
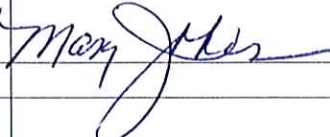





1. Urban Preparatory Academy Executive Summary

1.a. Assurances

1.a.i. Parent-U-Turn is a non-profit 4013c corporation. (Incorporation documents attached)

Assurance Statements	Signature, Mary Johnson, Parent-U-Turn CEO
ii. Urban preparatory Academy will enroll the requisite number of students from the impacted campuses that the new school is intended to relieve, and students coming from the attendance areas of the designated overcrowded schools including students with disabilities will be served first and foremost.	
iii. the student composition at each new and underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community	
iv. Outside Operator – N/A	
v. Parent-U-turn agrees to adhere to the terms, conditions and requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education, District's Special Education Policies and Procedures Manual, an Integrated Student Information System ("ISIS"), and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.	

1.b Student Population

Urban Preparatory Academy (UPA, i.e. School #4), will serve students from the following feeder elementary schools: San Gabriel Avenue, and Bryson Avenue Elementary. These schools enroll from 98% to 100% Latino students of whom English Learners comprise at least one third of the population. Although schoolwide AYP and CST scores in language arts for the Latino Subgroup may meet state targets at one of the schools, CST language arts scores for the English Learner Subgroups are severely below proficiency levels: only 14.6 % EL student at San Gabriel and 16.7% at Bryson met standards. The achievement gap between EL students and Fluent or English Only students in mathematics is also significant. CST scores for students with learning disabilities are also dismally low. Considering that the **UPA** student population will mirror the feeder schools', it is imperative that the educational program at **UPA** pay special attention to and focus on the academic needs of English Learners and special needs students, as much as on the needs of the general school population. The program design as well as the instructional strategies and materials planned for this school take into account the specific needs of the **UPA** student body and have been selected after careful study and consideration empirically-based models, strategies and data. The focused and data-driven program monitoring, teaching methodology, ongoing evaluation of student learning and timely interventions will ensure a rapid closure of the existing achievement gap.

As noted in the attached resúmes, the planning team has extensive and successful experience working with English Learners, special needs students as well as planning and implementing educational programs to accelerate learning and increase achievement of ALL student populations. As an example, the planning *team's curriculum coach* has consulted with many schools and districts focusing on the needs of special needs students, coaching PI schools and helping set up an International Baccalaureate program at a new elementary school. Sample school programs:

Literacy First Charter School, San Diego County: Helped plan for and implement an ELD program for new immigrants. Enrollment, 500 students:

30% English Learners: 2009 CST scores, 52.3% proficiency in LA and 67.8% in math;



12.8% Students with Disabilities: 2009 CST scores, 50% proficiency in LA and 57.8% in math

Winton Middle School, Winton, Merced County: Have served as a PI coach for 2 years. Enrollment, 538 students

100% Socioeconomically Disadvantaged: CST LA: 2008: 36.5% proficiency; 2009: 45.2% proficiency

68% English Learners: CST LA: 2008: 28.1% proficiency; 2009: 36.4%

10.4% Students with Disabilities: CST LA: 2008: 10.6% proficiency; 2009: 21.4%

Loomis Basin Charter School, Placer County: Current K-5 Enrollment 240 students – 2008-09 First year of operation, Grades K-4 – Helped plan and set up an IB elementary program

2009 Schoolwide CST proficiency: in Language arts, 78%; mathematics; 87% - API 915

The team's school administrator and future principal of **Urban Preparatory Academy** together with the *teacher representative* have worked together improving the achievement of schools in the South Gate community and will work as a team at the new school. Their latest efforts, together with the school staff's have resulted in **Montara Avenue Elementary** exiting PI status.

Montara Avenue: (92% Socioeconomically Disadvantaged)

CST LA ALL students 2007: **29.6%** Proficiency; 2008: **37%** prof.; 2009: **41.4%** Prof.

English learners: 2007, 12.2% Proficient; 2008, 17.4%; 2009, 20.2%

a. Vision, Mission and Philosophy

The **VISION** of **Urban Preparatory Academy** is to offer South Gate students a broad-based, yet focused, **International Baccalaureate (IB)** educational program that promotes the education of the whole individual emphasizing intellectual, personal, emotional, and social growth through all domains of knowledge: humanities, sciences, mathematics, the arts and foreign languages. Students will receive an international education, cemented on character education as a foundation to develop American patriotism, respect, and responsibility. The school will educate students for a life of active, responsible citizenship that fosters students' recognition and development of universal human values. The Learner Profile is a profile of the whole person as a lifelong learner. The school's education goal 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. Once the school opens, plans will be made to articulate with the Early Learning Program on site with the hopes that the IB Preschool Model is adopted as an early path for Urban Prep students.

Urban Prep Academy is committed to the highest standards of student learning, performance, behavior, and service as well as the highest standards of quality in all programmatic and operational areas. High expectations for students will be reinforced and supported by parents, administrators, faculty, staff, community as well as by the programmatic and operational systems of the school. Every student will be given opportunities to develop leadership skills, good citizenship, a strong work ethic, and a core value system. A focused, timely and comprehensive support system will ensure that *each* student has the knowledge, skills and resources necessary to be successful in school.

Throughout this community, parents have demonstrated a commitment to participation in the academic success of their children. An outstanding school leader and outstanding teachers have already made commitments to make this school the *elementary school flagship* of LAUSD. These professionals are committed to high achievement expectations through a powerful combination of innovative approaches to teaching and learning, collaboration, continuous staff development, rigorous accountability, and individual attention to student needs.

Urban Prep Academy will offer an international education as provided by the most prestigious private schools. The difference is that this education will be available to ALL students in the community. The school will base its curriculum approach on the **International Baccalaureate Primary Years Program** seeking to merge the rigorous standards of the European education system with the current standards and expectations of the California system and California State Standards.

MISSION

The mission of **Urban Preparatory Academy** is to develop inquiring, knowledgeable, honorable, responsible and caring young people who have the background, skills, knowledge and qualities necessary to



through other environments where children learn. It will offer a framework that meets children's several needs: academic, social, physical, emotional and cultural. The program model, **International Baccalaureate Primary Years Program Model (PYP)** is a comprehensive approach to teaching and learning, with an international curriculum model that provides guidelines for what students should learn, a teaching methodology and specific assessment strategies.

At the center of the PYP curriculum are five essential elements: **knowledge, concepts, skills, attitudes and action**. Six organizing themes (see curriculum model in Curriculum Section (2)) help teachers and children explore these elements in the broadest sense of the word. Teachers and students will use concept-based key questions to structure and develop the Units of Inquiry (see sample in Appendix). Students will acquire and apply transdisciplinary skills while developing an **understanding of these important concepts**. The development of **explicit attitudes and the expectation of socially responsible behavior** are also essential elements of the program. **Teams of teachers**, assisted by the IB coach will be trained to utilize the IB planning framework to develop Inquiry Units relevant to their student needs and based on the California Standards.

Parents: Learning best occurs when **parents participate in the educational program** and small schools are more likely to encourage parental involvement (Cotton, 1996). When the US Department of Education (1996) focused their research on 4th grade reading comprehension, researchers found, after eliminating confounding variables that a 44-point gap in scores still existed between students with significant parent involvement and students without. **Urban Prep Academy** will strive to enhance **relationships with parents** through a program of parent participation, education about students, and parent educational opportunities in technology and higher educational opportunities.

Collaboration and Service: Learning best occurs in a **collaborative environment**. School success is dependent upon collaboration and goals (Schmoker, 1996). Collaboration among teachers, between students and teachers, between parents and teachers and administration and community, is necessary for a successful school. **Urban Prep Academy** will also emphasize cooperative learning and **service projects** for students. This spirit of collaboration will be further enhanced by the current educational model where **teaching teams** will collaborate to develop IB thematic units and share the implementation of such units between the English and foreign language teachers.

Measurable Goals and Assessments: Learning best occurs in a climate where there are **measurable goals**. This "beginning with the end in mind" requires a **standards-based system** that gives direction to academic programs and is designed to ensure **proficiency for each student** meeting or exceeding educational benchmarks established by the California Department of Education. The **assessment of each student's progress** will be based on multiple measurement tools evaluating the many facets of the learners: academic, personal, interpersonal and social.

Accountability: Learning best occurs in a **climate of accountability**. As Schmoker (1966) so simply states: "What gets measured gets done." **Urban Prep Academy** will provide a continuous collection, analysis and application of data involving students, parents, teachers and administrators.

Staff Development and Teacher Quality: Learning best occurs with **highly specialized teachers and staff**. Specialized staff development programs provide proactive instructional leadership. Darling-Hammond (1997) states "The single most important determinant of student achievement is the expertise and qualifications of teachers." **Urban Prep Academy** will provide a complete program of staff development and will participate in selected staff development programs in cooperation with LAUSD.

Literacy and Special Needs: Learning best occurs in programs that have **strong linguistic and mathematical literacy components**. Linguistic literacy provides a foundation for most academic success. If students do not succeed in the progression of reading skills, intensive remediation interventions are usually necessary (Torgeson, 1998). **Urban Prep** students, especially **English learners and special needs students**, will participate in a comprehensive, *multi-modality/domain and systematic* literacy development program especially designed to improve both language and literacy skills: a focus on academic language and vocabulary development; thematic, content-based instruction; differentiated instruction for language and literacy; daily instructional routines in oral language, reading, and writing; and **formative and summative assessments**.

Technology: Learning best occurs in a program that incorporates **technology**. Technological innovations can enhance communication and hence relationships within the academic environment and provide students with the knowledge and skills to enter the business and social opportunities of the 21st Century. **Urban Prep** will utilize



technology as a tool and vehicle for learning and communication.

Culture and Multilingual Fluency: Learning occurs best when students are immersed in an educational environment that values their **cultural heritage**. Enduring understanding occurs when content instruction includes cultural learning as well (Lessow-Hurley, 2000). The **mission of the school as well as the IB program model** is cemented on American and international cultural understanding, knowledge and multilingual fluency.

c. **Community Impact and Involvement**

This proposal is sponsored by Parent-U-Turn, a South Gate community-based non-profit organization that focuses on promoting and facilitating the active engagement of parents and community in the educational opportunities offered to the local youth. Parent-U-Turn has formed a powerful coalition of educators, parents, and representatives from community organizations and universities that have not only developed this innovative proposal but who, through ongoing participation, have committed to ensuring the academic success of each **Urban Prep** student. The IB model, curriculum design and outcomes presented in this proposal will realize the aspirations of South Gate for the education of its youth.

d. **Leadership/Governance**

Leadership Team Key Planners: Chair: **Mary Johnson**, CEO, Parent-U-Turn, whose work promoting and facilitating community and parental leadership in education has been documented in national publications, such as *ASCD*, *Educational Update*, *Harvard Review*, 2007 Winter Edition, and featured in *Learning Power*, by Dr. Jeannie Oakes and Dr. John Rogers and who have contributed data on parent engagement to scholars at AERA (American Education Research Association) for the last 8 years in addition to presenting at AERA international conferences.

Juana Cortez, School Administrator, who has a long history of serving the South Gate community in various capacities and who is the current principal of Montara School, a successful LAUSD school that has exited PI status. Mrs. Cortez has been instrumental in the improvement of several elementary schools in the area.

Fabiola Hernandez, Literacy Coach and Intervention Teacher at various LAUSD schools.

Guadalupe Aguiar, District 6, South Gate parent who has also served on several District advisory committees

Dr. Anthony Collatos, Adjunct Professor of Urban Education Post Graduate Program, Pepperdine University

Dr. Geni Boyer, Curriculum Specialist and Director of the California Parent Information Resource Center (PIRC 2)

Advisors: Retired school district superintendent, teachers, community members and business leaders.

Governance: A School Governing Council, composed of equal numbers of parent/community members and school staff, will oversee all aspects of the school, set the school vision, approve the annual budget, approve the annual election-to-work agreement, and recommend the selection of the school leader (with the Superintendent having final authority). **Advisory Committees/Teams** will be formed and make recommendations to the Governing Council on matters related to staff hiring, curriculum and school operations. **School Site Council** will follow State and federal guidelines in composition and function. The Belmont Pilot School Agreement MOU between LAUSD and UTLA will serve to guide 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.

e. **Fiscal Plan**

The **Governing Council** will hold fiduciary responsibility and accountability to the LAUSD Board of Education. Budget planning will follow the zero-based budget development model and will support the academic, intervention, enrichment and professional development priorities of the school. Staff development will be a significant and ongoing expense as staff will be required to participate in a one-week per year IB summer training and curriculum development seminar/work group plus monthly curriculum development update sessions. Daily grade level team planning time will be incorporated into the school day through effective scheduling of foreign language and fine arts specialists. An IB coach will facilitate the development of IB Inquiry Units, model lessons and coach staff. Instructional and assessment materials will support student learning goals and curriculum priorities. Funds will be allocated to provide students with real-life experiences, publish work (K-5) and support the development of exhibitions projects (5th grade). A parent liaison will facilitate family resources and community partnerships. All financial activities and audit mechanisms will follow LAUSD-adopted practices and protocols.



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State of California Secretary of State

I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) is a full, true and correct copy of the original record in the custody of this office.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

DEC 10 2009

Debra Bowen

DEBRA BOWEN
Secretary of State

STATE of CALIFORNIA
ARTICLES of INCORPORATION
A NONPROFIT CORPORATION

ENDORSED - FILED
in the office of the Secretary of State
of the State of California

DEC - 8 2009

ARTICLE I.

The name of this corporation is PARENT-U-TURN, INC.

ARTICLE II.

- A.) This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes.
- B.) The specific function of this nonprofit corporation will be to provide parent leaders with opportunity to analyze and reflect on how the issues of school restructuring, social justice and multiculturalism will affect their school communities.

ARTICLE III.

The name of the initial agent for service of process of the corporation in California is Mary Johnson at 9711 1/2 San Gabriel Avenue, Southgate, Los Angeles, CA 90280.

ARTICLE IV.

- A.) Said corporation is organized exclusively for public and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.
- B.) No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.
- C.) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in these articles.

ARTICLE V.

The property of this corporation is irrevocably dedicated to charitable and public benefit purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable and public purposes and which has established its tax exempt status under Section 501(c)(3), Internal Revenue Code.

ARTICLE VI.

The corporation shall be managed by a board of directors. Directors shall be elected by the board of directors then serving in the manner more specifically provided in the bylaws. The number of directors and all other matters concerning the directors shall be set forth in the bylaws of the corporation.

Date: November 8, 2009

SIGNATURE OF INCORPORATOR:

By: Marsha Siha
Marsha Siha, Incorporator





Urban Preparatory Academy Pilot School

Part 2. Curriculum and Instruction

a. Curriculum Map and Summary:

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

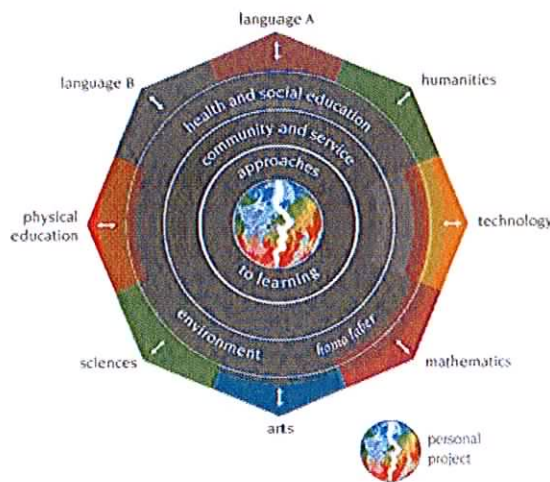


comprehensive ELD program, computation and mathematical reasoning, a rigorous science and history/social studies program, and an emphasis on technology, fine arts and learning a foreign language. Grade level curriculum will be based on the California Standards. Reduced class sizes and extended day opportunities 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.

Displayed on the following pages is a chart describing a **Sample Scope and Sequence of K-5 Transdisciplinary Units and Themes**.



Urban Preparatory Academy IB Interdisciplinary Units – Knowledge/Content Based on California Standards Program of Inquiry 2010-2011

Who We Are	Where We Are In Place and Time	How We Express Ourselves	How The World Works	How We Organize Ourselves	Sharing The Planet
An inquiry into the nature of self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.
<p>Central Idea: Family groups are found in every society.</p> <p>Concepts: change, form, responsibility</p> <p>Related Concepts: similarities, differences</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Family structures -Roles/responsibilities within a family 	<p>Central Idea: People create vehicles to move from one place to another.</p> <p>Concepts: causation, connection, function</p> <p>Related Concepts: systems, networks</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Water, land, and air transportation vehicles -Changes in transportation over time -transportation safety precautions 	<p>Central Idea: Rhythmic patterns are found throughout music and literature.</p> <p>Concepts: perspective, reflection, form</p> <p>Related Concepts: patterns</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Nursery Rhymes -Rhyme in music and literature -Rhythms in music and literature 	<p>Central Idea: Seasonal characteristics affect our lives.</p> <p>Concepts: connection, causation, change</p> <p>Related Concepts: cycles, consequences</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Seasonal effects on living things -Seasonal patterns -Appropriate clothing and activities for each season 	<p>Central Idea: People work together in a community.</p> <p>Concepts: responsibility, perspective, connection</p> <p>Related Concepts: citizenship, truth</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Communities -Ways that people work together within a community -Roles and responsibilities of community members 	<p>Central Idea: Organisms have characteristics that make them unique.</p> <p>Concepts: form, function, change</p> <p>Related Concepts: cycles, structure</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Living and non-living things -Life cycles -Similarities and differences between plants and animals
<p>Central Idea: Communities are governed by rules and responsibilities.</p> <p>Concepts: responsibility, reflection, form</p> <p>Related Concepts: citizenship, structure</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Purpose and function of rules -Civic duties -Governmental structures 	<p>Central Idea: All individuals have a cultural history.</p> <p>Concepts: perspective, function, responsibility</p> <p>Related Concepts: beliefs, values</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Personal ancestry -Cultures represented in the school -individual and cultural contributions that influence society 	<p>Central Idea: Traditional stories reflect the shared values of a society.</p> <p>Concepts: function, perspective, responsibility</p> <p>Related Concepts: beliefs, communication</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Origin and purpose of stories -Folk tales/fairy tales -similarities in stories between cultures 	<p>Central Idea: Changes in the sky impact living things.</p> <p>Concepts: change, function, connection</p> <p>Related Concepts: interdependence, cycles</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Earth's rotation -Moon phases -effects of the sun on living things 	<p>Central Idea: Products we consume and use depend on a process to make them useable and readily available.</p> <p>Concepts: causation, change, form</p> <p>Related Concepts: sequences, transformation</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Life cycle of plants -Stages in the processing of products -The evolution of processing systems 	<p>Central Idea: Conservation is a means of preserving natural resources.</p> <p>Concepts: responsibility, causation, reflection</p> <p>Related Concepts: impact, initiative</p> <p>Lines of Inquiry:</p> <ul style="list-style-type: none"> -Natural resources -Conservation means -Global significance of conservation



Who We Are	Where We Are In Place and Time	How We Express Ourselves	How The World Works	How We Organize Ourselves	Sharing The Planet
<p>Central Idea: Interactions between people affect individuals and the community.</p> <p>Concepts: Perspective, Connection, Responsibility</p> <p>Related Concepts: <u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -Establishing and maintaining friendships -Interacting with community members -Socially accepted behaviors within societies <p>2</p>	<p>Central Idea: People use maps to locate and describe places on Earth.</p> <p>Concepts: Form, Function, Change</p> <p>Related Concepts: <u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -Types and components of maps -Maps and technology -Local, national, and world geographical locations 	<p>Central Idea: Authors write to express, inform, persuade and entertain.</p> <p>Concepts: Perspective, Reflection, Form</p> <p>Related Concepts: <u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -Writing and publishing processes -Published authors -Literary genres 	<p>Central Idea: Scientific inquiry is a process applied to explain natural phenomena logically.</p> <p>Concepts: Causation, Change, Function</p> <p>Related Concepts: <u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -Scientific process -Natural phenomena of matter -Natural phenomena of magnetism 	<p>Central Idea: Local and global economies influence individual needs and wants.</p> <p>Concepts: Causation, Change, Function</p> <p>Related Concepts: <u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -Role of people in economics -Supply and demand -Wants versus needs 	<p>Central Idea: Different types of animals depend on their distinct environment to survive.</p> <p>Concepts: Connection, Causation, Responsibility</p> <p>Related Concepts: <u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -Animal classifications -Distinct environments -Interdependence between animals and plants -Protecting animal populations and their habitats
<p>Central Idea: Internal conflict influences the history & development of a region.</p> <p>Concepts: causation, change, responsibility</p> <p>Related Concepts: <u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -Forms and causes of internal conflicts -The impact of internal conflicts on the social, political, and economical progress of a society -Recovery from internal conflict <p>3</p>	<p>Central Idea: Exploration changes civilizations and nations.</p> <p>Concepts: causation, change, function</p> <p>Related Concepts: <u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -How and why exploration & settlement occurs -Impact of colonization -Development and structure of new governments after colonization 	<p>Central Idea: Culture impacts literacy and the arts.</p> <p>Concepts: perspective, connection, form</p> <p>Related Concepts: <u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -Literary devices and how they vary between cultures -Cultural effect on figurative language in literature -Oral storytelling variances between cultures -Artistic contributions of cultures 	<p>Central Idea: Forces affect motion & sound.</p> <p>Concepts: function, form, causation</p> <p>Related Concepts: <u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -Physics of motion -Vibration types and causes -Properties of sound 	<p>Central Idea: Mathematical processes of problem solving are integral to daily life.</p> <p>Concepts: connection, reflection perspective</p> <p>Related Concepts: <u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -evidence -problem solving strategies -oral and written mathematical language -real world connections 	<p>Central Idea: Natural processes transform Earth's features.</p> <p>Concepts: responsibility, causation, form</p> <p>Related Concepts: <u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -initiative, impact -Formations of land features -Causes and effects of weathering & erosion -Formation of fossils -Human impact
<p>Central Idea: Lifestyle choices affect an individual's physical and emotional health.</p> <p>Concepts: causation, connection, responsibility</p> <p>Related Concepts: <u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -nutrition -physical activity -emotional health <p>4</p>	<p>Central Idea: Curiosity leads to discoveries.</p> <p>Concepts: change, function, responsibility</p> <p>Related Concepts: <u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -Famous explorers -Land and sea expeditions -Advances in navigation 	<p>Central Idea: Indigenous cultures reflect beliefs through their art, history, and daily routines.</p> <p>Concepts: perspective, connection, reflection</p> <p>Related Concepts: <u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -Indigenous people -Cross cultural influence -Effects of non-indigenous people on indigenous cultures 	<p>Central Idea: The sun is the driving force for weather patterns and phenomena.</p> <p>Concepts: Form, function, causation</p> <p>Related Concepts: <u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -The Sun's role in Earth's weather -The water cycle -Seasonal changes -Severe weather phenomena 	<p>Central Idea: The process of harnessing and using energy affect the environment.</p> <p>Concepts: connection, function, responsibility</p> <p>Related Concepts: <u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -energy sources -collection and distribution of energy -consumption and responsibility 	<p>Central Idea: Plant and animal structures and functions change within ecosystems.</p> <p>Concepts: change, responsibility, connection</p> <p>Related Concepts: <u>Lines of Inquiry:</u></p> <ul style="list-style-type: none"> -homeostasis, interdependence, adaptation -Environmental influences on living things -Structure and function of ecosystems -Adaptations

6

Curriculum Guide/Materials

[illegible]



2.b. Track Record of Proposed Curriculum

Urban Preparatory Academy will be a standards-based school where curriculum content and expected student performance are based on the California Frameworks, State Performance Standards - including ELD standards, and CST Blueprint priorities. The curriculum *materials* that will guide and help staff teach the school's curriculum content and expectations were selected to address the unique learning needs of the students served by the school. The core instructional materials are California SBE-adopted. The selected science, social studies and intervention/supplemental materials have one common element: they contain multimodal, multiple intelligences instructional approaches that value cultural as well as intellectual diversity. Our student population will greatly benefit from the approaches and well-paced content presented in the intervention programs designed to accelerate student learning of essential skills.

Core textbooks: (SBE-adopted): Following are the *proposed* language arts and mathematics core textbooks. The selected textbook choices to teach these disciplines are Standards-based and address the needs of all students, including English learners and special education students. Once the teaching staff is in place, they *as a group* will make the final decision on the specific core materials that they will use to ensure that the materials not only support State Standards but also suit the staff's teaching styles, special knowledge/abilities and needs.

Language Arts SBE-adopted Choices	Mathematics SBE-adopted Choices
<i>To be finalized by the teaching staff</i>	
<ul style="list-style-type: none"> Houghton Mifflin/Harcourt: CA Excursions Pearson Scott Foresman: Pearson CA Language Central SRA/McGraw Hill: Imagine It! English Language Development 	<ul style="list-style-type: none"> Wright Group/McGraw-Hill: <i>California Everyday Mathematics</i> <i>CA Saxon Math K-6</i> (has a Spanish version) <i>Envision Math (Pearson)</i>
Social Studies	Science
Social Studies Alive! – CA standards-based lessons and activities are based on five well-established theories: Understanding by Design, Nonlinguistic Representation, Multiple Intelligences, Cooperative Interaction, and Spiral Curriculum. The program integrates hands-on active learning, achieving a consistent pattern of high quality social studies instruction while being mindful of standards. This program will support the IB Inquiry units.	DELTA - Full Option Science System (FOSS) - Based on the proposition that students learn science best by doing science. Teachers and students do science together when they open the FOSS kits, engaging in experiences that lead to deeper understanding of the natural world.
Supplemental and Intervention Materials	
Grammar: Winston Program- Intervention for underperforming students	
<p>The purpose of the program is to help students understand the structure of language and comprehend the principles of traditional grammar. The Winston Program uses innovative means to achieve conventional ends. It does away with the traditional grammar textbook, lecture approach, and heavy emphasis on memorization. Instead, it gives students a set of color-coded clue cards and a book of exercises, which together generate multi-sensory activities: ■ Moving ■ Seeing ■ Hearing ■ Speaking</p> <p>Repeated use of the cards results in the students' acquisition of knowledge with little or no memorization required.</p>	
English Language Development	
<i>The chosen program will be used to accelerate language and skills acquisition</i>	
On Our Way to English © 2010 (Rigby) plus Rigby Readers A comprehensive language and literacy program designed to meet the unique needs of English language learners. Especially written to improve both language and literacy skills, the program focuses on academic language and vocabulary development (following R. Marzano's vocabulary teaching methodology), thematic, content-based instruction, differentiated instruction for language and literacy, daily instructional routines in oral language, reading, and writing and formative and summative assessment. The extent of participation in the program will be determined by the English and literacy levels and needs of EL students.	



Handwriting	Writing
Handwriting Without Tears: Hands-on curriculum for writing success. Lessons are designed to meet the developmental needs of children, so workbooks are not labeled by grade level. The workbooks are designed for children in kindergarten through grade 5	Sopris West, Step Up to Writing: Research-driven, multisensory approach to writing; correlated to the state writing standards; addresses writing strategies, applications and conventions.
Digital Media Interventions: Pearson's <i>Waterford Lab</i> ; <i>Success Maker</i> ; <i>Waterford Early Math and Science</i> <i>Mind Research Institute</i> , <i>Jiji Math</i>	
Foreign Language: Sombrero Time (Spanish); Rosetta Stone (Spanish and Chinese) Multisensory approaches that immerse students in the target language.	

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 **problem solving method** is very basic: Define the Problem, Analyze, Develop a Plan, Evaluate.

It is important to ensure that all factors (e.g., curriculum, effective instruction, school and classroom environment) have been examined prior to assuming that student factors (or disability) are responsible for student performance. The tiers of interventions range from core instructional interventions and peer/performance benchmark assessments at the *whole-class level* to more intensive interventions that involve short-term individualized strategies, to those requiring special education services. **Ongoing assessment** of students' **proficiency on critical academic and/or behavioral skills** is an essential aspect of the **Urban Prep's** system. Progress monitoring data are used to inform instruction at each tier and also to identify the **appropriate level of service for each student** in a timely fashion.

Summary: The core principles that drive the **Urban Prep Academy** Intervention Model to address the needs of all students are:

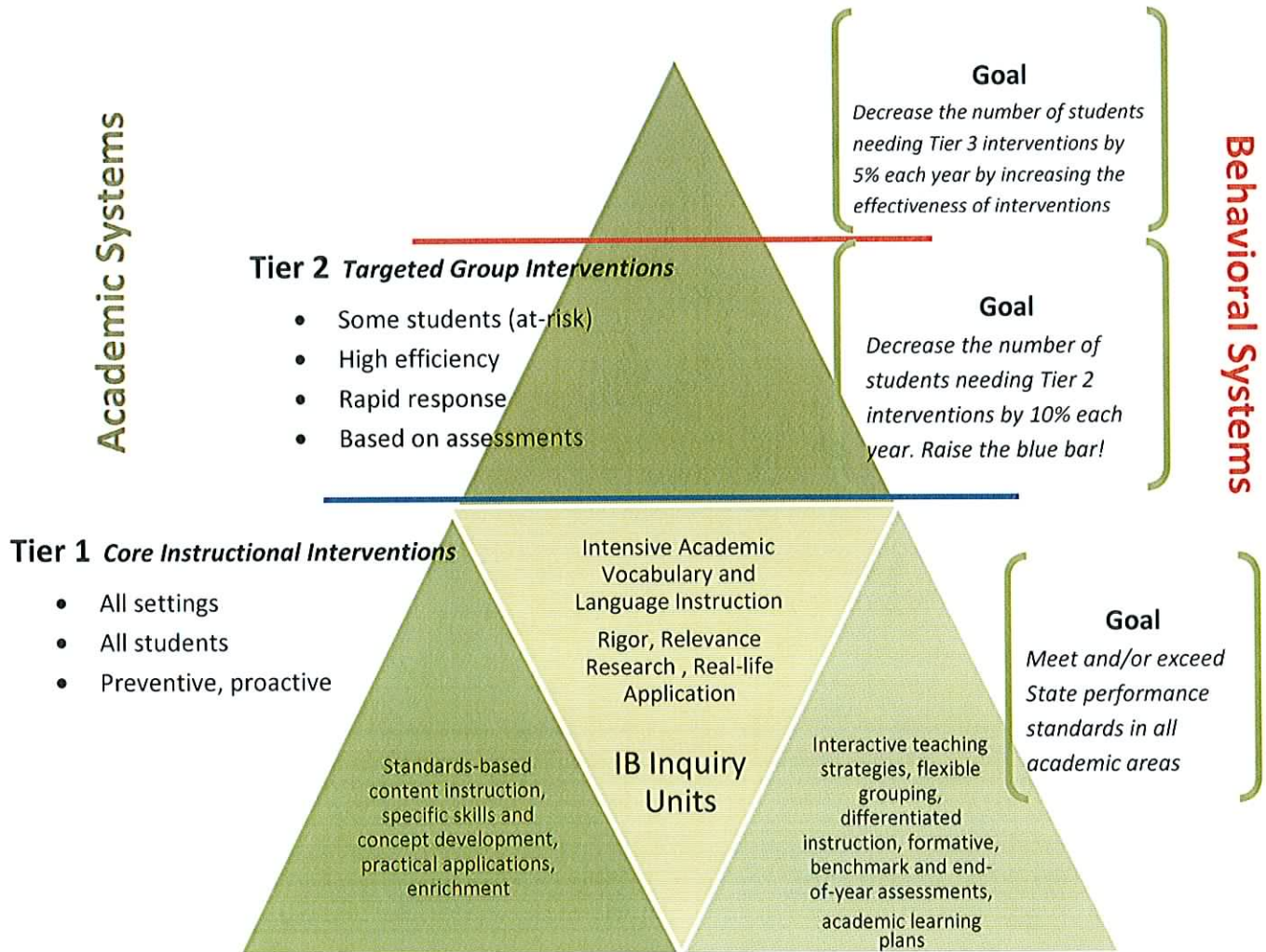
- We can effectively teach all children
- We must intervene early
- We must use a multi-tier model of service delivery
- We must use a problem-solving method to make decisions within the model
- We must use research-based, scientifically validated interventions/instruction to the extent available without disregarding common sense



- We must monitor progress to inform instruction
- We must use data to make decisions – data-based decisions are central and essential to the program model
- We must use assessments to screen all children to (a) identify those who are not making academic or behavioral progress as expected, (b) diagnose to determine what children can and cannot do in important academic and behavioral domains, and (c) monitor progress to determine if academic or behavioral interventions are producing the desired effects.

Specific plans for special populations will be discussed in Part 7.

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*.



2.d. Accelerated Learning: Urban Preparatory Academy will meet the educational needs of academically high achieving students through their full participation in the International Baccalaureate Program. The outcome of the program is to graduate students who are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective. Students will be engaged in in-depth research projects and will be required to present research findings and demonstrate knowledge and communication skills (both verbal/linguistic and visual) at schoolwide Project Exhibition events.

In addition, the principles that guide the school's Intervention Model described in the prior section also apply to students who perform at higher levels in mathematics and language arts. Specifically, if a student is functioning at two grade levels above his/her grade level in language arts or math, he/she will receive targeted accelerated instruction at his/her level of performance offered by intervention teachers with the goal of advancing the student's



skills to a higher level of performance. Placement assessments will provide baseline data to assess student progress after each monitoring and benchmark assessment point. All students at **Urban Preparatory Academy** will benefit from the International Baccalaureate Program regardless of their academic performance levels, disabilities or ethnic background.

2.e. Instructional Strategies: The following **research-based methods of instruction** will be employed:

- Accommodation to individual learning styles
- Teaching strategies that value the multiple intelligences of students
- Direct instruction
- Socratic methods for discussion, research and learning
- Rigorous and relevant research and application project
- Individual, small group work, and cooperative learning
- Scaffolded instruction and standards-based lessons
- Individualized tutorial sessions
- Peer tutoring
- Thematic instruction based on the interdisciplinary model provided by the International Baccalaureate Primary Years Program
- Guest speakers and community-based service project
- Explicit teaching, modeling and display of Learner Profile behaviors, positive peer relationships, citizenship, social skills, good manners, and playground etiquette.
- Educational field trips
- After school enrichment programs including such activities martial arts, music, theatre, sports, dance and optional second foreign language.
- SDAIE instructional methods to support second language development (English for English learners and foreign language for English speakers); SIOP

Part 3: School Culture and Climate

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.

Urban Preparatory Academy's Vision is:

- To be a school that supports and fosters the development of each child's intellectual, social, emotional and physical development by creating a family environment in which everyone is involved and focused on nurturing the joy of learning and on ensuring high student achievement, personal responsibility and accountability for one's own choices and satisfaction in accomplishments.
- To offer a rigorous curriculum with high expectations for student performance where **each student** demonstrates the Learner Profile attributes and is challenged to achieve to his/her highest potential, think critically, demonstrate knowledge and understanding of grade level standards through multiple media, speak a second or third language, and use technology as a tool for learning, research and communication.
- To ensure that every adult, regardless of status, function or job title, interacts with, takes responsibility for and watches over each and all children in his/her care so that "No Child is Left Unseen."

**To foster, nurture and support a professional community of educators who:**

- Model and exemplify the outcomes expected of students: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective.
- Create and honor traditions that serve as a foundation for the school's culture
- Develop and deliver curriculum and lessons that support the IB framework and State Standards and which engage students in critical thinking applied to relevant projects and investigations
- Demonstrate commitment to exemplifying lifelong learning and reflection on teaching
- Volunteer their participation in service projects, individually or as part of a team of colleagues
- Commit to and participate in ongoing staff and personal development
- Commit to reflection on student learning and progress and to collaborative planning and work
- Commit to a reflective evaluation of one's own performance as it relates to program implementation, student learning, collaboration with staff, professional development, parent interactions
- Utilize multiple materials, media and resources to fit the teaching objectives and to challenge students so that they can reach their goals and progress at their level and learning pace
- Actively participate in the decision-making process established at the school
- Develop strong bonds with families and practice open and ongoing communication regarding student progress and achievement.

To involve, engage and educate parents equipping them with the tools, knowledge and confidence to:

- Support and encourage the highest expectations for student learning, performance, behavior and actions
- Actively participate in all aspects of the school operations, including governance
- Model life-long learning by participating in parent workshops and parent development sessions
- Volunteer to participate in school activities, and to share with students their knowledge, culture and special skills
- If they speak other languages, volunteer to help second language learners (Spanish, Chinese) practice the new language in informal settings

To involve the community and academia in:

- Sponsoring enrichment opportunities for students, staff and parents (art docents, dance lessons, public speaking forums, etc.)
- Volunteering their time to mentor students and/or families, interact with students in structured informal recreational activities, such as chess clubs, sports clubs, language/culture clubs
- Facilitating family support groups, health clinics, resource fairs and family events
- Participating as resources that enrich the IB Inquiry units

Only through a solid collaboration and partnership among school, family and community will Urban Preparatory Academy students reach their highest potential.

3.b. College and Career Readiness: The school's program is designed to accelerate learning for those students falling behind, provide a solid academic foundation and improve the achievement of all students, especially the achievement of those students who have traditionally been "left behind," as State assessment scores point out. Research shows that third grade marks a critical turning point in children's education: children who cannot read or do math on grade level by third grade are unlikely ever to achieve proficiency. Students who aren't on track for college and career readiness by eighth grade are unlikely to attain that level of readiness by high school graduation, according to *"The Forgotten Middle"* a new research report by ACT, Inc. December 2008. The report also offers several recommendations to educators and policymakers on how to improve college and career readiness among high school graduates, including the following:

- Focus K-8 standards on **the knowledge and skills** that are essential for college and career readiness, and make these *non-negotiable for all students*.
- **Monitor student progress** toward college and career readiness beginning in upper elementary school and continuing through middle school, and intervene with students who are not on target to becoming ready.



- Improve students' **academic behaviors** (homework compliance, attendance, good work and study habits, and orderly conduct and other aspects of academic discipline).
- Implement **intervention programs** that help all students become ready for college and career.

In summary, research points out that preparation for college means setting high expectations for students to reach non-negotiable, rigorous academic standards; focusing on developing personal habits of mind, work and behavior; and offering a support system to help students learn essential skills. As described in prior sections, **Urban Preparatory Academy** will offer a rigorous standards-based IB program, help students develop a college-going mindset and personal attitudes and behaviors by focusing on the Learner Profile attributes and offering a solid tiered support system so that no child falls through the cracks. This **foundational preparation** will be **complemented with** career day fairs, guest speakers, activities researching careers related to areas of study as well as a **parent education module** in partnership with Pepperdine University: *College Access for Elementary Parents: Building a Bridge from Elementary School to the University*, taught by Dr. Anthony Collatos, Pepperdine University-Graduate School of Education & Psychology. In addition, school staff will receive **professional development workshops** on how to create a multicultural college-going culture at **Urban Preparatory Academy**.

3.c. 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. 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

Notes Regarding Daily Schedule

Transdisciplinary IB Units of Inquiry
Content: Social Studies, science, health



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
1:35-2:20	Music	Intervention
2:30-3:30	Unit of Inquiry	Unit of Inquiry
After School Clubs/Classes: Chinese – Dance – Chess- Intervention (Perseverance Club)		

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.

Special education: The co-teaching model will be preferred for Tier 1 teaching (station or parallel teaching approach)

Minutes of Instruction: 390 daily instructional minutes

Yearly Instructional Minutes: traditional calendar (180 days) = 70,200 minutes

3.d. Describe how you will offer athletic programs and other extracurricular programs at your school to meet the needs of all students: Physical education will be a part of the daily schedule and students will participate in after school enrichment clubs, sports leagues (Little League) and special activities. Volunteers will be sought to facilitate organized board game competitions, inventor's clubs, Sudoku teams, "grass roots" music bands, and other non-academic activities that while they are fun, engage students in strategic thinking, physical activity, imagination and personal expression. Activities will be planned taking into account the multiple intelligences framework to ensure that ALL children have an opportunity to participate.

3.e. Describe your approach to student discipline and creating a safe, clean and respectful campus which is in alignment with the Board approved District Discipline Foundation Policy: Every student has the right to be educated in a safe, respectful and welcoming environment and every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. This will be achieved through the adoption and implementation of a consistent school-wide positive behavior support and discipline plan. **Urban Preparatory Academy's** discipline plans will be consistent with LAUSD's *Culture of Discipline: Guiding Principles for the School Community* and *Culture of Discipline: Student Expectations (Attachment Bulletin 3680.0)*. Principles, strategies and expectations will include: teaching school rules and social emotional skills; reinforcing appropriate student behavior; using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences. **Urban Preparatory Academy** students will be held to high standards of decorum, and will be accountable for their actions. To ensure that students are held accountable, **Urban Preparatory Academy** will use a system of office referrals and incentive tickets. In addition, students will be expected to demonstrate the IB Learner Profile behaviors and attitudes at all times. Teachers will give special tickets to students who are "caught" showing acts of kindness, being risk-takers and demonstrating other learner profile outcomes.

3.f. Describe how you will meet the health mandates and the health care needs of chronically ill students, including students who have Section 504 Plans and IEPs: **Urban Preparatory Academy** will adhere to all State and federal laws, Court mandates, and District requirements regarding special education. Urban Prep will utilize LAUSD services to meet the needs of special education students.

a. Describe how you will meet the nutritional needs of all students: The school will participate in the LAUSD lunch and nutrition program.

Once-a month on-site health clinics will be available to all families.

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.

Student Outcomes: In keeping with the educational philosophy of Urban Preparatory Academy, measurable student outcome goals for all students are as follows:

1. All students will progress towards achieving the State Content Standards at a proficient or advanced level as measured by the Statewide Testing and Reporting (STAR) program on the California Standards Tests in Language Arts, Mathematics, Science and Social Studies at the grade levels determined by the State.
2. All students will progress towards achieving at proficient or advanced level as measured by the regularly administered District benchmark assessments (mapped to State Content and Performance Standards).
3. English learners will advance at least one performance level per year as measured by the CELDT and local ELD benchmark assessments.
4. All students graduating from **Urban Preparatory Academy** will exhibit mastery of core academic skills and knowledge in: (a) Language Arts; (b) Mathematics; (c) Science; (c) History/Social Studies; (d) Fine Arts; (e) Foreign Language.
5. Underlying and exhibited throughout each of the above subject areas will be the **Learner Profile outcomes** of: Inquiry, Knowledge, Thinking, Communication, Principled Behavior and Actions, Open-mindedness, Caring, Risk-taking, Balance, and Reflection.

Achievement Benchmarks –Monitoring and Accountability

1. A strategic planning session will be scheduled during the first two months of the school year to analyze baseline achievement and other relevant data, identify assets and map out strategies for attaining established student achievement goals and benchmarks.
2. During the first year of operation, the strategic planning team (Leadership Team and Governing Council representatives) will meet *every three months* to analyze student performance data, observe instruction, and evaluate the implementation of planned and/or established strategies as well as the impact of interventions. After Governing Council obtaining approval, immediate changes/modifications/coaching will be implemented as a result of this analysis/ monitoring/ evaluation updates to ensure that students achieve and make progress at the expected rates. At the end of the first year of operation and prior to the start of Year 2 a comprehensive strategic planning session will result in updated timelines, benchmarks targets and a professional development yearly plan.

After Year 1 and once strategies and programs prove to be on target, monitoring sessions may be scheduled every six months rather than every three months.

3. **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.



Accountabilities	LAUSD Target	Subgroup(s)	Strategies/Activities	Resources/Proposed Funding Sources	Means of Evaluating Progress	Staff Responsible	Start/Completion Date
Meet or Exceed Yearly API Targets			<ul style="list-style-type: none"> Implement UPA's educational plan with fidelity 		CDE Reports	ALL	Yearly
Increase the percentages of students in grade 2-5 scoring proficient or advanced on the CST in ELA, Math and Science by 10 % each year. [English Learners: AMAO 3]	10%	Schoolwide and All subgroups -EL -African American -Hispanic -White -Special Education -SWD.	<ul style="list-style-type: none"> IB Inquiry Units Scaffolded instruction and mastery teaching Multiple intelligences Tchg. strategies RtI targeted interventions Explicit teaching of academic vocabulary, grammar and structured academic conversations, problem solving strategies Strategy and logic board games Targeted individualized instructional interventions based on CST analytical reports and benchmark results Re-teaching to mastery the skills not learned (benchmark assessments) 	School ADA allocation and supplemental funds	<ul style="list-style-type: none"> K-5 students achieve passing scores on the end-of-year assessments Increase by 15% per testing cycle in the %age of students at benchmark on end-of-unit language arts, ELD, and math assessments. Writing: Increase by 10 percent the number of students that receive 3 or 4 on the writing rubric between pre/post yearly assessments Increase percentage of students mastering skills after test re-takes 	Classroom teachers, specialists, intervention teachers IB coach	Every trimester
Reduce the percentage of students scoring Far below Basic & BB on the CST in LA and Math (accelerate the performance of all subgroups EL, Special Ed.) by 10% each year	-10	Schoolwide and ALL subgroups -EL -African American -Hispanic -White -Special Education -SWD.	<ul style="list-style-type: none"> Develop individual performance agreements (student/tchr/parent) identifying learning targets Provide multimodality targeted small group skills-and application-based interventions to FBB and BB students as per RtI model Academic language and structured academic conversations Scaffolded classroom instruction After-school "Perseverance Club" to accelerate instruction Family involvement in home fun application tasks Ongoing review/application of skills mastered Targeted grammar and ELD instruction See above 	State and federal categorical supplemental funds	<ul style="list-style-type: none"> Increase percentages of students who reach individual performance benchmark targets Successful completion of family tasks Increase the percentage of FBB and BB students who increase mastery percentages on Benchmark assessments Monitor progress on class and grade level roster Monitor individual progress on student performance plans and Individual Achievement Matrices 	Intervention teachers Classroom teachers Specialists IB coordinator	Weekly grade level team mtgs. Monthly Trimester End of Year Pre/Post
Increase the performance of all groups of students performing at Basic and beyond by 35%	35% ELA 35% Math	All subgroups	<ul style="list-style-type: none"> See above 	See above	See above	See above	
AMO 1 - Meet or exceed the percentages of English learners making annual progress in learning English	3%	English Learners	<ul style="list-style-type: none"> ELD instruction based on Indiv. Ling. Plan Academic language and structured academic conversations Grammar lessons Sheltered classroom instruction Re-teaching skills not learned Data-driven interventions See AMO1 Strategies above 	Core and supplemental funds (EIA, Title I)	<ul style="list-style-type: none"> CELDT ELSSA Data Increase in achievement: ELD unit and benchmark assessment 	Classroom teachers ELD specialist	Weekly grade level team mtgs. Monthly Trimester Yearly
AMAO 2 – Meet or exceed the percentages of English Learners	5%	English Learners	<ul style="list-style-type: none"> See AMO1 Strategies above 	Core and supplemental funds	<ul style="list-style-type: none"> Same as AMAO 1 Inquiry Unit Rubrics 	Classroom teachers	Monthly Trimester



scoring early advanced and advanced on CELDT				(EIA, Title I)	ELD specialist	Yearly
Increase EL reclassification rates by 8%	5%	EL	<ul style="list-style-type: none"> IB Inquiry Unit After school Perseverance Club Individual learning Goals Intensive ELD, grammar, writing, academic vocabulary, structured conversations teaching goals IB Inquiry Units Perseverance Club Targeted instruction on ELD standards not mastered yet or which need re-teaching 	State ADA and state/federal categorical funds	<ul style="list-style-type: none"> Monitor progress achieving individual learning goals (Individual Achievement Matrix) Monitor performance on Unit and Benchmark assessments 	Weekly grade level team mtgs. Monthly Trimester Yearly
After establishing baseline data, increase the percentage of special education students meeting standards-based IEP Goals by 3% each year		Special education students	RSP: Implement co-teaching model (classroom teacher and special education); data-driven intensive and targeted interventions	Core and categorical funds	<ul style="list-style-type: none"> Monitor progress achieving individual learning goals (Individual Achievement Matrix) Monitor performance on Unit and Benchmark assessments 	Weekly grade level team mtgs. Monthly Trimester Yearly
Increase student preparedness for College Career readiness		ALL	<ul style="list-style-type: none"> Standards-based IB curriculum Data-driven interventions 	Core and categorical funds	All staff	Trimester
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that <ul style="list-style-type: none"> there are opportunities for parent involvement they feel welcome at this school There is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card). 	At least 90% of parents respond "Strongly agree" or "agree"		Parent Surveys Focus groups	Title I	<ul style="list-style-type: none"> Increased response rates – at least 40% of selected parents returning surveys in 2010-11 All answers at least 90% 	Twice per year
Increase attendance of staff and students to meet district targets	96%		<ul style="list-style-type: none"> Improved attendance incentives Learner Profile Behaviors awards Perfect attendance awards Home visits Family mentorships SARB 	Core and categorical	All staff	Daily
Increase student preparedness for College Career readiness		ALL	<ul style="list-style-type: none"> Standards-based IB curriculum Data-driven interventions 	Core and categorical funds	All staff	Trimester Yearly



4.b. Student Assessment Plan: Describe the standards based assessment plan for all students at the proposed school. Create and include a table that details specific authentic formative and summative assessments (benchmark assessments, unit exams, state-required exams) that will be used for each grade level, the frequency of their administration, and the rationale for their selection. Identify the name of your selected assessment provider.

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

4.c. Data Team and Instructional Team: As described in prior sections (see Achievement, Monitoring and Accountability #1, 2, 3) instructional strategies, re-teaching of skills, Tier 2 and 3 interventions, coaching, staff development mini-workshops and yearly professional development plans will be based on analysis of student progress and achievement data analyzed during weekly team collaboration meetings, Leadership Team sessions and strategic planning sessions. **Data on student achievement will be collected, analyzed and reported** to school staff, parents and guardians through the following measures: (a) school benchmark assessments; (b) data reports provided by the State as part of the California Assessment System; (c) teacher collected data: performance on daily work, teacher observations, homework, portfolios, projects and student attendance; and (d) survey results.

Forums for analyzing data: Teacher analysis and reflection on collected student data; grade level and team meetings; parent-teacher conferences; staff meetings; intervention teams; Student Study Teams; administrative meetings; Governing Council meetings.

4.d. Data Systems: Urban Preparatory Academy will utilize the Integrated Student Information System (“ISIS”) to track student records and identity services and use the LAUSD Modified Consent Decree indicators to measure progress of students with disabilities and fulfill the requirements of the Modified Consent Decree.

4.e. LAUSD School Report Card: Urban Prep will track the same information presented in LAUSD School Report Cards utilizing a combination of site and District tools to capture parent, staff and student data and feedback.

4.f. Research and Evaluation: Urban Preparatory Academy agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This may involve focus groups, surveys or interviews with teachers and parents to understand factors associated with student performance.

4.f. Operational Goals and Metrics: Identify operational goals and metrics for the proposed school. Create and include a table that details the school’s operational goals and metrics for each of its first five years of operation (e.g. teacher retention, financial solvency, funding partnerships, etc.) Discuss how these metrics will be used to monitor progress and impact corrective actions.

Area	Metric	
Meet or exceed yearly AYP performance targets schoolwide, at each grade level and for each student subgroup ; API targets and	As established by CDE Benchmark timelines	Yearly/Trimester



Benchmark goals		
Meet or exceed API Targets	As established by	Yearly
Special Education : targets and requirements by law Consent Decrees and policy	ASS per targets	Yearly
All teachers will be highly qualified as per NCLB Criteria	NCLB	Time of Employment
Curriculum and School Management (See Task Force Rubric, attached)	Year 1 Phase I Indicator; Year 2: Phase II Year 3: Phase Indicator	Monitored by SLT and Gove. Council
Operations: Comprehensive Start-Up Plan	Actions finalized per Plan timeline	By Start of school
Financial Solvency: Maintained a balanced budget and obtained positive certifications at each internal and district review	Audit	As scheduled

Yearly strategic planning sessions with trimester whole operations/systems reviews during the first year will evaluate progress in each area of school operations and establish corrective and accountability measures. Monthly and yearly audits will ensure that business operations and services are compliant and targets are met.

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.*

Teachers and Staff Performance Goals:

- Model and exemplify the outcomes expected of students: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective
- Create and honor traditions that serve as a foundation for the school's culture
- Create and foster welcoming and friendly school and classroom environments
- Develop and deliver curriculum and lessons that support the IB framework and State Standards and which engage students in critical thinking applied to relevant projects and investigations
- Demonstrate commitment to exemplifying lifelong learning and reflection on teaching
- Volunteer to participate in service projects and/or student special activities, individually or as part of a team of colleagues
- Commit to and participate in ongoing staff and personal development
- Commit to analysis and reflection on student learning and progress and to collaborative planning and work analyzing data, sharing best instructional practices, modifying the delivery of lessons, and planning for future program improvements
- Commit to a reflective evaluation of one's own performance as it relates to program implementation, student learning, collaboration with staff, professional development, parent interactions, and peer support



- Utilize multiple materials, media and resources to complement the teaching objectives and to challenge students so that they can reach their performance goals and progress at their level

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

5.d. Program Evaluation: The effectiveness of the PD program will be evaluated through the impact it has on student learning. If students achieve and reach targets, the PD was successful, if students do not make adequate progress, modifications to the plan content, methodology and/or follow-up coaching need to be made. Teacher reflection logs, survey of personal development needs and administrator and coach's feedback will also be considered when evaluating impact. The purpose of PD is to increase student achievement through the delivery of excellent standards-based lessons and the implementation of a rigorous IB program. Any PD planned for **Urban Prep** will always be driven by this goal.



6. Professional Culture

6.a. Professional Culture: School culture is a set of moral codes that shape behavior, traditions, rituals and relationships in every aspect of school life. Thus the importance that Urban Prep will place on **both adults and students valuing, demonstrating and living daily the Learner Profile behaviors:** Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective. The school will be home to professional adults and professional students who work collaboratively to achieve their personal best. The shared vision and school mission will translate into a culture where collaboration, trust among stakeholders, a school-wide sense of responsibility and accountability for student learning, recognition for accomplishments, value of effort, reflection and risk-taking, high expectations, collegiality, safe, welcoming and orderly learning environment, strong school/home connections and communication, acceptance, individual respect, and high expectations for all are the norm.

Prior sections describe how staff will be intrinsically involved in decision-making related to the operations of the school, data analysis and problem-solving, personal growth through professional learning communities and regular weekly collaborative planning and learning activities that result in the increased performance of *each* student as well as of each adult at the school. The school will be a learning community.

6.b. Evaluation: As part of the staff evaluation procedure and in addition to the contractual areas/protocols related to evaluation, the school Director and Governing Council will specify clearly defined added criteria for performance reviews. These criteria include but are not limited to: (a) commitment to **Urban Prep's** mission and goals; (b) high level of professionalism; (c) high level of accomplishment in student learning, (d) parental relations and communication; (e) professional development; (e) school team contributions; (f) evidence of modeling and exemplifying the outcomes expected of students: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective; (g) volunteering for and completion of extra duties; (h) effective participation on **Urban Prep's** planning/decision-making team and contribution to the school program.

Performance goals and outcomes for each year will be identified by the staff member and by **Urban Prep's** Director at the beginning of the school year. Staff will complete a self evaluation that includes reflection on the yearly personal outcomes. Results of the self evaluation and the supervisor's assessment will be discussed during the evaluation conference. Weekly planning and data conference meetings or simply requests for assistance will uncover areas where a staff member may need extra support, coaching and help. The school IB coach, school Director and content specialists will utilize any and all tools to assist teachers, including videotaping, peer observations, other school visitations, cognitive coaching and any/all agreed-upon strategies to help the staff member be successful in helping students learn, especially *before* serious gaps in learning occur. Student success rests on *teacher* success.

Evaluation of Administrative Staff: All administrators will be evaluated by the Governing Council. Elements directly related to the administrative duties assigned to each position will be added to the staff evaluation criteria described in the prior section.

6.c. Feedback: One of the **school Director's jobs is to ensure that students learn and that staff have the skills necessary to deliver superior instruction.** Data to ensure such responsibility will be obtained from classroom observations, student performance, as well as a "360 confidential feedback process" by which adults and students have an opportunity to contribute to the development of a superior program through responses to surveys, rating forms and in some instances, focus groups. Such information, if relevant, will be shared in the proper venues (individual staff conferences, grade level teams, Leadership Teams, coaches) and used to plan improvements, change/modify processes and mostly, plan professional development – both individual and group.

7. Serving Specialized Populations

7.a. Specialized Instruction: Every student who enrolls at **Urban Prep** will participate in an initial assessment and parent consultation that will determine the contents of his/her Learning Plan goals as well as benchmarks for each student's performance (recorded on the Student Performance Matrix). This will ensure that the school is able to



respond to the needs of every student and is also able to monitor the student's progress in achieving those goals. High standards, multiple intelligences-based teaching strategies, IB inquiry methodology, integrated and culturally-relevant curriculum, RtI interventions, specialized curriculum, strong family connections and communication, social/interpersonal support systems *as well as teacher ongoing training and support* will ensure that every student makes academic, social, and intellectual progress and growth toward meeting Learning Plan goals.

In addition, the school staffing and program delivery model (*small class sizes, special education co-teaching model, flexible grouping, tiered intervention system, specialists, ongoing professional development, teacher planning time and strong parental engagement*) will provide a strong comprehensive support system for ALL student success. Section 2.d. addresses interventions for advanced students.

7.a.i. Plan for Special Education: Urban Prep recognizes the important obligation of providing effective educational opportunities to all of its students, regardless of special needs. In order to meet this obligation, **Urban Prep** will provide all special education services according to each student's IEP and in a partnership agreement with LAUSD, carefully adhering to SST processes, time frames and guidelines stipulated by LAUSD, in accordance with State and Federal law as well as with District requirements and procedures. All special education programs and services at **Urban Prep** will be provided and/or supervised by appropriately credentialed staff, in accordance with the student's IEP, and per agreement with the Los Angeles Unified School District.

7.a.ii. Students with Disabilities: The school shall comply with all applicable State and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and the Individuals with Disabilities in Education Improvement Act (IDEIA) and comply with all District procedures, expectations and requirements.

7.a.iii. Extended School Year: Eligible students will be afforded extended school year in accordance with LAUSD's policies, procedures and expectations.

7.a.iv. English Language Learners and Standard English Learners: Intervention materials, curriculum and teaching goals, culturally-relevant pedagogy, as well as core and supplemental programs have been selected with **Urban Prep's** target student population in mind to ensure that teachers, *supported by relevant staff development*, have the appropriate tools to teach students with varying needs and backgrounds. As an example, the Winston Grammar program, Step Up to Writing, Waterford Lab, guided academic conversations time, schoolwide focus on teaching academic vocabulary, use of graphic organizers and visual tools are but a few of the built-in academic approaches to serve English Language Learners and Standard English Learners. **Individual Learning Plans** will drive the learning goals, interventions and expectations for each learner.

Plan for English Learners: Urban Prep will identify English learners and their needs through the Home Language Survey, the California English Language Development Test (CELDT) assessment administered by a specialist and the initial placement pre-test administered to all students upon the start of school. The identified needs will be met through an appropriate ELD curriculum and instructional strategies, self-paced instructional software, peer and/or cross-age partnering, sheltered and/or differentiated instruction, and other accommodations as relevant and needed. **The goal for English learners is to increase their English proficiency by one level per year** as measured by the CELDT assessment *with the exception of Intermediate level students who may take 2 years to reach proficiency* and be reclassified to Fluent Proficient students (provided additional criteria are also met). Once students are reclassified and exit the ELD program, their performance will be closely monitored and *documented* to not only comply with State requirements but mostly to ensure that they perform successfully at **Urban Prep**.

7.b Students At Risk: The proposed school program, intervention plan and support systems are flexible and set up to help each student make progress and achieve, no matter where the starting point is. Academically, intervention plans, teaching strategies, and fluid grouping structures are flexible enough to ensure that each child is reached and taught appropriately. Just as important as academic development and growth, are other facets of or conditions impacting a child's life (poverty, behavioral issues, truancy, drugs, pregnancy, sexual identity, and emotional issues). **Urban Prep's** vision is to provide a safety net and support system to help each student feel valued, accepted, loved, and respected as an individual so that he/she may develop the personal attitudes, behaviors, habits and perspectives (Leaner Profile) that will help him/her be successful in life. After a referral is made or a student is



identified for needing social/emotional or behavioral intervention, the Student Study Team will be key to facilitating the appropriate intervention strategy, referral placement (school or community services/specialists), or behavior modification plan.

Family and Community Engagement Strategy

8.a. Identification: South Gate is a working class community where, according to 2000 Census Bureau data, 92% of the population is of Latino origin, only 39.9% of adults over 25 are high school graduates and a language other than English is spoken in 86.9% percent of the homes. The percentage of families whose income has been below the poverty line in the past 12 months was 15.4% and of those, the subgroup reporting highest level of poverty was families with children under 18 (35.2%). A distant second (27.9%), were families *with female householder*, no husband present. These statistics validate the need to offer an effective literacy program that gives students a solid foundation for their educational future. In addition, the poverty rates among families with young children validate Urban Prep's plans and commitments to offer free health clinics once a month. (Written agreements with USC Medical School and St. Francis Hospital in Lynwood are in process.)

This proposal is submitted by a grass roots, multi-ethnic/background/partner planning team organized and facilitated by **Parent-U-Turn**, a long-standing South Gate non-profit community organization whose mission is to engage parents in the education of their children and to foster **school, family and community partnerships** to support student academic success. This proposal exemplifies an outcome of such partnerships. **Urban Preparatory Academy** embodies the vision and community's aspirations for their children as well as the strength and richness of collaborative work toward the well-being of the **community's greatest asset: its children and youth**.

8.b. Family and Community Engagement: **Urban Prep** will be a Pilot School governed by a Council where parents and community represent 50% of the membership, thus parents will be equal partners in the governance of the school. In addition, ongoing communication, consultation on the development of Individual Learning Plans, participation in quality surveys, parent education workshops, family welcome meetings before the start of school and volunteer opportunities will facilitate close relationships between families and school. Strategies for parental involvement are woven throughout this proposal as parents are key partners in any school endeavor.

A Family Engagement Plan will be developed collaboratively with parents and will outline strategies, action plans and activities to deliver five key outcomes:

1. Communication between home and school is regular, two-way and meaningful
2. Parenting skills are promoted and supported
3. Parents and community members are welcome in the school, and their support and assistance are sought
4. Parents are full partners in the decisions that affect children and families
5. Community resources are used to strengthen schools, families, and student learning

8.c. Key Community Partnerships: **Parent-U-Turn**, the sponsor of this proposal, will expand and sustain collaborative parent and community leadership networks to build knowledge and to provide access to essential educational resources that will help parents engage with their children and improve the academic achievement of **Urban Prep** students.

UCLA/ IDEA (Institute for Democracy Education and Access) is committed to serve as informal researcher branch to Urban Preparatory Academy. UCLA/IDEA will connect UPA to appropriate data and research that will inform the UPA effort. (Letter of commitment, Appendix IV)

Pepperdine University has been a partner of Parent-U-Turn since 2006 and is committed to sponsoring professional development, assistance with curriculum design, advanced technology and family engagement. Pepperdine University will write grants on behalf of Urban Preparatory Academy and has pledged to place interns from the university's new degree program in school counseling. (Letter of commitment, Appendix IV)

California Parent Information Resource Center 2 (PIRC 2), a federally-funded program that helps implement



successful and effective parental involvement policies, programs, and activities that lead to improvements in student academic achievement and that strengthen partnerships among parents, teachers and administrators in meeting the education needs of children, has been a key partner in the development of this proposal and will continue to support Urban Preparatory Academy with resources and technical assistance. (Letter of commitment, Appendix IV)

Boyer Associates, LLC, a California-based educational consulting firm with expertise in curriculum and in programs for English learners, has served as advisor in the development of this proposal and has volunteered to coach and help guide the implementation of the proposed educational program. (Letter of commitment, Appendix IV)

Loomis School District and Loomis Basin Charter School, a California IB elementary school, have pledged their support and assistance to staff with the implementation of the IB program and also partnership activities with students at Urban Preparatory Academy. (Letter of commitment, Appendix IV)

Pearson Publishing has offered to partner and sponsor Urban Prep for the Pearson Model Schools program. (Letter of commitment, Appendix IV)

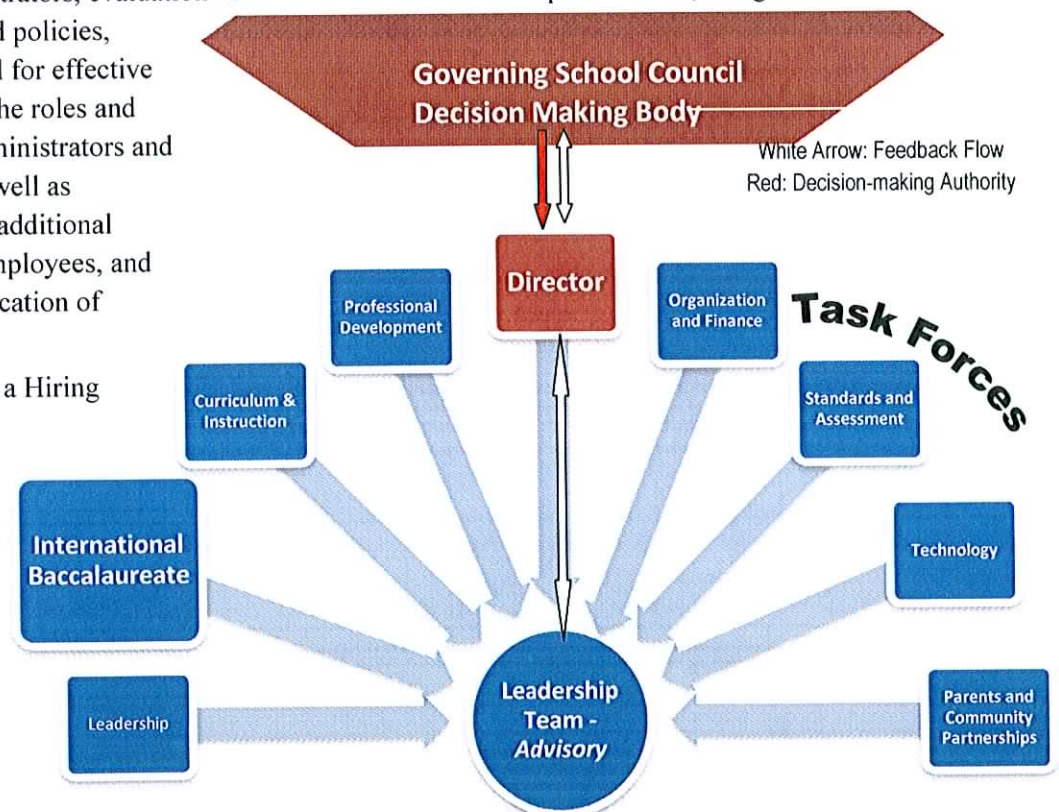
Urban Prep's key partners will support the school with university expertise, parental involvement, school coaching, counseling interns and technical assistance with intervention materials. Additional partnerships will continue to be established.

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.a. Leadership team: (Resumes attached, Appendix I)

Leadership Team Key Planners: Chair: **Mary Johnson**, CEO, Parent-U-Turn, whose work promoting and facilitating community and parental leadership in education in South Gate is well-known and has been documented in national publications, such as ASCD, *Educational Update*, *Harvard Review*, 2007 Winter Edition, and featured in *Learning Power*, by Dr. Jeannie Oakes and Dr. John Rogers.

Juana Cortez, School Administrator, who has a long history of serving the South Gate community in various capacities and who is the current principal of Montara Avenue School, a successful LAUSD school that has exited PI status.

Mrs. Cortez has been instrumental in the improvement of several elementary schools in the area and will be recommended as the **Director of Urban Preparatory Academy** (Resume Appendix I)

Fabiola Hernandez, Literacy Coach and Intervention Teacher at various LAUSD schools and will serve as IB Coordinator at **Urban Preparatory Academy**

Guadalupe Aguiar, District 6, South Gate parent who has also served on several District advisory committees

Dr. Anthony Collatos, Adjunct Professor of Urban Education Post Graduate Program, Pepperdine University

Dr. John Rogers, Associate Professor, UCLA's Graduate School of Education and Information Studies; Director of UCLA's Institute for democracy, Education and Access

Dr. Geni Boyer, Curriculum Specialist and Director of the California Parent Information Resource Center (PIRC 2)

Advisors: LAUSD teachers who will be joining Urban Prep's teaching staff, retired school district superintendent, parents

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.

10.c. Compensation: Compensation for all positions will be based on the LAUSD salary schedule. Summer staff development sessions will be paid on a stipend basis (\$500.00/week) and stipends for extra work will be based on the LAUSD schedule.

10.d. School Leadership: The candidate for the position of School Director that we will submit for approval is Mrs. Juana Cortez, current principal of Montara Avenue School. Mrs. Cortez has been successful in leading staff through the difficult process of change and improvement, obtaining excellent results, both in student achievement and staff buy-in. She also has a strong background in early childhood education and working with English language



learners. She has all the qualifications of a good school leader, however, what makes her uniquely qualified for this position are her strong interpersonal skills, positive, can-do attitude, openness to innovation, flexibility, passion and vision for a school where *each* student can achieve success, and desire to learn. These attributes describe Ms. Cortez, and are the characteristics that **Urban Preparatory Academy** will seek any leader to exhibit.

Leadership Team Beyond the Principal: Key Position, International Baccalaureate Primary Years

Programme (PYP) Coordinator (IB Coordinator) - The PYP coordinator has a pivotal role at an IB school. A commitment to collaborative planning is central to the philosophy of the PYP process, taking responsibility for ensuring that pedagogical aspects are discussed, information is disseminated and the program is planned, taught and assessed collaboratively. (Job description include in Appendix II) The individual proposed for this position is **Mrs. Fabiola Hernandez** who is currently a school coach at Montara Avenue School and who has expertise in multiple areas related to curriculum leadership, coaching, staff development and also working with English learners.

The Leadership Team has not identified the individuals that will fill the specialist positions yet.

Recruitment Plan: Upon approval notification, the Governing School Council will be formed. Temporarily, until the school is in operation and site staff have an opportunity to elect representatives to the Governing Council, the UTLA District leader will be asked to participate on the Council Board and appoint one other certificated employee. The Classified Union local leader will be invited to temporarily fill the other staff position vacancy. The Board will engage in the selection and hiring of staff immediately. Staff selection and hiring will be top priority as staff development plans for the summer 2-week IB training session need to be finalized as soon as possible.

Staff to be hired: teachers, office staff (several individuals have expressed desire to join the school team), Bridge Coordinator, reading and math specialists, ELD teacher/language specialist. ALL school staff, regardless of which position they fill, must agree to work and plan collaboratively, exemplify the Learner Profile behaviors, attitudes and abide by the staff expectations and outcomes (page 18).

a. Recruitment of Teaching Staff: Timeline:

All staff credentials will be NCLB compliant and staff that has had successful experience (student performance and academic growth) working with special needs students or staff who may not have had extensive experience but who possess all other qualifications will receive hiring priority, provided that the requirements identified in the section above are met. Common vision and focus plus diversity of experiences make a staff strong.

Priority will also be given to interested staff who teach at feeder schools if the essential requirements described above are met:

Formation of Temporary Governing Council and Completion of Election to Work Agreement	By March 10, 2010
Hiring of staff and completion of pre-service action plans	By April 30
Secure training coaches, location, times	By April 30
Summer week 1: IB Training; Week 2: Pedagogy	July-August

Master Service Agreements: Urban Preparatory Academy will agree to enter into discussion regarding the viability of master service agreements.

- **School Operations** No individuals have been identified yet for coordinating and leading all non-academic aspects of school management (e.g. payroll, security, transportation, meals, maintenance) . **In addition to position-specific qualifications, all non-teaching staff will be expected to demonstrate the following:**
 - Model and exemplify the outcomes expected of students: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, and Reflective
 - Create and honor traditions that serve as a foundation for the school's culture



- Create and foster welcoming and friendly school environments
- Demonstrate commitment to exemplifying lifelong learning
- Volunteer to participate in service projects and/or student special activities, individually or as part of a team of colleagues
- Commit to and participate in ongoing staff and personal development
- Commit to collaborative planning and work analyzing data, sharing best practices and planning for future program improvements
- Commit to a reflective evaluation of one's own performance as it relates to quality of work, collaboration with staff, professional development, parent interactions, and peer support

Operations Start-up Plan: Urban Prep Director and Leadership Team will work with the LAUSD School Management Services to plan and execute an effective Operations Start up Plan the meets the needs of Urban Preparatory Academy

12. Finances

Following are Urban Preparatory Academy's budget priorities:

Start-Up Funds: We realize that this is not a budget (which is not required by LAUSD at this stage) but a listing of the team's budget priorities for the school. The school Director and the Governing Council will seek LAUSD's Fiscal Office Personnel's assistance for the development of a comprehensive school budget.

Professional Development All staff Required:	Summer IB training, teaching methods and curriculum planning:	10 days @ \$3,000/ea. (stipend and materials) Trainer: \$15,000
Technology	Waterford Lab (Pearson) Full Curriculum (reading, math, science) – 30 station Lab	\$112,793
	Success Maker Lab – 30 stations	\$51,8000
	Equipment: 1 server plus 60 computer terminals	\$120,000
Music	Musical instruments	Need quote
Field trip budget Year 1	Fundraising: community and partners will cover costs in subsequent years	
IB Coach	Per job description	
Content Specialists Reading and math	To support classroom instruction and learning goals	Personnel cost

a. Financial Controls:

Standard Accounting Practices and Procedures will be followed by the school staff. The Fiscal Analyst and Director will utilize Control Sheets as well as BTS and School Front End (SFE) software to manage and monitor the budget, obtain updated budget information, and generate budget reports. The Governing Council will receive monthly budget reports and a budget audit, performed in conjunction with LAUSD procedures, will be conducted on an annual basis and as otherwise required. The Fiscal Analyst will also provide budget projections and solvency reports every quarter within the year as well as multi-year solvency projections. Proper controls including tight purchase order protocols, double-signatures, control procedures relative to student body, fund-raising and any cash accounts will be in place and enforced. Fiduciary responsibility, solid checks and balances and sound accounting and planning will be of utmost importance.

13. Facilities

- LAUSD will provide a facilities use agreement to be finalized by the Workforce Stability Taskforce.



We realize that the descriptions for the Operations and Fiscal components may not be up to specification, however, all Leadership Team members pledge to work diligently and closely with LAUSD staff to make sure that all operational elements are mapped out as thoroughly and thoughtfully as the educational component has been developed so that **Urban Preparatory Academy** can be second to none and become LAUSD's flagship elementary school.