X

- Developed and created several 13 weeks seminar series focused on a parent involvement framework model.
- Developed professional development programs for parents to ensure equal access to educational opportunities in all schools.
- Built programs to empower parents with knowledge and leadership skills.

Parent Liaison

November 1998-May 2006

Lynwood Unified School District

- Worked to improve parent engagement in the district.
- Trained parents to assist students with homework, fundraising, K-12 and beyond navigation skills, volunteering in schools, and school decision-making.

Awards and Honors

- Honor by Congresswoman Linda Sanchez 50 District for Outstanding Community Service (2004)
- City of Lynwood Spirit Awards (2002)
- Press Telegram Newspaper Community Hero (2002)
- City Of Lynwood Outstanding Parent Trainer (2001)
- City of South Gate Community Hero (2000)
- Outstanding Parent Educator Award (2000)

Featured in Books and Articles:

- *Learning Power*, Dr. Jeannie Oakes and Dr. John Rogers
- *Harvard Review*, Dr. John Rogers
- *Teacher College Record*, Dr. John Rogers
- Education Update Newsletter

Juana Cortez
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Employee# 504465

OBJECTIVE: Elementary School Principal

EXPERIENCE:

2008 – Present Principal	Montara Avenue Elementary
2005 - 2008 Principal	Martha Escutia Primary Center
2000 – 2005 Assistant Principal	Montara Avenue Elementary Middleton Elementary
1997 – 1999 Bilingual Teacher	Bryson Avenue School
1995 – 1997 Bilingual Coordinator	Bryosn Avenue School
1984 – 1995 Bilingual Teacher	Bryson Avenue School
1980 – 1984 Bilingual Paraprofessional	Los Angeles Unified School District

EDUCATION:

1994 – 1997 Professional Administrative Credential Master of Arts in Education	California State University, Dominguez Hills
1980 – 1985 Professional Clear Multiple Subject Credential Bachelor of Arts in Child Development	California State University, Dominguez Hills

RELATED EXPERIENCES:

Professional Development, EPQR Consultant, Technology Council, New Teacher/Intern Supervisor, Staff Evaluation, SST, Budget, Staff Supervision, Mentor Teacher, Healthy Start Grant Writer, Early Literacy Grant Writer, Parent Center Grant Writer, Getty House Foundation Grant, Foreign Language Assistance Program Grant Writer, Parent Education, OCR 2000, Administrative Academy, Master Plan Monitoring, Single Plan for Student Achievement, MIND Institute, AB75, Special education Administrator, Arts Prototype RTi Training, Thinking Maps Trainer, Principal Facilitator, Reading First

REFERENCES:

Available upon request

Fabiola Hernandez

Objective Create a school-learning environment that fosters collaboration and inquiry for self motivated learning and relationship building.

Experience 2008-Present Montara Ave Elementary South Gate,CA

Literacy Coach/ Intervention Teacher

- Professional Development
- Reading Intervention Pull Out Groups
- Parent Workshops

5006-2008 Martha Escutia Primary Center Bell,CA

Literacy Coach

- Writing Focused Staff Development
- Assisted in Implementation of Language Arts Program
- Parent Workshops
- Coordinator Duties (Title 1 and Bilingual)

2003-2006 Middleton Street School Huntington Park,CA

Literacy Coach

- Professional Development
- Demonstration Lessons for Teachers (k-5)
- Parent Workshops

1999-2003 Middleton Street School Huntington Park,CA

Elementary School Teacher

- K,1st, and 3rd Grade All Subjects
- K-5 Substitute

Education

California State University at Northridge

- Masters of Arts in Education Administration

University of California, Los Angeles (Extension)

- Reading Specialist Certificate

University of California, Berkeley

- B.A. in Development Studies
- B.A. in Spanish Literature

Skills

computer literate, flexible, attention to detail, strong communication skills, Fluent in Spanish, and self motivated

Guadalupe Aguiar

Los Angeles, California

Mother of four, two son and one daughter

Educational

Area of Expertise: Urban education; Parent Involvement; NCLB educational access and equity; parents and students rights; education reform; Parent Education and English Learners

Biography

Guadalupe Aguiar, past Community Liaison of urban schooling at South Gate High School. Guadalupe Aguiar specializes in the influence of racial and cultural differences on parent involvement and engagement, particularly in urban schools, and how these differences affect the way parents and students interact. **As advocates she strive to outreach and empowerment parents with new 21st Century skills for improving school conditions that are barriers in urban schools. While building allies with agencies, and continue to collaborate with educational researchers, school administrators and educators, and community organizers and advocates.**

Guadalupe Aguiar has conducted multiple workshops and seminars, working with teachers, parents and administrators at all levels to improve teaching and learning in multicultural settings. She also, have presented her data for leading scholars at AERA for last seven years

Aguiar is also a parent of Los Angeles Unified School District. Aguiar had serves as Member at Local District 6, and Central District Advisory Council, CEAC, Parent Collaborative and past member of advocacy organization name Parent-U-Turn. As member of Parent -U-Turn my background as advocate have help me lead the way to transformation of Los Angeles Unified School District, parent involvement from 1900's model into 21st century parent model that have parents as advocate . Aguiar interest is creating parents as advocate and into leadership roles that help parents to navigate their children beyond high school into universities

GENI BOYER

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Summary of Qualifications

Current in the field of program development and evaluation, strategic and transformational planning, organizational dynamics, management coaching, bilingual education, and curriculum development, as the result of national, state, county and local leadership. Extensive experience in program development, planning, implementation, analysis and evaluation; management development and coaching; organizational re-engineering, change process and strategic planning. Successful experience in staff development, group facilitation, grant writing, educational interventions for special needs students, employee and community relations, consensus building and group problem-solving.

Professional Experience

1985 - Present Curriculum Development, Program Evaluation, Content and Performance Standards and Assessment, Organizational Change Process, Strategic Planning, Program Development and Bilingual Education Consultant, Boyer Associates, Modesto, CA

External evaluation, II/USP schools; interim superintendent; Title VII and categorical program evaluation; state and federal programs compliance; program quality reviews; curriculum standards, design, mapping and implementation; bilingual education; school/staff coaching; staff development; brain-based instruction; systemic improvement and change - planning, facilitation and coaching; strategic planning; management coaching; organizational re-engineering; program/project planning and development; personnel and community relations; grant writing; problem-solving, conflict resolution and consensus building.

1995 - Present Staff Developer - On-Site Professional Development Program, Association for Supervision and Curriculum Development (ASCD), Alexandria, Virginia

Multiple intelligences in the classroom; teaching for understanding; brain-based instruction; linking standards, curriculum, assessment and outcomes.

1994 - Present Educational and Strategic Planning Consultant, Lawrence Livermore National Laboratory, Livermore, CA

Work with the University Relations, Science and Technology Education and Public Affairs Departments.

1992 - 1994 Assistant Superintendent for Educational Services, Waterford School District, Waterford, CA

Directed Compensatory Education Projects, Curriculum, Bilingual Education, Certificated Staff Development, served as Strategic Planning Facilitator.

1990 - 1992 Educational Consultant, Stanislaus County Office of Education, Modesto, CA

Provided leadership and support services to school districts in systemic change and restructuring; curriculum development; bilingual education and programs; year-round education; administrator inservices; and school program evaluation. Assisted district superintendents and principals in strategic planning and served as a coach to restructuring schools. Extensive work with the California Department of Education on behalf of individual school districts.

1981 - 1990 Director of Educational and Personnel Services, Salida School District, Salida, CA

Director of Compensatory Education Projects, Curriculum, Bilingual Education, Certificated and Classified Staff Development, Classified Personnel Director, and District Chief Negotiator with Certificated Unit. Extensive budget and public relations responsibilities. Assisted in facilities planning and directed a successful bond election. Provided leadership in the development and implementation of curriculum; in writing, management and administration of grants and special projects; in selection, supervision, evaluation, termination and layoffs of personnel; in developing and administering target testing/teacher accountability program; and in year-round school program planning and organization.

1978 - 1981 Project Leader / Language Specialist, Title VII Bilingual Project, Keyes Union School District, Keyes, California

Responsible for coordinating the operations and services of the Title VII bilingual program; inservice training activities; placement and supervision of program staff; formulation of program entry/exit criteria; selection of instructional materials; community activities; writing continuation proposal; and making reports to Governing Board, State Department of

- Education and federal agencies. Heavily involved in district curriculum development.
- 1977 - 1978 Bilingual Teacher, Alhambra School District, Alhambra, California**
Traveling Bilingual Teacher to Hispanic and Asian students. Provided language arts and reading instruction in Spanish and taught English as a Second Language (ESL).
- 1971 - 1976 Principal, Balmoral School, Buenos Aires, Argentina**
Bilingual all-day private school. Educational leader in all managerial and curricular areas. Successfully reorganized the K-7 school operations and programs, set up foreign language laboratory, teacher inservice training programs, parent workshops, school-community activities, cultural programs and business community partnerships.
- 1969 - 1971 Teacher, Grades 8-12, St. Michael's School, Buenos Aires, Argentina**
Taught core subjects and English as a Second Language.

Administrative Experience and Qualifications

Organizational Management

- Facilitated change process in restructuring organizations and federal agencies.
- Conducted management and leadership coaching sessions.
- Developed strategic and quality plans for governmental agencies, businesses, county offices, school districts and other organizations and agencies.
- Facilitated conflict resolution and consensus building sessions.
- Developed, established and managed budgets.
- Negotiated labor contracts.
- Formulated board and management policies.
- Selected and supervised school certificated and classified personnel and directed layoffs and dismissal proceedings.
- Inserviced principals and managers on employee discipline, supervision and evaluation procedures.
- Established personnel office procedures and developed handbooks.

Curriculum and Instruction

- Developed inquiry-based, student-centered language arts, mathematics, science and technology program models; facilitated standards-based curriculum planning and backward mapping; developed standards-based K-12 assessments
- Developed individual and system-wide staff development and program improvement plans.
- Conducted numerous staff development seminars on *Multiple Intelligences; Effective Teaching Strategies; Brain-based Education; Brain-compatible Instruction; Integrated Thematic Instruction; and Student-centered, Project-based Curriculum Development.*
- Developed, implemented and evaluated curriculum improvement programs in conjunction with administrators, teachers and community members.
- Successfully wrote and implemented innovative curricula to meet the needs of minority, disadvantaged and low achieving students, including Native American students.
- Directed textbook, instructional materials and educational technology selection process for all subject areas.
- Designed experimental programs consistent with state, county and district goals.
- Analyzed organization of schools (K-12) and recommended changes in staff, curriculum and instruction.
- Wrote for and obtained competitive grants that facilitated many and diverse programs and sources of extra funding for school districts and agencies (21st Century Community Learning Centers, Title VII Bilingual/Bicultural, Bank of America Special Partnership Project, Latchkey Program and Latchkey Buildings, Technology, Compensatory Education, Substance Abuse, and Staff Development grants).
- Directed the establishment of essential skills and learning in all subject areas. Developed and administered target testing/teacher accountability programs that resulted in substantially increased student achievement.
- Organized and established vocational courses for junior and senior high students.
- Originated and directed site, district, and county-wide academic competitions.

Federal and State Programs and Projects

- Directed and evaluated state and federal categorical programs.
- Led problem-solving, conflict resolution, and strategic planning committee sessions.

- Chaired many and varied committees.
- Served as school quality and compliance reviews team leader.
- Trained regional program quality and compliance review teams.
- Trained national evaluation and data collection research teams

Academic Background

American University, Graduate Work, 1997-98

Ph.D. in Education, Organizational Change

Chapman College, Orange, California, Graduate Work, 1979-80

Masters Degree in Educational Systems and Management
Administrative Credential (K-14)

Instituto Lenguas Vivas, Buenos Aires, Argentina, 1966-74

Masters Degree in English/Linguistics
Teaching Credential

Other Courses and Workshops

- Bilingual Education
- Standards-based Instruction
- Organizational Change Process
- Strategic Planning
- Personnel Policies and Procedures
- Employee Discipline and Dismissal
- Labor Relations and Effective Negotiations Strategies
- Multiple Intelligences and Brain-based Education
- Curriculum: Numerous Courses and Workshops
- Outcome-Based Education
- Teacher Evaluation and Clinical Supervision
- School Bond Elections
- Comprehensive Program Evaluation
- Competitive Grant Writing
- Yearly Workshops on School Law and Related Legal Issues
- Yearly Personnel Update Courses and Institutes

Credentials and Certifications

- Administrative Services Credential, K - 14
- K - 12 Single Subject Credential, English
- Bilingual Cross-cultural Certificate of Competence
- Strategic Planning Facilitator
- Personnel Administrator

Other Data

As I speak, read and write Spanish, Russian, and Ukrainian, I have translated letters, articles, handbooks, and short publications into the English and Spanish languages. I have also served as an interpreter of Russian language for the City of Modesto.

Publications and Reports

After-School Language Development Enrichment Program, 1998

Teaching Through Multiple Intelligences, 1998

Teaching for Understanding Through Student Research Projects, 1997

Multiple Strategic Planning Reports, 1991 - Present

Multiple Training Manuals, Guides and Handbooks, 1988 - Present

Various Organizational Handbooks, 1982 - Present

"Dynamics of the Change Process", 1994

"Change Process Do's and Don'ts", 1994

Student Grade Level Vocabulary Book, 1984; 2001

School Instructional Plan, Grades K - 8, 1983

Social Studies Resource Guide, 1982

Minimum Competency Manual, 1980, co-author/editor

"Proficiency Assessment and the Limited English Speaking Student", 1980

"English as a Second Language Handbook", 1979; 2001

Appendix II
Urban Preparatory Academy

IB Coordinator Job Description
IB Sample Unit

Urban Preparatory Academy

The Role & Responsibilities of the Primary Years Programme (PYP) Coordinator

The coordinator should have proven teaching ability and be able to act as a pedagogical leader of the PYP in the school. This is a shared responsibility, to include both the PYP coordinator and the school director.

A commitment to collaborative planning is central to the philosophy of the PYP. The PYP coordinator has a pivotal role in this process, taking responsibility for ensuring that pedagogical aspects are discussed, information is disseminated and the programme is planned, taught and assessed collaboratively.

Together with other members of the school's management team, the PYP coordinator is involved in the whole-school implementation and organization of the program. Besides maintaining contact with school administrators, the PYP coordinator should communicate directly with all members of the teaching team and be involved in whole-school planning, as well as in-school and out-of-school professional development.

PYP coordinator's responsibilities

Documentation

- Ensure that copies of International Baccalaureate Organization (IBO) publications pertaining to the PYP section of the school are available to all staff members.
- Establish and maintain a record of completed planners.
- Publish the school's programme of inquiry.
- Lead the school's process of developing and reviewing scope and sequence documents in alignment with national and state standards and district and IB guidelines.
- Ensure that agreements are formulated for assessment and for teaching and learning language.
- Participate in the formation of the school's strategic development plan and action plans.
- Ensure that the document entitled General regulations: Primary Years Programme is supplied to parents (available on the IBO public web site, IBIS, and IB HeadNet and the OCC – password protected sites for school IB leaders).
OCC: The OCC is a curriculum information and resources web application for all teachers delivering one or more of the three IB programmes.
- Ensure that *Rules for authorized schools: Primary Years Programme* is shared with relevant staff (available on the IBO public web site, IBIS, IB HeadNet and the OCC).

Professional development

- Ensure that staff members are made aware of professional development opportunities.
- Make recommendations regarding professional development opportunities.
- Keep a record of workshop attendance and school visits to ensure equality of opportunity and identify ongoing needs.
- Assist teams or individuals in developing and documenting student inquiries.

- Support the teachers responsible for, and the students involved in, the PYP exhibition in the final year of the programme (see PYP exhibition guidelines (2004) for further information).
- Lead professional development opportunities as needed.

Resource management

- Make recommendations for the purchase of suitable resources to support the implementation of the program.
- Be responsible for the establishment of an inventory of resources to facilitate efficient management.
- Establish and manage training, resource, and planner writing budgets for site.

Communication

- Set up systems for communication and collaboration among all staff members involved in implementing the program.
- Conduct parent information sessions.
- Publish articles pertaining to the program.
- Circulate all relevant information received from The IB.
- Prepare and submit any documentation required for authorization and evaluation.
- Ensure the school adheres to The IB's Standards and Practices.
- Respond to requests for information from The IB.
- Provide a liaison between the school and The IB.
- Participate in the wider PYP community through OCC discussion forums, e-mail, Minnesota Association of IB World Schools, and school visits.
- Promote the use of the OCC within the school community.
- Work collaboratively and share resources with IB coordinators from across the nation

Other

- Complete additional IB duties as assigned.

UNIT PLANNER – Grade 3 - Science

Theme: Who We Are

Unit Title: Healthy Living

Focus: Science

Teacher(s): Mrs. Felice and Mrs. Rowland

School: Siragusa

Proposed duration: 6 weeks

Stage 1: What is our purpose?

A concise description of the central idea to be addressed and the scope of the inquiry

- Central idea: Health habits affect our bodies.
- An inquiry into:
 - The types of foods which are necessary for people to grow and stay healthy
 - How hygiene practices contribute to a person's health
 - How sleep and exercise affect body function and daily performance

Stage 2: What resources will we use?

People, places, audio-visual materials, related literature, music, art, computer software etc.

- Yonkers Public Schools' standards and curriculum guides
- Internet
- Computer software
- Trade books** – e.g., Food and Nutrition for Every Kid – Van Cleave, Good Enough to Eat – Rockwell, Edible Pyramid – Leedy
- Guest speakers** – nutritionist, nurse
- Theme guides:**
 - Nutrition – Creative Teaching Press
 - Food – Creative Teaching Press

Stage 3: What do we want to learn? *(The key questions which will drive the inquiry.)*

	Teacher Q #		Teacher Q. (from below)
Form <i>What is it like?</i>	2		<i>What hygiene practices promote a healthy lifestyle?</i>
Function <i>How does it work?</i>	1	4	<i>How and why do different foods affect health? Why are sleep and exercise important factors in keeping our bodies healthy?</i>
Causation <i>Why is it the way it is?</i>	1	3	<i>How and why do different foods affect health? How do hygiene practices affect self-esteem and relationships with others?</i>
Change <i>How does it change?</i>	6		<i>How would modifying your health habits affect your lifestyle?</i>
Connection <i>How is it connected to other things?</i>	3		<i>How do hygiene practices affect self-esteem and relationships with others?</i>
Perspective <i>What are the points of view?</i>	3		<i>How do hygiene practices affect self-esteem and relationships with others?</i>
Responsibility <i>What is our responsibility?</i>	5		<i>What are our responsibilities in maintaining our bodies to keep healthy?</i>
Reflection <i>How do we know?</i>	6		<i>How would modifying your health habits affect your lifestyle?</i>

UNIT PLANNER – Grade 3 - Science

Teacher Questions:

1. How and why do different foods affect health?
2. What hygiene practices promote a healthy lifestyle?
3. How do hygiene practices affect self-esteem and relationships with others?
4. Why are sleep and exercise important factors in keeping our bodies healthy?
5. What are our responsibilities in maintaining our bodies to keep healthy?
6. How would modifying your health habits affect your lifestyle?

Student Generated Question:

1. Why is sleep good for us?
2. What happens when you don't exercise?
3. How do germs affect us?
4. How many hours of sleep do we need?
5. How much water should you drink?
6. Why does your body need fruits and vegetables?
7. Is a little junk food bad for you?

Stage 4: How best will we learn?

Teacher and/or student designed activities which will address the key questions.

a) Teacher provides context for inquiry:

- As a whole class, the students brainstorm and begin a KWL on health habits.
- After reading an introductory book on the food pyramid, the teacher presents the food pyramid and holds a class discussion. Using the pictures, the students name each food group and discuss the servings for each.
- The students listen to read-alouds by the teacher on food, sleep, exercise, and hygiene.
- Guest speakers present information on nutrition and hygiene and hold a question and answer session.
- The teacher holds a class discussion with the students on hygiene.
- The students brainstorm the ways we take care of our bodies (daily health habits).
- Teacher sets up center with microscopes and slides for germ study. Students complete lab reports.
- Teachers invite our cafeteria supervisor to discuss healthy meals, including food types, portion sizes, and food combinations.

b) Leading / Facilitating Student Inquiry:

- Students select books and magazines on hygiene, sleep, nutrition and exercise.
- Students bring in pictures of foods. In groups, students classify the foods within a food pyramid framework.
- Students, in groups, research articles in magazine, books, and on the internet about the advantages / disadvantages of one food group. The students record their findings on charts and present to the class.
- Using the internet and library materials, the students research the types of exercise that affect the body. They tell whether they are beneficial or possibly harmful to the body.

UNIT PLANNER – Grade 3 - Science

- In gym and at recess, the students keep track of their heart rates at different levels of motion and record them on a graph.
- The students keep a sleep log each day, recording the number of hours of sleep they had, and whether it was uninterrupted or interrupted. They reflect each morning on how they feel as a result of their sleep amounts.
- Cafeteria supervisor engages students in discussion of healthy meals, including food types, portion sizes, and food combinations. Students create menus in accordance with the food pyramid to be served as lunch in the school cafeteria.
- Students create a booklet including nutritious recipes and explanation as to why they are nutritious.

Stage 5: How will we know what we have learned?

The strategies which will be used to assess learning.

Formative:

- Using their notes, the students write persuasive letters to friends encouraging them to adopt a nutritious lifestyle. They share their letters with the class.
- In pairs, the students create posters promoting healthy habits for sleep, exercise, and hygiene.

Summative:

The students create a portfolio entitled "My Healthy Lifestyle Portfolio." The students record their meals, exercise, sleep, and hygiene for one week. Together with the teacher, a plan for how the portfolio will be presented will be developed. Anecdotal records will be completed.

Student self-assessment:

The students complete a continuum noting the changes in four categories of their health habits.

Stage 6: To what extent did we achieve our purpose?

To what extent: were the purposes fulfilled; was the unit relevant, engaging, challenging and significant; were the resources adequate; were the concepts, skills and attitudes address

This was the first IB unit implemented this school year. Our central idea, health habits affect our bodies, was fulfilled and clearly identified by the students. This year the inquiries were changed to:

- Foods that promote health.
- The relationship between a person's hygiene practices and his/her health.
- The effects of sleep and exercise on body functions and daily performance.

These inquiry points were not biased and allowed for more open-ended discussions and activities.

Mr. Passaro, our gym teacher, helped to facilitate our inquiry into how exercise affects body functions and daily performance. Students would benefit from more time with him during the week. This year, due to scheduling conflicts we were unable to have Mrs. Fahy, the cafeteria supervisor, come to speak with the children. Next year, we will make arrangements in a timely manner so that she can present to the students.

For next year, we would like to revise our formative assessment to include activity with an emphasis on international perspective. The students will use the website Breakfast Around the World to compare their breakfast choices with that of another culture. They will evaluate which has their healthier option.

The students were engaged in creating their personalized food pyramid on the internet a mypyramid.gov. They used it to create their healthy living portfolio for the summative assessment. The children were also very interested in the videos shown from unitedstreamin.com. There was a large mix of types of resources brought in by the students. They were very eager to share their findings with the class.

UNIT PLANNER – Grade 3 - Science

The students' self-assessment continuum allowed the students to identify how they improved their particular health habits. They were able to write brief explanation as to why they chose a certain position on the continuum;

This planner continues to be a success because the inquiries are relevant to the students' lives.

How will we take action?

How the students will demonstrate their ability to choose, act and reflect.

- Students brought in a food pyramid booklet from ShopRite.
- Students created a dry food grains chart.
- Students brought in books and downloaded research.

Appendix III
Urban Preparatory Academy

Task Force Implementation Rubric

UPA Task Force Implementation Benchmarks

Curriculum and Instruction			
Benchmark	Phase I Indicator	Phase II Indicator	Phase III Indicator
The curriculum scope and sequence is organized in ways that help students and teachers see a discipline's themes and concepts.	A school-wide scope and sequence is complete and reflects the themes and concepts of all disciplines.	Each unit in the scope and sequence has an explicit connection to its discipline's themes and concepts. Teachers explain how work in their classroom builds from student work in previous grades and prepares students for work in subsequent grades.	Students can explain why they are working on an activity in terms of bigger questions and themes. Teachers use class discussion to demonstrate specific links between class activities and general concepts.
The school-wide scope and sequence is made public and used by all teachers.	Each grade level or subject area creates a scope and sequence.	Individual scope and sequences are aligned across grade levels and/or subject areas and constitute a coherent and challenging academic experience for students.	Teaching reflects the school-wide scope and sequence. The school-wide scope and sequence is posted where all students, teachers, and parents can view it.
The school-wide scope and sequence is directly aligned to state standards.	All California Performance Standards are assigned to at least one organizer in the school-wide scope and sequence.	Instructional activities identify the standards that are addressed. Instructional units identify the standards that are assessed.	A survey of units reveals that all California Performance Standards are addressed. Teachers review the scope and sequence annually to assess its ability to allow students to reach mastery of state standards.
Instruction in special areas contributes to students' mastery of California Performance Standards in the core disciplines.	Each grade level or subject area team includes special area teachers in planning instructional units.	Each special area teacher develops a scope and sequence that reflects his or her plan for coordination with the core disciplines.	Students participate in activities that reflect connectivity among the special areas and the core disciplines.

UPA Task Force Implementation Benchmarks

Benchmark	Phase I Indicator	Phase II Indicator	Phase III Indicator
Classroom time and resources are organized to support student mastery California Performance Standards.	The teacher maximizes the amount of time for student learning.	Classroom space is organized to allow students to work on different assignments. Classroom scheduling allows for varying amounts of time for student completion of activities and assessment.	Supplementary services (such as after school tutoring) should be a seamless extension of classroom expectations.
Teachers link new learning with prior knowledge.	Through the process of alignment and analysis of test scores, teachers know what students have learned in previous grades.	Teachers incorporate strategies in their instruction that activate prior knowledge.	Students explain links between past knowledge and new concepts.
Instructional strategies enable teachers to uncover misconceptions held by students.	Each unit guides teachers on possible misconceptions that may occur with students in the unit. Teachers are aware of misconceptions that can occur as evidenced by documentation units. Each instructional unit has strategies that help teachers uncover these misconceptions.	Using strategies, teachers help students understand a discipline's themes and concepts. Teachers routinely use instructional strategies that help them uncover and resolve student misconceptions.	Students use various strategies (such as questioning) to help them discover their own misconceptions.
Instructional activities prepare students for success on the unit's culminating assessment.	All standards assessed are addressed in at least one activity in the unit.	Each lesson includes a clear connection between the activity and the larger concepts or principle. The unit provides the student opportunities to apply those concepts and principles in different situations.	Students show a high rate of success on culminating assessments.

UPA Task Force Implementation Benchmarks

Benchmark	Phase I Indicator	Phase II Indicator	Phase III Indicator
Instructional activities include differentiated strategies to meet the varied needs of students.	Data and protocols are used by teachers to determine the varied academic needs of students.	Classroom environment and management support differentiated instruction.	The planned instructional activities include differentiated activities to meet the varied needs of students.
Instructional units are content-rich in ways that build students' cultural literacy.	Teachers use resources to identify organizers for their scope and sequence.	Instructional activities and assessments utilize rich content.	Student work reflects rich content.
Instructional units include activities that engage the interests of students.	Teachers develop an inventory of cultural books that will engage their students: community culture, pop culture, extracurricular activities, etc.	Teachers employ these cultural books to engage student interest when developing instructional units.	The school continually updates instruction to reflect current interests of students.
Students understand what is required for their work to be considered adequate or excellent.	Teachers use rubrics to evaluate student performance in culminating activities. Teachers post student work with the accompanying rubric. Students can explain how their work fits the rubric. Instructional practices encourage student revisions.	Students routinely revise their work using suggestions from teachers. Students can review their work for clarity and accuracy.	With help from the teacher, students design rubrics for classroom use. Students evaluate each other's work using a rubric.
Each unit's culminating assessment allows students to demonstrate mastery of State Standards.	The State Standards to be assessed in each instructional unit are aligned with the unit's culminating assessment.	Instructional activities in a unit build the skills and knowledge necessary for success on the culminating assessment.	Student work provides evidence that the culminating assessment allows students to demonstrate mastery of State Standards.
Student work includes problems for which there is no obvious solution.	Teachers incorporate challenging problems – preferably real world – into their instructional units.	Using tools and knowledge from several disciplines, teachers model strategies for solving complex problems with no obvious solutions.	Student work reflects the use of knowledge and strategies to solve complex problems with no obvious solution.

UPA Task Force Implementation Benchmarks

Benchmark	Phase I Indicator	Phase II Indicator	Phase III Indicator
Teachers manage their classrooms in ways that allow students to focus on learning.	<p>Teachers understand and respect the students' home culture.</p> <p>Teachers establish clear expectations, procedures, and consequences in the classroom.</p> <p>As needed, teachers help students understand that rules appropriate at home or in neighborhoods may be different from those needed in classrooms.</p>	<p>Teachers create activities and an environment that minimizes students' desire to or interest in engaging in inappropriate behavior.</p> <p>Teachers routinely enforce all expectations and rules.</p> <p>Teachers take responsibility for modeling respectful behavior and conflict negotiation.</p>	<p>Students demonstrate respectful behavior for each other and school personnel.</p> <p>Students comply with rules and procedures in ways that allow them to focus on learning.</p>

UPA Task Force Implementation Benchmarks

Technology Task Force

Benchmark	Phase I Indicator	Phase II Indicator	Phase III Indicator
Teachers use technology to support the standards-driven classroom.	Teachers use appropriate software and the Internet to develop instructional units.	Student-friendly Web sites are used to support the unit's content.	Student work reflects the use of technology in research and presentations.
The school uses technology to improve communications among staff and with parents and community members.	The school surveys current communication practices and identifies weaknesses of content and form (for example, what information is shared, with whom is it shared, when is it shared, and how is it shared).	<p>The Technology Task Force identifies technologies that can be used to improve communication.</p> <p>The Technology Task Force develops plans for the use and implementation of technologies to improve communication.</p>	The Technology Task Force routinely reviews the adequacy of the technology-based strategies for communication and makes modifications, when necessary;
The school uses technology to plan, individualize, and evaluate instruction.	The school acquires and installs an instructional management system.	The school trains staff members to use the system and enters student data and curriculum.	Staff members use the system to plan and provide differentiated instruction to evaluate strengths and weaknesses of instruction and curriculum, and to monitor students' mastery of the standards.

UPA Task Force Implementation Benchmarks

Organization and Finance			
Benchmark	Phase I Indicator	Phase II Indicator	Phase III Indicator
Teachers' schedules provide opportunities for continuous improvement in school practices.	The school schedule provides time for each task force and the Leadership Team to meet at least once a month.	The school schedule provides time for grade level or subject area teams to meet routinely and design instruction.	The organization and Finance Task Force routinely reviews the adequacy of these schedules to meet organizational and instructional goals.
Student schedules support the standards-driven classroom.	The Organization and Finance Task Force reviews existing schedules to ensure that they provide time for meaningful instruction and evaluates alternative schedules that allow for meaningful instruction for the development and revision of instructional units.	The Organization and Finance Task Force plans and with the approval of the Leadership Team, implements any needed changes.	The Organization and Finance Task Force routinely reviews □A□□□A□A□A□□□A helping student meet California Performance Standards and makes appropriate recommendations.
		The Organization and Finance Task Force recommends strategies that will allow for six hours a month or collaborative planning time.	
The expertise and knowledge of the school's staff is sufficient to bring children to mastery of California Performance Standards.	The principal works with the Leadership Team to specify how the staff will be involved in the hiring process.	The Organization and Finance Task Force develops and implements the process for staff involvement in hiring.	The plan and its implementation are reviewed and evaluated annually for their effectiveness.
Financial resources are used in ways that reflect the school's priorities and goals.	The principal provides teachers with information on the use of discretionary funds.	The Organization and Finance Task Force reviews how these expenditures are aligned with school priorities and goals.	An annual financial report is available to staff with explanations of how the expenditures helped to meet school priorities.
		In collaboration with the principal, the Organization and Finance Task Force develops ways to utilize funds more efficiently and effectively.	

UPA Task Force Implementation Benchmarks

Benchmark	Phase I Indicator	Phase II Indicator	Phase III Indicator
<p>The school is organized in ways that students come to class ready to learn.</p>	<p>The school has a school-wide discipline policy with known and enforceable consequences for those violating that policy.</p> <p>The Organization and Finance Task Force collects data on where and when problems are occurring, the types of problems, the types of students (grade level, repeat “offenders”) and identifies apparent hot spots.</p> <p>The O&F Task Force investigates locations to identify aspects of physical environment that are different from those where problems do not occur.</p>	<p>The task force analyzes data to discover ways in which environmental arrangements may contribute to the problems - such as, organization of lunch room, the walking paths required for changing classes, or ways in which school policies or procedures – such as length of time allotted for changing classrooms - may contribute to the problem.</p> <p>As appropriate, the task force reviews patterns of problems, history of enforcing policies and types of students to uncover alternate explanations of the problems.</p> <p>The task force makes recommendations for changes in the physical arrangement, policies, or procedures that might reduce the likelihood of unwanted incidents.</p> <p>After administrative review and possible revision, the task force supports the implementation of the changes, ensuring that proposed changes in the physical environment are made and that new policies and procedures are understood by all teachers and students.</p>	<p>The task force annually reviews the degree to which changes have reduced the distractions that students encounter in the public spaces - increasing their ability to come to class ready to learn.</p> <p>Problems in effectiveness are identified and re-evaluated through data collection and analysis.</p>

UPA Task Force Implementation Benchmarks

Leadership			
Benchmark	Phase I Indicator	Phase II Indicator	Phase III Indicator
The school's Leadership Team and task forces mobilize all staff members in improving the life of the school.	The composition of the Leadership Team and each task force reflects the diverse interests and talents of the staff.	The Leadership Team integrates the goals of the various task forces and coordinates their school improvement efforts.	The Leadership Team regularly reviews progress and, when appropriate, makes adjustments.
The Leadership Team communicates with all stakeholders in order to build advocacy and support.	The Leadership Team develops a strategic plan for communicating its work to all appropriate people in and outside of the school building.	The Leadership Team implements its communication plan.	School staff, parents, and community stakeholders are knowledgeable of the goals and strategies adopted by the school.
The Principal and Leadership Team establish clear roles and protocols for school decision making	The Principal, task force chairs, and other appropriate stakeholders are members of the school's Leadership Team.	The Leadership Team establishes a process for reviewing and integrating task force recommendations into the school-wide goals and plans.	The Leadership Team implements the school decision-making process and monitors its effect on student achievement, making changes as necessary.
	The Principal identifies responsibilities that will remain administrative and those to be addressed by the Leadership Team.		The Leadership Team and task forces routinely gather information from relevant stakeholders.
			The Leadership Team annually reviews adequacy of their procedures for involving the school community in establishing goals & developing implementation plans.
The school's task forces develop and implement data-driven action plans that contribute to improved student achievement.	The school has task forces that address curriculum and instruction, parent and community partnerships, standards and assessment, technology, organization and finance, and professional development.	Needs assessments of all task forces are data-driven, using school-related data from surveys, test results, and other sources. Each task force develops and implements action plans intended to improve student achievement.	Each task force annually monitors its work and its effect on student achievement and modifies its action plans as necessary.
	The Leadership Team establishes procedures for collecting and analyzing data on student learning.		

UPA Task Force Implementation Benchmarks

Professional Development			
Benchmark	Phase I Indicator	Phase II Indicator	Phase III Indicator
Professional development helps teachers improve teaching and learning in a standards-driven school.	<p>The Professional Development Task Force annually identifies professional development needs and resources in the building.</p> <p>Groups are identified and addressed.</p>	Professional Development Task Force works to create a data-driven plan.	The Professional Development Task Force ensures that the work plan is successfully implemented.
Teachers integrate new skills and knowledge from professional development into their practice.	Teachers attend professional development sessions that are designed to improve instructional capacity.	<p>The Professional Development Task Force develops a process to coach teachers on their use of skills and knowledge learned in the professional development sessions.</p> <p>The Professional Development Task Force develops strategies for sharing skills and knowledge learned in the professional development sessions.</p>	<p>The Professional Development Task Force develops a process to monitor the adoption of new practices.</p> <p>The Professional Development Task Force evaluates the link between classroom practice and student performance and uses that information to plan further professional development.</p>
The school provides an induction process for educators new to the school, allowing them to understand and access specific materials, such as the school's scope and sequence.	The Professional Development Task Force maintains a journal or portfolio on critical training events to facilitate preparation of induction process.	<p>The Professional Development Task Force ensures that the induction plan is executed each year.</p> <p>The Professional Development Task Force annually evaluates the effectiveness of the induction process and makes adjustments as needed.</p>	

UPA Task Force Implementation Benchmarks

Standards and Assessment

Standards and Assessment Benchmark	Phase I Indicator	Phase II Indicator	Phase III Indicator
The school uses the results of CST to guide instructional goals.	Teachers have a detailed understanding of their grade or subject's performance on the CST. Teachers have a broad understanding of the school's performance on CST..	Teachers adapt instruction to address specific needs shown by student performance on the CST. The school identifies skills or concepts that will be addressed in all subjects and grades.	The school uses information from the CST to evaluate annually the adequacy of its efforts and revises goals and targets accordingly.
Performance assessments include standards from a variety of subjects and reinforce students' understanding of principles and concepts in one or more disciplines.	For each instructional unit, teachers develop a draft of an effective performance assessment that produces original student work and demonstrates mastery of target standards.	For each instructional unit, teachers develop the complete performance assessment, which includes standards from a variety of subjects.	Student work on culminating assessments reflects an integration of knowledge and principles from several subject areas.
Teachers develop coherent rubrics that provide credible evidence of mastery of target standards.	For each culminating assessment, teachers describe what students should do to demonstrate mastery.	For each culminating assessment, teachers develop a rubric, with scaled descriptors that reflect level of mastery of each component of the assessment.	The rubric developed for the culminating assessment is available to students to guide their work and used by teachers to measure mastery. Teachers evaluate the effectiveness of the rubric to determine its clarity and inclusiveness. Teachers collaborate with colleagues to revise the rubric for subsequent use.
The school has identified strategies for dealing with inconsistencies between State Standards and State Assessments.	The Standards and Assessment Task Force facilitates completion of an inventory that compares the State Standards with the appropriate high stakes test and identifies inconsistencies between the two.	The Standards and Assessment Task Force develops an action plan to address inconsistencies between the California Performance Standards and the CST.	The Standards and Assessment Task Force implements and monitors the school's action plan, revising it when changes are made at the state level.

UPA Task Force Implementation Benchmarks

Benchmark	Phase I Indicator	Phase II Indicator	Phase III Indicator
Teachers use ongoing formative assessment to identify student misconceptions and redirect instruction, if necessary.	Teachers develop formative assessments for each instructional unit to identify student misconception and gaps in understanding.	In each unit teachers include content-specific prompts and questioning strategies to identify and eliminate misconceptions.	Teachers routinely use questioning strategies and other formative assessments to correct misconceptions as they emerge and redirect instruction as needed.
Students have continuous access to their progress, in mastering standards that allows them to set short-term educational goals.	Students are familiar with standards and can articulate their connection to instructional activities.	Teachers establish a system for students to access information about progress for mastery of standards.	Students use information about their progress to establish short-term educational goals for themselves.
Student work demonstrates the ability to transfer skills and concepts to new situations.	For instructional units teachers develop activities and assessments that require transfer of skills and concepts to new situations and demonstrate the more general principle at work.	Teachers use and revise activities that require transfer of skills and concepts to new situations and demonstrate the more general principle at work.	Student work reflects an understanding of general principles and concepts and an ability to apply them to new situations.

UPA Task Force Implementation Benchmarks

Parent and Community Partnership			
Community resources build teacher capacity, engage students in learning, and enrich instructional experiences.	The Parent and Community Partnerships Task Force identifies available resources in and outside the school and develops a catalog of them for classroom teachers.	The Parent and Community Partnerships Task Force guides teachers as they link community resources to specific units in the scope and sequence.	The Parent and Community Partnerships Task Force evaluates the resources' effect on building teacher capacity, engaging students in learning or enriching instructional experiences.
			The Parent and Community Partnerships TF annually updates the community resource catalog.
			The Parent and Community Partnerships TF establishes a protocol for providing feedback or acknowledgement to participating community members.
Local businesses and other similar community organizations expand resources available to the school.	The Parent and Community Partnerships Task Force identifies potential community partners and ways that partners can contribute to the school's mission.	The Parent and Community Partnerships Task Force plans and executes the recruitment of community partners.	The Parent and Community Partnerships Task Force evaluates the impact of each partnership on the school, reports to the partner on its work, and renews that partnership, if appropriate.
			The Parent and Community Partnerships Task Force recruits new partners based on the school's needs.
The interests and concerns of parents and other community members are considered in school decisions.	The school has procedures for acquiring parent and community input.	Task forces ensure that the concerns of parents and community members are reflected in their annual plan of work.	The Leadership Team regularly reviews the school's responsiveness to parent and community concerns.
Parents understand that academic expectations for their children and collaborate with the child and teacher in establishing goals.	Parents have a general understanding of the major academic goals for their child.	Parent and teacher communication includes discussion of the student's progress towards meeting academic standards.	Parents participate in the development of the student's learning plan.

UPA Task Force Implementation Benchmarks

Benchmark	Phase I Indicator	Phase II Indicator	Phase III Indicator
Parents understand school improvement goals and have ways to support those goals.	The Parent and Community Partnerships Task Force plans and conducts orientation and awareness activities for parents.	Parents receive progress reports on improvement efforts, help with orientation and awareness activities for new parents, and identify new ways that they can support school improvement guides.	The Parent and Community Partnerships Task Force evaluates the effectiveness of parent support for school improvement and identifies alternatives, if necessary.
Parent involvement is used to improve student learning.	Teachers identify various ways in which parents can support classroom instructional goals. Grade or subject level communications helps parents anticipate what their students will be learning and how they can help at home.	Parent activities are used in all instructional units. Parents have opportunities to improve their support skills through school-sponsored academic enrichment activities (i.e., Family Math Night)	Student learning plans include home activities that address individual student needs. Parents routinely complete activities outlined in the student's learning plan.
Parents and teachers collaborate to improve a student's engagement with learning.	Teachers are available to hear concerns of parents. Teachers are aware of special home circumstances or health conditions that could affect a student's learning.	Teachers routinely contact parents regarding positive contributions of their child and areas that need improvement.	The school assesses the parents' satisfaction with the school and their collaboration with teachers.
The school helps community leaders improve the opportunity for children to come to school ready to learn.	The Parent and Community Partnerships Task Force surveys teachers and social services agencies for information on cognitive, physical, and social barriers to student learning.	The Parent and Community Partnerships Task Force solicits involvement of community leaders and social service agencies who can help address cognitive, physical, and social readiness issues. The Parent and Community Partnerships Task Force prioritizes these issues and develops a strategy for addressing them.	The Parent and Community Partnerships Task Force monitors implementation of partnerships with social service agencies and their impact on student performance and revises plans as needed.

Appendix IV

Urban Preparatory Academy

Partners

- **UCLA/ IDEA**
- **Pepperdine University**
 - *College Access for Elementary Parents:
Building a Bridge from Elementary School to
the University, Dr. Anthony Collatos*
- **California Parent Information Resource Center 2
(PIRC 2),**
- **Boyer Associates, LLC**
- **Loomis School District and Loomis Basin Charter
School**
- **Pearson Publishing**



12/18/2010

Dear LAUSD School Choice Review Team:

Mary Johnson, a South Gate community member, has joined with teachers and administrators to develop a plan for a South Gate Elementary School. I have great respect for Mrs. Johnson's efforts to support robust and informed parent participation. For almost a decade, I have been a research partner to several parent engagement initiatives led by Mrs. Johnson. My role has been to: a) share data on school conditions and outcomes; and b) identify relevant research on best practices.

I have had the opportunity to meet with Mrs. Johnson and learn about the plans that she and her team are developing for the South Gate Elementary School. I am impressed by the strength of the planning team and the authentic community-based character of their effort. Also impressive is that the team is committed to having research inform every aspect of their school program. I have told Mrs. Johnson that I am happy to serve as an informal research partner to the school, connecting them, where appropriate, to data and research that will inform their efforts.

Best wishes,

John Rogers
Associate Professor
UCLA's Graduate School of Education and Information Studies
Director, UCLA's Institute for Democracy, Education, and Access

PEPPERDINE UNIVERSITY

Graduate School of Education and Psychology

Ms. Mary Johnson
9711 /2 San Gabriel Avenue
South Gate, California, 90280

Dear Ms Johnson,

The purpose of this letter is to express enthusiastic support by Pepperdine University's Graduate School of Education (GSEP) for the effort you are putting together to create the Urban Preparatory Academy. We know we are not alone as a partner, and welcome the opportunity to work with UPA in substantial ways.

One of the clearest ways we can help is to commit to bring student teachers into the school. We will make that a priority. Additionally, GSEP is distinctive in its blending of education and psychology into one graduate school. We are about to launch a degree program in school counseling, and welcome the opportunity to forge a connection with UPA on internships. Our Center for the Family is very involved with LAUSD schools in helping to strengthen families, and we would like to extend that work with UPA. We have numerous faculty working in areas of school and curriculum design, particularly as a part of our Urban Initiative and our firm commitment to working in Los Angeles communities, especially including Southgate. Our faculty have many levels of expertise in parental involvement in schools, advanced learning technologies, school leadership and administration, and teachers as effective change agents. In all of these, we are prepared to explore possible partnerships.

It is a breathtaking and complex task to start a new school. GSEP is proud to come alongside of you as you and your team put the design and proposal together.

Sincerely,



Eric Hamilton, Ph.D.
Associate Dean and Professor of Education

College Access for Elementary Parents: Building a Bridge from Elementary School to the University

Dr. Anthony Collatos, Pepperdine University-Graduate School of Education & Psychology

This program is designed to help parents and families at the Urban Preparatory Academy Elementary School to gain a greater awareness of college access. Critical information about college access is often not shared with the families of first-generation college-going students. In particular, urban students—low-income, English language learners, standard English learners, and undocumented students—face multiple barriers when navigating a successful pathway toward higher education. This program is designed to make sure that *all* students and their families have the knowledge and guidance necessary to navigate a pathway to a four-year university admission. In addition, the program will educate Urban Preparatory Academy educators and community members how to create a *multi-cultural college-going culture*. This program will develop a series of seminars that serve to educate families about critical college access information and to demystify multiple barriers. The seminars will include, but are not limited to the following:

- The Five Core Factors of College Access
- The Importance of Re-Designation for ELL Students
- College Access for Undocumented Students
- The Official and the Unofficial Knowledge Access College and Financial Aid

This program will include a series of regular workshops, as well as, supplemental seminars for different grade levels and individual families and educators. Additional seminar themes will be generated by the family members and different parent-led committees.

Overview of College Access Program

Title: College Access for Elementary Parents: Building a Bridge from Elementary School to the University

Participants: Parents & families of Urban Preparatory Academy Elementary School students

Director: Dr. Anthony Collatos, Pepperdine University Graduate School of Education & Psychology

Here are examples of Possible Monthly Seminars:

Section I: Multiple Pathways to Higher Education

Introduce parents to multiple pathways to higher education: university or college, professional schools, vocational and trade schools, and city colleges. There will be an emphasis on how to prepare students for four-year universities. We will discuss tracking and how this impacts college access.

Session II: Five Core Factors of College Access (Two Sessions)

Introduce parents and families to the Five Pillars of College Access—the Right Courses, Right Grades, Right Testing, the Right Extra-Curricular Activities, and Making the Right Decisions. In addition, we will discuss the context of college Access in LAUSD and across California

Section III: Engaging Parents as College Access Researchers (2 Sessions)

The facilitator will provide several strategies for helping families recognize common barriers to college access. These include coursework that does not count for college, ELL status, undocumented status, low expectations from the school. We will also discuss how schools and communities can help foster a “multi-cultural college-going” culture (Oakes, 2002).

Section IV: Understanding the Basics of Financial Aid (2 Sessions)

Introduce parents to a basic understanding of financial aid. This will allow parents to better understand the financial aid; vocabulary (e.g. grants, loans, subsidized), process, and strategies. We believe a greater understanding of this process in elementary school will help eliminate much unneeded stress and uncertainty in the middle and high school years.

Section V: Developing an Individualized College Access Plan (ICAP)(Grade Level Specific)

Working with college access advisors, parents will work with their elementary students to develop an individualized college access plan (ICAP). This process will introduce high expectations and long-term goals for students and their families. In addition, it will help families identify potential short-term (e.g. redesignation) and longer-term barriers (e.g. financial aid and/or undocumented status) that might limit access to a four-year university.

Additional seminars will include opportunities to also educate staff, faculty, and school leaders.

These seminars will be funded by a combination of internal and external funding and be available for all families at the Urban Preparatory Academy and the school community.

Background Information

Dr. Anthony Collatos is an assistant professor of teacher education at Pepperdine University and a research associate within the Institute for Democracy, Education and Access (IDEA) at the University of California, Los Angeles. He is the recipient of the 2003 UC ACCORD (University of California's All Campus Consortium on Research for Diversity) Dissertation Year Fellowship. Since 1998, Collatos has worked with the Futures Project, an eight year longitudinal study designed to create alternative K-16 pathways for first-generation, low-income, minority students. He has presented his research findings throughout California and at national (AERA, SEA, NCEA, and CPEPR) and international conferences. Dr. Collatos is also a former public school social studies teacher, coach, and college access advisor. His research interests include urban education, k-16 educational pathways, teacher education, and critical pedagogy. He is also a current governing school board member for the Palos Verdes Unified School District.

Recent Publications:

Oakes, J. & Collatos, A. (2007). Inequality. In K. Borman, S. Cahill, and B. Cotner (Eds.), *The Praeger Handbook of American High Schools*. Westport, CT: Praeger.

Collatos, A., Morrell, E., Nuno, A., and R. Lara (2004). Critical Sociology in K-16 Early Intervention: Remaking Latino Pathways to Higher Education. *Journal of Hispanic Higher Education*, 3, 2, pp. 164-179.

Collatos, A. and Morrell, E. (June 2003). Apprenticing Urban Youth as Critical Researchers: Implications for School Reform. In B. Rubin and E. Silva (Eds.), *Critical Voices in School Reform: Students Living Through Change*. New York: Routledge/Falmer.

Morrell, E., & Collatos, A. (2003). Toward a Critical Teacher Education Pedagogy: Using Student Sociologists as Teacher Educators. *Social Justice*, 29, 4, p.60-71.

Collatos, A. & Saunders, M. (2003). Critical Pathways to College Access. Teaching2changeLA Online Journal. www.tcla.ucla.org. Jan-June 2003.

Collatos, A. (forthcoming). *Critical College Access Handbook: Empowering First-Generation Students toward University Enrollment*.

Collatos, A. and M. Johnson (in progress). *Critical Teacher Education: Including Urban Parents, Families, and Communities in the Teacher Education Process*.



parent
information &
resource
centers

January 8, 2010

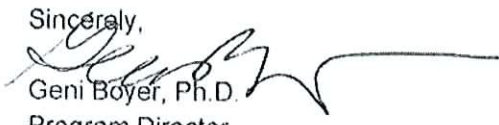
Ms Mary Johnson
Parent-U-Turn
8711 ½ San Gabriel Avenue
South Gate, CA 90280

Dear Ms Johnson:

It has been a pleasure for the California Parent Information Resource Center (PIRC 2) staff to collaborate in the development of the Urban Preparatory Academy proposal. Rest assured that PIRC 2 will continue to support this effort by facilitating parent training sessions, staff development sessions on Title I Parental Involvement Policies, and with any other resource or training session that staff or parents at the school might need.

We look forward to a continued and fruitful partnership with Urban Preparatory Academy in support of student achievement and strong family engagement in education.

Sincerely,



Geni Boyer, Ph.D.
Program Director

p 209.545.9766
f 209.545.2660

4300 Sisk Road, Suite D
Modesto, CA 95356



10000 Wilshire Blvd., Suite 200, Beverly Hills, CA 90210 Phone 310 543 2211 Fax 310 543 2611

January 7, 2010
Ms Mary Johnson
Parent-U-Turn
8711 ½ San Gabriel Avenue
South Gate, CA 90280

Dear Ms Johnson:

Boyer Associates, LLC wholeheartedly supports Parent-U-Turn Leadership Team's grassroots efforts to design a new International Baccalaureate School for South Gate students. It is not an easy undertaking, yet the zeal and determination that the Team has shown in the planning process of this school have been exemplary and certainly inspirational.

Boyer Associates, LLC specializes in curriculum development, program improvement and programs for English Learners. With great honor, I commit the expertise of our firm to support the school through administrator coaching, staff development and consultation on any area in which we are qualified to assist the school.

We look forward to supporting such a worthy effort and serving the future staff and students of Urban Preparatory Academy.

Respectfully,

A handwritten signature in black ink, appearing to read 'Geni Boyer', with a long horizontal flourish extending to the right.

Geni Boyer, Ph.D.
CEO



Loomis Union School District

3290 Humphrey Road, Loomis, CA 95650 (916) 652-1800

www.loomis-usd.k12.ca.us

Building Excellence in Education since 1856

Paul Johnson, Superintendent

January 5, 2010

To whom it may concern:

I am writing this letter for two particular reasons:

- 1) Letter of reference for Dr. Geni Boyer
- 2) Commitment of partnership with the Urban Preparatory Academy

I have had the opportunity to work with Dr. Geni Boyer over the past nine years. This working relationship began when I was an Assistant Superintendent in the Washington Unified School District, and Dr. Boyer was hired to help "resuscitate" five underperforming inner city schools. The partnership with Dr. Boyer was a great opportunity to give kids from impoverished backgrounds equal opportunities.

Dr. Boyer's expertise in linguistics, English language development, and working with special needs students proved invaluable in confronting several issues of crisis proportions. For example, at one elementary school, students scored "well" below the 10th percentile as an average on the State STAR language arts section. Also, over 75% of parents at this particular school had not graduated from high school themselves. To add to the crisis, the majority of spoken language was delivered in Spanish, with no effective Spanish support at home.

I mention this experience, since Dr. Boyer is not fearful of making the "right" recommendations for the "sake of kids". After recommending an English instructional program with strong ELD support, there was an organized riot at a town hall meeting by those opposed to change. The school and Dr. Boyer were undeterred in making necessary changes to the instructional program.

In my current role as superintendent of the Loomis Union School District, Dr. Boyer was hired by the district as a charter consultant to guide the district in developing a new charter program and opening a new school. Efforts including the following:

- Researching different innovative charter programs across the country
- Visiting exemplary IB instructional programs in New York City and Yonkers New York, and Cherry Hill, New Jersey.
- Designing a charter school to literally be the "best" school in California. Innovative instructional strategies were included within the petition that required instruction to be delivered at a higher "reasoning and thinking" level.
- Participating in Town Hall Meetings to dispense information to a community eager for IB education.

- Writing a successful \$600,000 charter start-up grant
- Serving as a guiding consultant to the school (Loomis Basin Charter School) and the school district.

The district has benefited greatly from Dr. Boyer's expertise and guidance. She is considered one of the State's leading experts in charter school development. She also possesses exceptional "people skills" that have provided valuable in community outreach. The Loomis Basin Charter School opened its doors and over a very few months had a waiting list of 500 students.

Both myself and the Loomis Basin Charter School are committed to partner with the Urban Preparatory Academy in the initial steps of launching an IB school. This would include an offer of guidance that might include any of the following:

- Help with setting up an implementation timeline for IB
- Assistance with staff development as the staff explores the possibility of implementing IB.
- Pen pal partnerships with classes in the Loomis Basin Charter School.
- Assistance with setting up a public relations program that will disseminate information to the school community.
- Provide any references of IB experts and consultants the start-up school might find beneficial as the program is implemented.

I am at your disposal. I strongly believe that an IB education can provide students with the skills they need to compete successfully in our changing global world. I have seen inner city schools dramatically improve student achievement by embracing IB instructional strategies of higher level thinking and learning!

If you have any additional questions, please don't hesitate to contact me. I may be reached at my office phone (916) 652-1811, ext. 103.

Sincerely,

 Paul Johnson
 Superintendent

Pearson Curriculum Group
Bob Harris
Executive Manager
1415 L Street, Suite 800
Sacramento, CA 95814
Telephone: 310-832-9639
Fax: 800-254-6765

January 7, 2010

Dear Mary Johnson

This is to inform you and the administrative staff of the Urban Preparatory Academy Pilot School, of Pearson's program for sponsorships for public schools in California.

As the President and Secretary of Education Arne Duncan continue the call to transform education and develop an "innovation strategy" for America, Pearson has begun partnerships with "Model Innovation Schools" throughout California.

The global leader in education services and technology, Pearson is currently working with six model schools to help break the mold by harnessing technology to "do school differently," with an outcomes-oriented focus on personalizing learning, developing innovative assessments aligned with data systems that inform instruction, and investing in effective teacher and leadership development.

The Pearson Model Schools program represents a bold new step in our march to bring the latest digital technology and best practices into the state's classrooms. These schools are intended to be centers of innovation that will lead the way for all of our schools to become more effective with the integration of technology, intervention, and research-based instruction in the classroom.

We have selected these special schools for a combination of reasons. Not only are they in the forefront of technology, but they also reflect the great diversity of our state. Furthermore, these schools represent leadership in our state in embracing new learning models to meet the needs of all students – whether they are on level, advanced, at-risk or struggling learners or the 25 percent of California's students who are learning English at the same time they are working to master subject area content.

The model schools program focuses on core subject areas. Pearson is working closely with each model school to track activities, collect data and monitor progress in such areas as:

- Student performance, especially those of English Learners and at-risk students
- Innovation in teaching and learning
- Commitment to outreach in the community
- Teacher development

- Imaginative and bold use of technology and digital learning
- Setting the standard for other school/educators by selecting products and services that are research-based and supported by independent efficacy studies

Throughout the coming years, Pearson will collaborate with these schools as they integrate Pearson's new instructional materials into each grade, as well as implementing strong professional development for teachers. We also will offer grant writing assistance and an opportunity for schools to participate in a wide range of Pearson Foundation programs and activities such as the global Read for the Record Campaign held each fall to bring awareness to the importance of early literacy.

Pearson may likely expand the model school program in the future to apply what we learn from these initial innovation participants to other schools throughout the state.

Schools that are already implementing innovative, research driven and state approved programs from Pearson, will be among those that are under consideration as partners under the Pearson Model School program.

We look forward to meeting with the future administrative staff for Urban Preparatory Academy Pilot School to determine if they too are interested in the support provided by a Pearson sponsorship.

Respectfully,

Bob Harris
Executive Manager
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Urban Preparatory Academy Pilot School Addendum

Overview

- a. Urban Preparatory Academy will be a new school sponsored by a grassroots team of parents, LAUSD educators, business representatives and university partners. The school will adopt the International Baccalaureate model and curriculum design while teaching the California State Standards.
- b. LAUSD will determine attendance boundaries for the school which will have programs to help each and all students reach high levels of achievement.

Part 2. Curriculum and Instruction:

Urban Prep Academy intends to provide an alternative for South Gate children where accountability, flexibility, innovation, parent choice, parent-teacher involvement, and public-private partnerships can work together to provide a better future for students. The new school will be an international school open to ALL students, irrespective of gender, ethnicity, or national origin or educational background who seek an international education in a multi-lingual setting based on the **International Baccalaureate Primary Years Program**.

Urban Prep Academy will provide a standards-based curriculum that (a) addresses the needs and desires of the community, (b) places emphasis on literacy education and on skills and programs to enhance the learning of students who are English learners, have special learning needs and students who have fallen behind in traditional public schools, and (c) heavily incorporates standards-based learning and accountability measures.

Through highly interactive curricula based on the International Baccalaureate Program Continuum and grounded on the California State Standards, **Urban Preparatory Academy** will strive to serve students for whom an international education in a multilingual environment is a desired choice.

The program promotes the education of the whole person, emphasizing intellectual, personal, emotional and social growth through all domains of knowledge. Students will receive an international education, cemented on character education as a foundation to develop patriotism, respect, and responsibility.

Urban Preparatory Academy Educational Program Expectations

The Program:

- Requires study across a broad and balanced range of knowledge domains including languages, humanities, science and technology, mathematics and the arts, drawing on content from the California State Frameworks and State Standards as well as from cultures across the world
- Gives special emphasis to foreign language acquisition and development, specifically teaching Spanish and one additional language starting at the kindergarten level
- Requires a character education component that includes respect, responsibility, personal accountability, ethical behavior, and service
- Builds and reinforces students' sense of identity and fosters an appreciation and understanding of diverse cultures and differing points of view
- Focuses on developing the skills of learning and of appropriate communication according to the audience, medium, and environment
- Includes, to a varying extent, the study of individual subjects and of trans-disciplinary areas
- Encourages diversity and flexibility in pedagogical approaches
- Provides students with opportunities for individual and collaborative planning, research, visual and oral presentation of research findings, and reflection on learning
- Provides appropriate forms of ongoing assessment and international benchmarking
- Develops in students productive habits of work and mind
- Includes a community service component requiring action and reflection
- Requires strong parental involvement and commitment



By focusing on the dynamic combination of knowledge, skills, independent critical and creative thought and international-mindedness, the school will educate students for a life of active, responsible citizenship that fosters students' recognition and development of universal human values. The student outcomes reflect the profile of the whole person as a lifelong learner.

The school's educational aim is to provide students with an education for life and to teach them to relate the content of the classroom to the realities of the world outside. While the objective of the program is to ensure academic challenge, this is not a selective program for a limited number of students. All children can benefit in different ways from the IB holistic, integrative approach to teaching, learning and thinking, including those with special educational needs.

Student Outcomes

Students who participate in **Urban Prep's** educational program will strive to have and to exhibit the attributes of an "educated person" in the 21st century.

Urban Preparatory Academy learners will strive to be:

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled: They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring: They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference in the lives of others and for the environment.

Risk-takers: They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced: They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Academic Program

Urban Prep Academy will adopt and implement fully the research-based International Baccalaureate Program with the aims of developing inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the school, under the guidance of IB coaches (local and IB organization) will develop a challenging program of international education and rigorous assessment in a school and social environment that promotes optimal learning and academic development. IB programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The International Baccalaureate Program views its teachers as essential to the success of the school-learning community. **Urban Prep Academy** teachers will receive yearly training in curriculum development and best



teaching practices that actively engage students and families in the learning process.

The school's **academic focus** will offer a **strong research-based basic skills program** emphasizing language arts (especially phonics for reading in the kindergarten and first grade curriculum), multisensory and comprehensive ELD program, computation and mathematical reasoning, a rigorous science and history/social studies program, and an emphasis on technology, fine arts and learning a foreign language. Grade level curriculum will be based on the California Standards. Reduced class sizes and extended day opportunities will reinforce the implementation of instruction. A **multi-leveled intervention plan** will ensure that students that so need it, receive the support necessary *in a timely manner* to ensure their acquisition of grade level knowledge and State Standards. Teachers will be trained in planning and delivering scaffolded lessons applying differentiated instructional strategies designed to address the learning rates, levels and needs of all students.

The research overwhelmingly supports the supposition that strength in a child's native language supports growth in the acquisition of a second language (Krashen, 1996; Hukuta, 1985; Cummins & Swain, 1986). In communities that encourage dual language acquisition, and in programs that support learning multiple languages, knowing languages is positively associated with intellectual and academic achievement. Such research supports the cognitive advantages of second language acquisition. The **Urban Prep curriculum** will include Spanish as a Second Language and an optional Chinese language taught in an after-school setting.

The curriculum expectations in a Primary Years Program (PYP) school include all student activities, academic and non-academic, for which the school takes responsibility. The curriculum is expressed as three interrelated components: **the written, the taught and the assessed curricula**. All have an impact on student learning. At the heart of the curriculum is the learner constructing meaning.

The written curriculum identifies what is worth knowing for students. When developing the written curriculum, teachers and administrators will consider the **transdisciplinary themes** and the *subject-specific* knowledge, concepts and skills as described in the California State Standards.

The **knowledge component** of the written curriculum is determined by the belief that there are areas of knowledge that, while important for any student, are especially significant in schools that aim to promote international-mindedness on the part of their students. Six transdisciplinary themes (*Who We Are; Where We are In Place and Time; How We Express Ourselves; How the World Works; How We Organize Ourselves; and Sharing the Planet*) are considered essential in the context of a program of international education. These themes:

- (a) have global significance—for all students in all cultures
- (b) offer students the opportunity to explore the commonalities of human experience
- (c) are supported by knowledge, concepts and skills from the traditional subject areas but utilize them in ways that transcend the confines of these subjects, thereby contributing to a transdisciplinary model of teaching and learning
- (d) will be revisited throughout the students' years of schooling, so that the end result is immersion in broad-ranging, in-depth, articulated curriculum content
- (e) contribute to the common ground that unifies the curriculums in all PYP schools.

Inquiry Strand

Students will inquire into, and learn about, globally significant issues in the context of **units of inquiry**, each of which will address a **central idea** relevant to a particular transdisciplinary theme. **Lines of inquiry** are identified in order to explore the scope of the central idea for each unit. These units collectively constitute the school's program of inquiry. A sample transdisciplinary program unit of inquiry is included in Appendix B. **Urban Preparatory Academy** teachers will develop 2 transdisciplinary units of inquiry during Year 1, two additional units during Year 2 and complete the six units during Year 3.

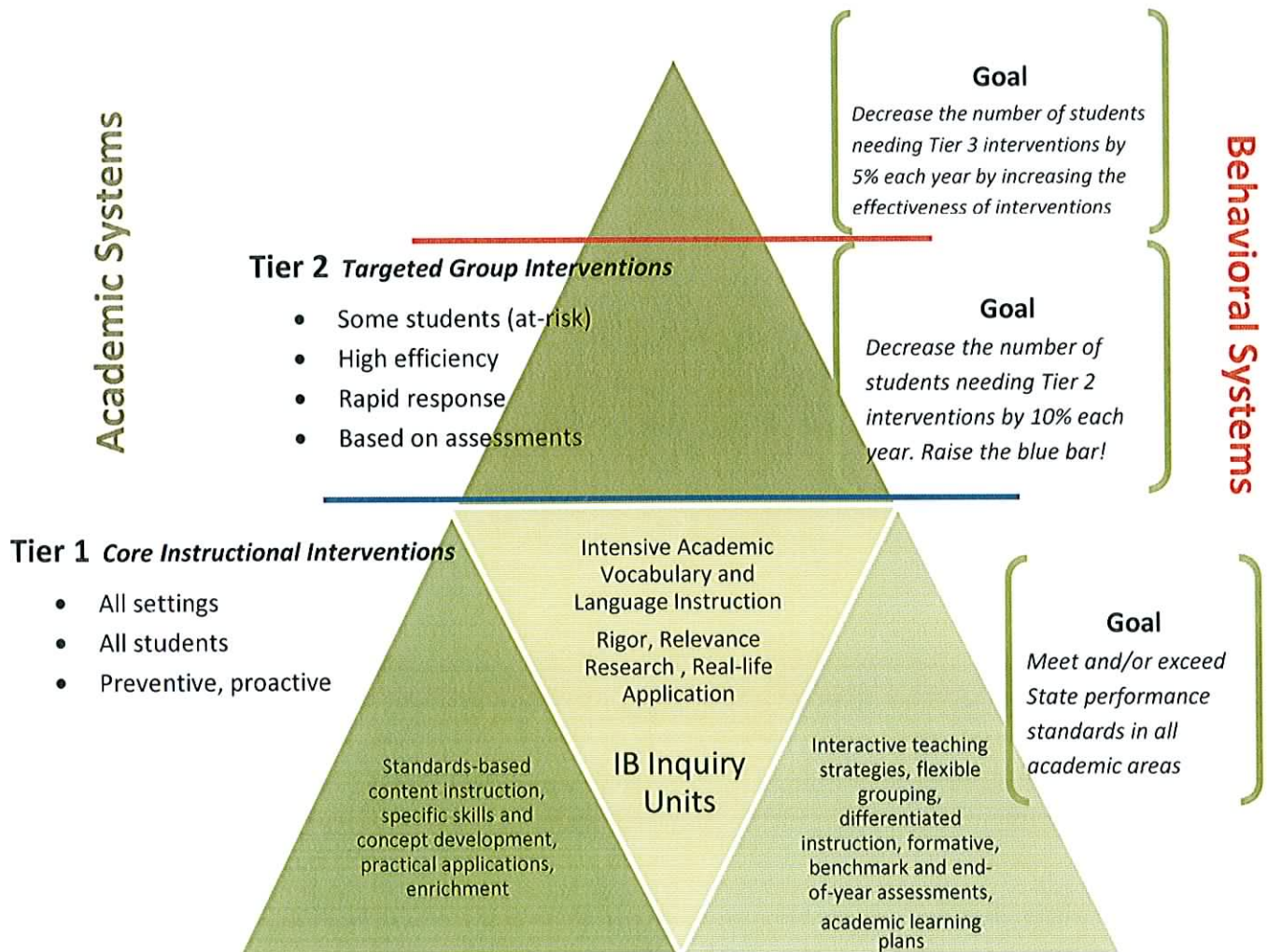
2.c. Addressing the Needs of All Students: **Urban Prep** will meet the educational needs of academically low achieving students by providing and/or facilitating appropriate interventions, both in the classroom and outside the regular school day. Students who are in need of these interventions will be identified by the Student Study Team (SST) process through one or more of the following methods: analysis of student classroom work, performance on student research reports and inquiry projects, benchmark assessments, CST scores, instructional



software assessment scores, teacher observation, curriculum-based measurement, academic grades, and other school-approved screening criteria.

Once identified, addressing student needs effectively will require three essential, and equally important, components: (a) a service delivery model with multiple tiers to create efficient mechanisms to allocate resources; (b) a problem-solving method to provide staff with a consistent step-by-step process to identify problems and to evaluate the effectiveness of interventions; and (c) an integrated data collection/assessment system to inform decisions at each tier of service delivery.

The following tiered Response to Intervention (RtI) Model will guide the school's approach to supporting and accelerating learning for all students – *high achieving and students who score below proficiency levels* as well as addressing the *behavioral and social needs of students*.



3.a School Culture: The Belmont Pilot School Agreement MOU between LAUSD and UTLA will govern the contractual elements of the school. Urban Prep Academy will comply with requirements set forth in Education Code and UTLA, AALA, and Classified Employees collective bargaining agreements as they refer to Pilot Schools and the Urban Preparatory Academy Expanded School Based Management Model

Description of Culture: Urban Prep's vision for student, staff and school excellence will be realized by the deployment and implementation of clearly established systems and protocols; by excellent and benchmarked customer service; safe and healthy, warm, friendly, supportive, responsive, accountable and professional school and classroom environments; ongoing communication with parents, students and community; articulated



standards-based curriculum; collaborative problem-solving and vertical and horizontal team planning sessions; clearly established standards of behavior, conduct and communication; student involvement in leadership, feedback and focus group sessions and activities; active staff, parent and community involvement in decision-making and school improvement; periodic assessment and evaluation of (a) program effectiveness and impact, (b) student progress, (c) staff development needs and (d) student and parent satisfaction.

3.a. School Calendar/Schedule:

Sample Daily Schedule - Grade level teams will map out their daily schedules to ensure that related arts (foreign language, art, music) are scheduled during the same time (per grade level) to afford classroom teachers the opportunity to plan collaboratively during that time four days per week. Classroom instructional schedules may be planned on a five-day model or a six-day model. In addition, the second foreign language may be scheduled after school or during the school day, two days per week.

The following class schedule exemplifies a 6-day cycle and includes both Spanish and Chinese languages taught during the school day. Students who are severely below grade level will only be offered one language choice so that they can receive targeted intervention during the time when the second foreign language is taught.

Following is an example of a First Grade Schedule (2 languages/6-day rotation cycle):

Period	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
8:00 – 9:00	Write/Spell	Write/Spell	Reading Buddies	Write/Spell	Write/Spell	Write/Spell
9:00-9:45	Lang. Arts/IB	Lang. Arts/IB	Lang. Arts/IB	Lang. Arts/IB	Lang. Arts/IB	Lang. Arts/IB
10:00-10:45	Lang. Arts	Lang. Arts	Lang. Arts	Lang. Arts	Lang. Arts	Lang. Arts
10:50 – 11:35	Math	Math	Math	Math	Math	Math
11:40-12:25	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:30-1:15	Music	Spanish	Spanish	Art	Spanish	Technology
1:20 – 2:05	PE	PE	PE	PE	PE	PE
2:10 - 2:55	Class Meeting/IB profile	Chinese/Intervention	Write/Spell	IB Special	Math	Chinese/Intervention
3:00 3:30	Intervention/Enrichment	Class Meeting/IB profile	Intervention/Enrichment/	Class Meeting/IB profile	Intervention/Enrichment/	Class Meeting/IB profile

Sample Grades 4-5 Daily Schedule –AB-Day Model

Period	Day 1	Day 2
8:00 – 8:45	Morning Mtg./IB Profile	Morning Meeting/IB Profile
8:45-9:30	Math Workshop	Math Workshop
9:45-10:30	Writing Workshop	Writing Workshop
10:30 – 11:15	PE	Art
11:15-12:05	Reading Workshop	Reading Workshop
12:10-12:45	Lunch/Recess	Lunch/Recess
12:45-1:30	Spanish	Spanish

Notes Regarding Daily Schedule
Transdisciplinary IB Units of Inquiry Content: Social Studies, science, health
Grade Level Team Planning Time: During foreign language and/or fine arts (4days/week)
After School Clubs: chess, sports, language, fine arts, interventions (Perseverance Club) IB Profile Clubs
Interventions: Targeted data-driven interventions (advanced and catch-up) scheduled throughout the day
ELD: ELD scheduled and articulated with and implemented alongside the language arts periods. Students who need extensive ELD intervention will receive instruction for an extended time, parallel to the core language arts time.



1:35-2:20	Music	Intervention	Special education: The co-teaching model will be preferred for Tier 1 teaching (station or parallel teaching approach)
2:30-3:30	Unit of Inquiry	Unit of Inquiry	
After School Clubs/Classes: Chinese – Dance – Chess- Intervention (Perseverance Club)			

4. Assessments and School Data

4.a. Educational Goals and Metrics: Every **Urban Prep** student will have an **individualized learning plan** that clearly identifies goals, outcomes and benchmarks. An accompanying **Individual Achievement Matrix** will record and document progress. Student progress toward reaching the individual targets will be discussed at grade level team meeting as well as during student-led school/family conferences. The **student portfolio** (goals, achievement matrix, work samples, self and peer assessment records) will be shared with parents at the family conference.

Formative assessments will be analyzed during grade level and Leadership Team meetings. **Results from the analysis will result in celebrations for improvements, re-teaching targets, professional development related to teaching strategies and coaching sessions and modifications to interventions if student progress is not as expected.** Assessment reports will be presented to the Leadership Team and Governing Council. Once a year before the annual strategic planning sessions, LAUSD District personnel will be invited to conduct a monitoring visit and give feedback to the Leadership Team. This feedback, as well as other formative, summative, observational and survey data will be utilized by the strategic planning team for its assessment of program impact and needs.

Student Assessment Plan F: Formative; S: Summative					
GL	Assessment	Type	Frequency	Purpose/Rationale	Provider
K-5	DIBBLES	F & S	Trimester	Literacy development/progress	
K-5	LA and Math End-of Unit	F	Every six weeks	Skills and content mastery	Per selected core program
ELD Levels	On your Way to English	F & S	Unit -Pre/Post	Progress learning ELD standards	Publisher
	ELD Benchmark	S	Trimester	Mastery of ELD standards	TBD
K-5	Benchmark	S	Trimester	Mastery of GL standards	District
K-5	Writing /Rubrics	F	Trimester	Evaluate progress	Local
K-5	CELDT	S	Fall	Evaluate English proficiency level	CDE
2-5	STAR	S	Spring	Evaluate mastery of GL standards	CDE
K-5	UPA Final	S	End-of-Year	Evaluate grade level learning	Local
K-5	Project Rubrics – Quality Standards	F	Ongoing	Evaluate growth of student's knowledge and skills	Local & IB

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5. Professional Development Program: Urban Preparatory Academy will adhere to the Belmont Pilot Schools Memorandum of Understanding and Shared Decision Making and School Based Management as described in the LAUSD Collective Bargaining Agreements.

Among the guarantors of student achievement are high teacher motivation and quality professional development. **Urban Prep** will require all staff to participate yearly in IB program training and in other professional development which emphasizes both content and pedagogy and which helps teachers and staff implement a quality program. Staff will also be expected to maintain contact with other IB program practitioners and researchers as well as with other teachers. Ongoing professional development will focus on three main areas: instructional strategies arising from the analysis of student performance data, strategies for effective parental/community involvement and communication, and effective student interventions. **Thus, Urban Preparatory Academy's professional development plan has been designed to equip teachers and administrators**



with the tools, knowledge and coaching necessary to implement the proposed IB program, ensure that each student reaches his/her planned goals and benchmarks and teachers, administrators and support staff attain their performance goals as listed below.

5.a. Professional Development: School staff will participate in **two types of professional development:** (a) planned sessions to address schoolwide performance and programmatic goals; and (b) coaching sessions or training workshops (individual or small group) to address needs arising from data conferences, classroom observations, self-identified areas of weakness or areas where a staff member wants to develop skills to expand/enrich services to students. Visitations to schools implementing IB programs or schools that have demonstrated success teaching English learners or special needs students will also be part of the staff development plans. Through a carefully and collaboratively-developed staff development plan, school coaches, grade level leaders, outside coaches and experts, and community experts will help staff develop or refine the skills needed to attain the teacher and staff performance goals listed in the section above.

Teachers will have **weekly grade level planning sessions** during the time when specialists teach their students *foreign language* or *extended arts*. During this planning time teams will develop IB units, analyze student work/achievement, receive support and training from the IB coordinator and plan lessons. Administrators will participate in IB training with the teaching staff in addition to leadership development and IB school management sessions. All staff will also receive training in how to effectively participate in site based management and other leadership functions.

Office staff as well as ALL staff will receive training and ongoing coaching in customer service, effective communication (verbal and written) and standards of quality work.

5.b, Teacher Orientation: In order to teach at **Urban Prep**, teachers must commit to yearly summer IB professional development and ongoing scheduled training sessions during the course of the year.

Year 1: Pre-service training July-August: 2 weeks, Topics: Week 1: IB program components, methodology, implementation phases, teaching strategies; **Week 2: Urban Prep** expectations, teaching strategies, curriculum management, teaching protocols, curriculum materials, lesson planning, setting personal learning goals; customer service; professional grade level and leadership teams work/planning process and protocols; data analysis protocols.

Total # of pre-service staff development days: 10 – # of Hours= 8hrs./day x 10 days = 80 hrs.

5.c. PD Calendar:

Frequency	Medium	Content	Participants	Time
Summer 2010	Preservice Orientation	IB Program – UPA curriculum, protocols, expectations, personal growth plans	All Staff	10 days/80 hrs
Weekly/4 times	Grade level team planning/learning	Lesson/Unit plans, data analysis; coaching	Teachers/specialists	180 minutes/week
Monthly	Staff training	UPA curriculum and teaching. Strategies; interventions	All Staff	90 minutes/month
Weekly/Incidental	Indiv.coaching/demo lessons	Teaching strategies, interventions	Individuals/sm. group tchr.	60 minutes/session
Each Trimester (Total:3)	Schoolwide Staff Development Days	Schoolwide benchmark analysis, action planning; training, obsv.	All staff	8 hrs/session x 3 sessions: 24 hrs



9. School Governance

Urban Preparatory Academy will adhere to the Belmont Pilot Schools Agreement MOU between UTLA and LAUSD and to all other Collective Bargaining Agreements that apply to Pilot Schools.

A **Governing School Council** composed of an equal number of parents/community and staff members (3 parents, 2 community, school Director, 1 specialist, 2 classroom teachers, 1 classified) elected by their peers will be responsible for: setting the school vision, approving the annual budget, approving the annual election-to-work agreement, and recommending to the District Superintendent, the selection of the school Director. The Council will participate in all areas of decision making and will be actively involved in the following procedures: selection of new teachers and administrators, **evaluation of teacher and administrator performance**, design and conduct of staff development program and policies, organization of the school for effective instruction, determining the roles and functions of teachers, administrators and classified employees, as well as determining the need for additional teachers and classified employees, and procedures related to allocation of resources.

The Council will appoint a Hiring Committee charged with interviewing candidates and **making**

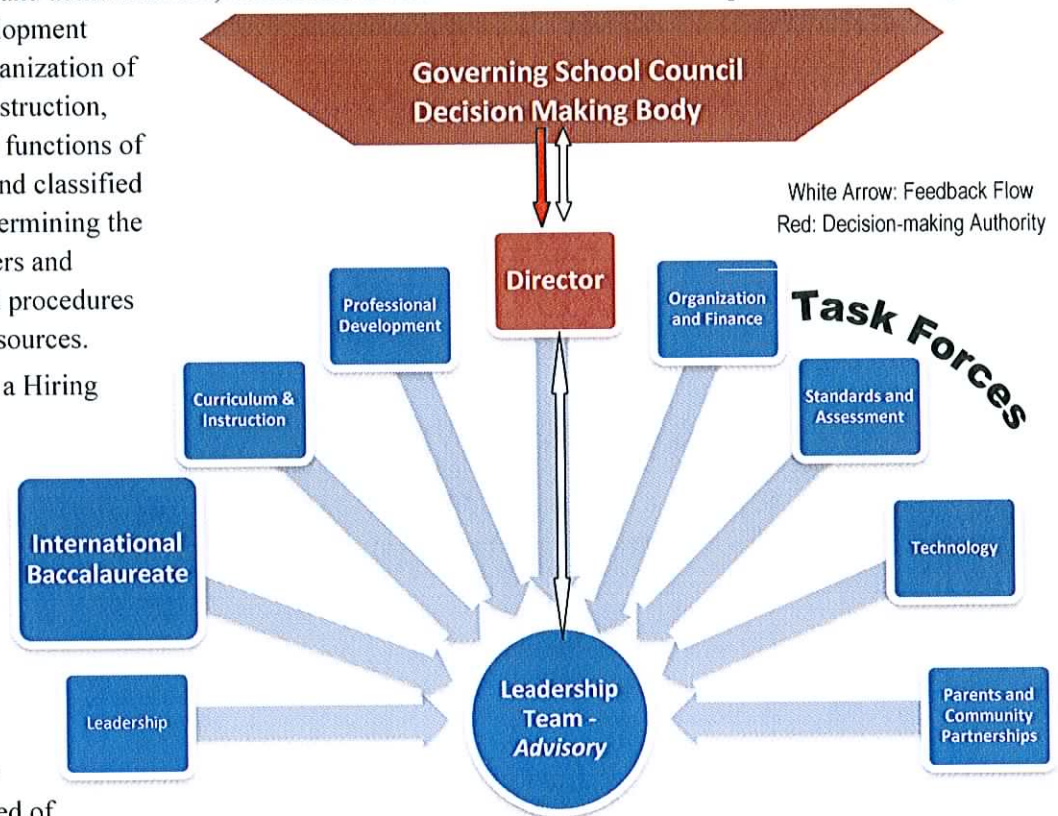
recommendations to the Council. The

Council will receive recommendations from the **School Leadership Team (SLT)**, chaired by the Director and composed of

teacher and classified staff. The SLT will appoint **task forces** as needed composed of teachers, classified staff, parents, and/or community to work on different areas of school curriculum, operations and management and make recommendations to the SLT. (See Task Force Implementation Rubric, Appendix III.)

During the first year until the school cements the direction, relationships and processes, the SLT may only appoint a small number of task forces and address other areas of responsibility as a team

10.b. Staffing Model: Classroom based core instruction taught by certificated teachers supported by IB coordinator and content specialists/coaches (ELD, language arts, special education, mathematics, intervention); intervention teachers and 2 paraprofessionals will be facilitating the Waterford/Success Maker labs; and a fine arts specialist will be scheduled to allow teacher planning time during the school day. Available funds will determine the F.T.E. equivalents for all supplemental positions. **Class size ratio:** 1:25. Team- or co-teaching approaches will lower the adult/student ratio at different times throughout the day, especially in classes where students need increased support. In addition, a lower adult/student ratio will be achieved by effectively scheduling groups of students to utilize the intervention labs (a group goes to intervention, teachers work with smaller groups in the classroom). Community partners will be sought to complement the fine arts curriculum and university partners have pledged to support our program with interns and volunteers. Special education services will follow the push-in model of intervention (co-teaching - *parallel or station*). IEP services,





translation and a special education assistant will be budgeted for/assigned/contracted. We will follow LAUSD Guidelines, Chandra Smith Decree and any other federal mandates listed under IDEA.

Finances:

The essence of the school model is independence, collaborative decision making and focus on student achievement. This applies to all aspects of the school, including budgeting.

An Organization and Finance Task Force will be charged with the oversight of the site budget. A Task Force Rubric (submitted with Appendix Material) outlines areas of responsibility.