

# Sylmar Promise Academies

## Youth Policy Institute



**LAUSD PSC 3.0  
Youth Policy Institute  
Sylmar Promise Academies  
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## A. SUMMARY ANALYSIS

### 1. Mission and Vision

#### Mission

The mission of Sylmar Promise Academies (SPA) is to prepare students for academic success in high school, post-secondary education and professional careers, encourage students to be responsible and active participants in the community, and enable students to become life-long learners. (SPA has established a set of meaningful, manageable and measurable priorities that are described in the goals section below.) The Academies aim to transform the high school experience and prepare students for both college and career, especially through connections to the Youth Policy Institute's (YPI) Los Angeles Promise Neighborhood (LAPN) program and other education and training programs. Emphasis will be placed on student achievement and positive postsecondary outcomes by challenging students to develop problem-solving and interpersonal skills and linking rigorous college preparatory curriculum with technical coursework through two academies that focus on different industry sectors: health-medical and media-arts. The Academies will work to close the achievement gap by providing clear and high expectations for all students, a personalized and supportive learning environment, family-school-community and state-school-private sector partnerships, integrated technology in the classroom, and linked learning.

#### Vision

The vision for Sylmar Promise Academies is to create a place of learning on the Sylmar High School campus that academically challenges and empowers students to graduate and be prepared for the full range of options after high school, while becoming active members of a global society. The school will follow the Partnership Academy Model and Linked Learning reform movements and create a family-like atmosphere with student cohorts. It will integrate academic and career technical education and establish viable business partnerships through two small learning communities with career themes of health-medical and media-arts. The school will provide students in Local District 2 a choice of enrolling in industry-themed programs of study and mutually supportive and positive learning environments in which every member will develop communication, technological, leadership and industry skills to foster self-confidence and personal growth. All students, even those not pursuing careers in medical and media arts fields, will be well prepared for postsecondary education and careers. The vision for the high school is a full-service community school where students and parents have access to wrap-around supportive services. Through the YPI Los Angeles Promise Neighborhood strategy, the school will provide a continuum of programs and services that span the life cycle from pre-natal to career. Students will become active citizens, provide service to their community, take responsibility for their own learning, and develop the habits of mind that empower them to be successful in high school, postsecondary education and professional careers.

#### Philosophy, core beliefs and values

Sylmar Promise Academies will embrace the following core beliefs for student success.

1. Students will be prepared for success through a challenging academic component that meets the University of California's A-G requirements. The academic component will be taught through the lens of each Academy's theme.
2. Students will acquire and develop knowledge and skills through a demanding technical component based on the Academy's theme that integrates the academic component
3. Students will learn through real-world experiences provided by work-based learning. Students will be exposed through the real world of work throughout their academic years.
4. Students will benefit from coordinated out of school activities. Extra support before school, after school and on the weekends will be available for students.

5. Student success is also connected to the care and support of their families; when families are taken care of, students also thrive. Providing programs, resources, and services that build the capacity of family members and the family unit contribute to the stability of the family and student academic success. Services like counseling, supplemental instruction, and youth and family supports offered through the LA Promise Neighborhood will support student success.

Students learn best when they are challenged by clear and high expectations and supported by a caring community. They are excited by education that is meaningful, relevant, and dynamic and motivated by learning that requires them to problem-solve and collaborate. Students learn best when they have an opportunity to form meaningful relationships with teachers, administrators, peers, and the surrounding community. They thrive in an environment where teachers, parents, and students work collectively to set goals and celebrate achievements.

Young people will want to make a difference in their families and communities and value experiences that empower them to do so. Learning will both reflect students' lives and expand their understanding to encompass a global perspective. The school will provide opportunities for students to develop personal responsibility, self-manage their own learning, and practice democratic principles. The school will celebrate authentic accomplishments as well as cultural and individual diversity in an environment of tolerance and respect.

To achieve and maintain academic success and excellence, Sylmar Promise Academies will maintain a commitment to its students. The school believes that all students can learn, and all teachers are expected to teach a high level curriculum. Teachers are key in developing integrated curriculum, lesson plans and classroom activities that contribute to student learning. The curriculum will be rigorous, challenging, and organized around major concepts that students are to know in depth, core academic subjects, and career technical education.

SPA believes in the power of the same teachers sharing the same students and meeting regularly regarding their needs. The school will provide regular planning and professional development time to allow teachers to improve their practice. Good teachers will facilitate student learning. All Sylmar Promise Academies core subject teachers will have an appropriate credential in their subject matter based on NCLB requirements for highly qualified teachers. The Academies will also utilize teachers who have credentials with a Linked Learning lens. Also, career technical education instructors will have industry-recognized background and experience.

## **2. School Data Analysis.**

The Youth Policy Institute collected the following data from Sylmar High School from sources that include: the LAUSD School Report Card, Data Summary Sheets, California Department of Education Dataquest, School Experience Survey and School Survey Reports.

### API, PI, AYP

For the 2010-2011 school year, Sylmar High School's API score was 670. This score has increased 35 points over five years, and the school met its API growth target. Sylmar High is a PI Year 5 school and did not meet all AYP requirements; however, it met 14 of the 20 requisites.

### Demographics

The student population at Sylmar High is: .6% American Indian or Alaska Native, .4% Asian, .1% Native Hawaiian or Pacific Islander, .4% Filipino, 93.9% Hispanic/Latino, 2.1% Black/African American, and 2.1% White. About 69.9% of enrolled students participate in the Free/Reduced Price Meals program. The economically disadvantaged population is 68%, students with disabilities make up 11%, and gifted students comprise 10%. English learners made up 20% of the population in the 2010-11 school year. In 2010, English Learners made up 24.6% of total enrolled students. The majority of English Learners (98%) speak Spanish, and the remaining ELs were equally divided

between Somali, Punjabi, Arabic, and “Filipino.” The reclassification rate of English Learners is 13%, a 1-point drop from the previous year.

#### Technology

According to information from the School Site Council meeting on May 19, 2011, with a total of 117 classrooms used by teachers, there are 242 “old” computers (i.e. IBM 6350 computers purchased in 2003; 138 for students, 104 for teachers), and 90 “new” computers (62 for students and 27 for teachers). Only a small percentage of classrooms have more than two working student computers in the classroom.

#### CSTs: All Students

CST Math performance is significantly low. Only 7.1% of all students scored in the Proficient/Advanced range in 2010-2011. Students performed better in ELA (32.9% scored in the Proficient/Advanced range). Both areas showed a slight improvement from the previous year, or a .4- and .7-point increase, respectively. In four of the five high school math categories, with the exception of Geometry, there was a .6 to 3.1-point decrease in performance in the 2010-2011 school year compared to the previous year. On the other hand, students made an 8.1-point gain in U.S. History. It was the subject with the greatest numbers of students passing with Proficient or Advanced (37.3%), and it was among the strongest subjects the previous year. The population as a whole is making great gains (6.8 points in Chemistry) in most of the sciences, and a marginal gain in Physics.

#### CSTs: Ethnicity

Whites show the greatest gains in both the CST ELA and Math tests from the previous to the current year, almost doubling from 7.3% Proficient/Advanced math performance in 2010 to 14.0% in 2011. In ELA, Whites moved from 39.7% scoring Proficient/Advanced to 53.7% in 2011, jumping up 14 points from the previous year. African Americans showed no change in math performance, staying at 10.9% in the Proficient/Advanced range over the past two years, though they did show a 6.5-point gain over 5 years. In ELA, 24.6% of African Americans scored in Proficient/Advanced, marking an 11.8-point increase from the previous year, though only a net gain of 3.9 points over 5 years. 32.4% of Latinos scored in Proficient/Advanced in 2011, which was a .1-point gain from the previous year. In mathematics, only 6.7% were scoring in the Proficient/Advanced range, thereby further reinforcing the existence of a large disparity between ELA and math performance not only among the general population, but even more markedly in each of the subgroups.

#### CSTs: Students with Disabilities (SWD)

Most subgroups of students made small gains in ELA and Math, with the exception of students with disabilities (SWD), who showed a -0.4 drop on both tests. SWDs had the fewest percentage (.8%) of students scoring in the Proficient/Advanced range for the math exam. In ELA, there were only 3.2% scoring in the same range, only a 1-point improvement over the past 5 years. In math, the 5 year net gain is even lower, at .8 of a point.

#### CSTs: English Learners (EL)

English learners scored very low on the CSTs (over 97% of ELs scoring Basic or below in both ELA and Math). However, the ELs are scoring higher on the CST English exam than they are on the CST Math (and in all previous years). Special attention will be paid to curriculum and instruction for ELs, as well as SWDs and other special needs students.

#### CSTs: Gifted

Gifted students are scoring above average in English language arts, with 82% of 9th graders, 81% of 10th graders, and 75% of 11th graders scoring in the Proficient and Advanced range, but are performing very poorly in all the required math courses (Algebra I, Geometry, and Algebra II). Similarly, their performance is not strong in the sciences, save Biology.

#### CSTs: Economically Disadvantaged

33.4% of economically disadvantaged students are scoring in the Proficient/Advanced range in ELA, but only 7.2% are doing so in math. The point growth for both tests are similar, .7 and .5

respectively, the actual percentages are significantly different. Among this group as well (68% of the total population), math preparation and skill-building must be strengthened.

#### Graduation, dropout, and college preparation

The graduation rate for 2011 is at 61%, which reflects a 3-percentage point improvement from the previous year. About 66.8% of Sylmar High students passed the California High School Exit Exam (CAHSEE), a prerequisite for graduation; the test is administered to all students in the 10th grade, which is a 7.6% increase from the previous year. The dropout rate in 2009-10 was 12.9%, a 14-point decrease from the previous year's 26.9% rate. The data shows that only 14.9% of students are taking one or more AP courses and only 38.8% of 9th graders, 25% of 10th graders, 26.3% of 11th graders, and 19.3% of 12th graders are taking courses that are part of the A-G sequence. Moreover, only about 30% of those taking A-G courses are passing their classes.

To provide for successful completion of A-G required courses for admission to colleges and universities students will be monitored and supported to complete all requirements including successfully passing the CAHSEE with a 350 or better, above a 380 is recommended. Students will have the opportunity to take Advance Placement courses, and have opportunities to visit colleges and universities. A bridge program will be provided to encourage attendance on local college or university campuses during the summer. Further support will be offered to students in their choice of the health-medical or the media-arts themed academies.

#### Goals

Based on the information summarized above and using baseline data from the past two school years (2009-10, 2010-11), Sylmar Promise Academies has established several priorities, goals and targets for years one, two and three of operation. The school will focus heavily on improving the performance of students in mathematics and providing additional support to English Language Learners. The following are some highlights, with the rest can be found in the attached Performance Plan. To reach these goals, the school will provide students and families with the choice of two career themed academies: health-medical and media-arts that utilize "linked learning," work-based learning, and career technical education to engage students in learning and encourage a variety of post-secondary options. The school will implement several instructional strategies further described below to address the specific strengths and needs of all students and support high academic achievement, high retention, high participation and graduation

SPA aims to increase students' mastery over subject matter and reduce the number of students scoring at far below basic and below basic levels in English Language Arts to 20% in year one and 10 percentage points fewer each following year. The school will pay particular attention to the needs of English Language Learners and students with disabilities and reduce the number of students scoring at these lower levels to 65% and 70%, respectively, and five percentage points lower each subsequent year. Simultaneously, SPA will work to increase the number of students scoring at proficient and advanced levels in ELA to 34% in the first year and 10 percentage points higher each year after. Again, focus will be put on English Language Learners and students with disabilities to increase the percentages scoring at these higher levels to 10% each and five percentage points higher each following year.

Most students are struggling in math, which will be a major focus of instruction at SPA. In math, the school will lower the percentages of students scoring at FBB/BB levels to 65% the first year and 10 percentage points lower each year after. Again, English learners and students with disabilities are two subgroups that SPA will work to support and reduce the number scoring at the lowest levels to 80% and 87%, respectively, in the first year and five percentage points lower each year thereafter. Concurrently, SPA will work to increase the number of students scoring at proficient and advanced levels to 17% in the first year and 10 percentage points higher each year following.

The number of ELLs and students with disabilities scoring at proficient/advanced levels will be increased to 7% and 5% respectively, and five percentage points higher each subsequent year.

SPA will work to increase the reclassification rate of English Language Learners to 24% the first year and five percentage points higher each year following. It will increase the percentage of ELL students scoring proficient on CELDT to 28% the first year and five points each following year. SPA will use the following LAUSD criteria for reclassifying English Language Learners:

1. The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
2. The student scores Basic or above on the ELA section of the CST.
3. The student is judged successful in a mainstream English program based on a grade of C or better in English or ESL 3/4.
  - a. Note: Grade-level English 2.5 credit classes and intervention courses are excluded from the reclassification criteria.

Further, SPA will work to increase retention rates, graduation rates, and the number of students embarking on the path to postsecondary education and careers. The school will support and monitor students to retain 88% of its ninth graders in year one and 10 percentage points higher each following year. The four-year cohort graduation rate will be 71% the first year and 10 percentage points higher each year after. The number of students passing the CAHSEE in 10<sup>th</sup> grade will be 76% in year one and 10 percentage points higher each subsequent year. About 85% of students will identify that the highest level of education they plan to complete is beyond high school. This number will increase 5 percentage points the following year and to 95% the third year.

SPA is committed to creating a safe and supportive culture and environment, with the school a place where students, staff, families, and community members want to be. It will work toward a 95% attendance rate for students and staff in the first year and one point increase for both groups in each of the following years. SPA will make the school welcoming for parents. In the first year, 50% will report “often or always” in the category of overall school involvement, 90% will feel welcome, and 90% will cite opportunities for involvement at the school including industry-related activities.

### **3. Applicant Team Analysis.**

YPI, as network partner, is well-positioned to bring in resources to support the instruction, structure, and culture of the school, while helping it to succeed in a turnaround and new school environment. LAUSD selected YPI through the first round of PSC for San Fernando Institute for Applied Media. It takes an understanding of the educational environment, knowledge of best and research-based practices, open and consistent communication, a collaborative spirit, dedication, patience, a positive outlook and a deep commitment to change to be successful in a turnaround and new school environment. The organization will integrate its programs like Full-Service Community Schools (two separate grant programs that are currently working with nine schools in Los Angeles) and Los Angeles Promise Neighborhood (LAPN) program with the instructional design and plan of the school. YPI received Promise Neighborhoods funding from the U.S. Department of Education in 2010 to plan for the implementation of a continuum of services that spans the lifecycle from pre-natal to career and the students of Sylmar Promise Academies will have access to those resources as well as others provided by YPI and collaborative partners in the San Fernando Valley. YPI’s leadership is experienced and knowledgeable in working with schools and communities to improve school operations and transform education and has the capacity to successfully manage the academic operations at multiple schools.

Dixon Slingerland is the Executive Director of the Youth Policy Institute, a position he has held since 1996. He leads more than 1,200 staff at 125 program sites in Los Angeles providing

programs and services for low-income communities and families in poverty. Under his leadership, YPI has grown from having an annual budget of less than \$1 million to a \$35 million annual budget. He is the Board President for YPI Charter Schools, including Bert Corona Charter School and Monsenor Oscar Romero Charter School. He received a Bachelor's degree in American Studies from Stanford University as well as honors like U.S. Senator Barbara Boxer's *Excellence in Education* award.

Iris Zuniga is the Chief Operating Officer for YPI. She received a Master's degree in Public Administration from California State University at Northridge and Bachelor's degree in Sociology and Chicano Studies from the University of California at Los Angeles. She previously worked as YPI's Chief of Staff and Director of Youth Services and served as the District Representative for then State Senator Richard Alarcon when she created the Valley Education Collaborative; implemented the "Got College!" program; and carried out a SAT enrollment campaign. She serves on the board of BCCS and MORCS.

Yvette King-Berg is the Executive Director of YPI Schools. An accomplished professional with a diversified background in academic administration, secondary, elementary, and early education, she is currently pursuing a Doctorate in Educational Leadership and Change from Fielding Graduate University. She has an Administrative Services Credential and a Master's degree from National University and obtained a Professional Clear Teaching Credential from the State of California. Ms. King-Berg was previously Vice President of School Development and Advocacy-Southern California for the California Charter Schools Association where she coordinated responsibility for cross-team articulation for school support and development. She was a former Literacy/Academic Director for Project GRAD Los Angeles where she directed the alignment of literacy instruction in each of 18 schools to achieve the literacy goals relevant to the California State Board of Education Instructional Standards. She also worked as a K-12 classroom teacher.

Ruben Dueñas is the Chief Operations Officer for Bert Corona and Monseñor Oscar Romero Charter Schools. He previously served as the Principal of Bert Corona Charter School for four years. He received his multiple subject teaching credential from California State University Los Angeles and a Masters Degree and credential in Educational Administration from California State University Dominguez Hills. He was an Assistant Principal and Required Learning Administrator for Belvedere Middle School in East Los Angeles. Formerly, he worked as After-School Academic Support and Enrichment Coordinator, Technology Coordinator, Lead Teacher, and Interim Magnet Coordinator for Hollenbeck Middle School in Boyle Heights.

Mario Matute holds a Bachelors degree in Sociology and Masters Degree in Psychology. He has been an advocate for low-income youth and families for over 25 years. As a former Director of the Workforce Development Initiative, he oversaw the training and provision of education programs for the youth of the community. He worked closely with school principals, teachers, and parent center coordinators to establish systematic communication streams within schools. He also conducted educational programs, trained volunteers to assist with math and reading tutoring, and provided assistance to students while also increasing parental involvement. He worked to create the first pre-school program in public housing in the City of Los Angeles.

Stan Saunders has served as the Director of Development for YPI since 2002. He has written grant proposals to local, state, federal, and private funders that have funded over \$135 million in fields of education, workforce development, and technology for YPI. Successful grant proposals have been funded by the U.S. Departments of Education, Health and Human Services, Labor, Commerce, and Housing and Urban Development as well as the California Department of Education, the California Employment Development Department, and the City of Los Angeles Community Development Department. He holds a BA from the University of California, Santa Barbara and a MA from the University of California, Riverside.

YPI has opened and manages three middle schools in Los Angeles that serve students in grades 6-8: two charter schools, Bert Corona Charter School (Bert Corona) and Monsenor Oscar Romero Charter Middle School (MORC), and a pilot school in partnership with LAUSD, San Fernando Institute for Applied Media (SFiam). (School performance data can be found in the attached Applicant History Data Sheet.) Similar to Sylmar High, YPI schools are located in communities that have great need but also great assets and potential for improvement. Bert Corona Charter School is located in Pacoima in the Northeast San Fernando Valley. This direct-funded charter school opened in September 2004 and now serves 362 students. 83.6% of students qualify for the Free and Reduced Price Meal program, a leading indicator of family poverty, and 37.9% are English Learners. Monsenor Oscar Romero Charter Middle School opened in September 2007 and now serves 239 students. 100% of students at the school qualify for the Free and Reduced Price Meal program, and 55.1% are English Learners. This direct-funded charter school operates in the Pico Union/Westlake community in the heart of Los Angeles.

YPI has been successful in a turnaround model and opening a new school as it was chosen to develop and partner with teachers and LAUSD in opening the San Fernando Institute for Applied Media (SFiam) through the Public School Choice process (Round 1). SFiam opened in September 2010 on the larger San Fernando Middle School campus and serves 375 middle school students. Based on San Fernando Middle School data, 75.8% are estimated to be qualified for the Free and Reduced Price Meal program and 33.8% are English Learners. After its first year of operation (2010-2011), the API score for the San Fernando Institute for Applied Media is 649, a 20-point increase from San Fernando Middle School's API the previous year. YPI partnered with teachers, parents and community members to create this community school. YPI worked to raise \$1.4 million in additional funding for SFiam in the first 10 months after the school opened.

Based on a review of SFiam conducted by school staff, parents and staff from Local District 2 in March 2011, the school achieved several successes in its first year. The average student attendance rate at the school is 97% - two points higher than the average attendance rate last year for the same student school population. This finding suggests that "students like coming to school" (p. 8). As part of the review, stakeholders participated in three focus groups: students, parents, and teachers. Students commended the school on the availability and use of technology; the small school size; nice teachers; a caring administration; open and clear communication from teachers; teacher preparation; the positivity of advisory period; and afterschool programs. "Students believe they made a good choice coming to SFiam" (p. 10). Commendations from parents include: students are learning; teachers go beyond their duty; and, tutoring is effective. Commendations from faculty include: teachers use technology in the classroom; a variety of assessments are used to determine student comprehension; a variety of instructional strategies are being used to engage students in learning; assessment data is used to drive instruction; teachers collaborate; and the professional development delivered by Yvette King-Berg of YPI is focused and organized. Results from a staff survey indicate that teachers work effectively with a variety of student populations: low-income, ethnically and racially diverse, English language learners, and Special Ed.

Findings from the review on the classroom environment include a commendation from the review team for the commitment of SFiam administration, faculty, and staff to building a professional teaching and learning culture with all stakeholders. SFiam faculty and staff continue to provide a positive learning environment for students. The student-teacher and student-student relationships were found to be very positive: students appeared very comfortable with their teachers and peers. The review team also commended SFiam for personalizing the school environment as demonstrated in the school's tutoring program, along with their parent and PHBAO conferences. Regarding the delivery of instruction, teachers were found to make culturally (ethnic and generational) connections to content. The review team was impressed that they could see evidence of cross-curricular planning in the classrooms, and it observed students engaged in the lesson and

participating in the pair/share activity in advisory classes. Students were engaged in learning in the classrooms. In all classes, students were on task.

Commendations were given to the school on multiple aspects. They included dedication to school vision and mission. A professional teaching and learning culture has been established and is nurtured daily. The school environment is personalized for all students and staff. The Governing Council and Instructional Leadership Team integrate and empower all stakeholders' voices in an inclusive distributed leadership model focused on instructional improvement.

YPI continues to successfully manage the academic and non-academic operations of its schools. As reported by the LAUSD Innovation and Charter Schools Division (ICSD) Charter School Annual Performance Evaluation (2010-2011), Bert Corona Charter School has experienced many successes in academics and student achievement. The school experienced a 31-point growth in its API score this past year. Bert Corona was lauded for consistently using individual student data to implement effective intervention and differentiation strategies to address the learning needs of all students. Project-based instructional focus in the petition is based on state standards, cultural relevance, and is accompanied by criteria charts and rubrics. Small learning community through advisories, SFA classes, and grade levels clustered together creates a sense of community and camaraderie among students and staff.

Bert Corona was reported to identify and reclassify English learners in a timely manner. The school's use of individual tracking, student data graph displays, and stakeholder interviews have led to a measureable improvement particularly in ELA. The reviewers noted a particularly strong program for the school's large EL population and for all students. Instructional methods are of high quality and are challenging, project-based, scaffolded, and based on clear rubrics. The school implements multiple components of Success for All to meet needs of groups of students and individual students, including curriculum, professional development, assessments, and utilization of an SFA coach. The school administrative team regularly evaluates the quality of teaching and its impact utilizing iObservation (Robert Marzano's system that collects, manages, and reports data from classroom walkthroughs, teacher evaluations, and teacher observations), identifying those students who have exceptional needs, assessing them promptly, and developing IEPs as necessary (sometimes through "search and find" processes). Moreover, the Special Education staff regularly participates in grade level meetings and provides professional development to staff for special education issues and processes.

Bert Corona was commended for training all administrators through the Leaders of Learning program to oversee teacher training, and establishing protocols and programs such as iObservation. The instructional team is given flexibility, but also provided with clear expectations, in how they plan and deliver instruction. Moreover, it was noted that the school effectively utilizes technological tools (like iObservation and GoogleDocs) as a means of providing timely and critical feedback to teachers around instructional practices and developing their professional practices. More generally, the evaluators stated that the governing board at Bert Corona has implemented multiple strategies to improve student outcomes, especially in their effort to improve outcomes for EL students.

Bert Corona is making effective use of its YPI grants to service the school and community through participation in Promise Neighborhoods, afterschool programs, and programs for parents. Bert Corona is one of only 10 agencies across the country (and the only charter school) selected in 2010 to operate a Full-Service Community Schools program by the U.S. Department of Education. Bert Corona is also the lead agency in operating a federal Carol White Physical Education grant program. Family-School Partnerships are in place through school and YPI programs providing support for students and their families.

According to Cambridge Education's California Charter Program Quality Review Report, a rigorous external evaluation and self-assessment process, Bert Corona Charter School has many successes. It has developed a small learning environment that is healthy, safe and nurturing. Students

feel well-supported academically and emotionally. The mission and vision of the school is prevalent and communicated throughout the school in classrooms. The teaching staff at Bert Corona is enthusiastic, committed and passionate about the school mission. The school's principal and executive director are knowledgeable, reflective and understand their school. They have worked well as a team to establish the hallmarks of the charter program (technology as a learning tool, thematic/project-based learning, community, service/partnerships, leadership, and parental involvement). The school has put in place several benchmarking assessment programs and is making good progress in the collection and analysis of student achievement data based on those assessments. Bert Corona has been creative and diligent in leveraging grant funds and partnerships so that they can best support student needs and accomplish the mission of the school. The school's governing board is made up of knowledgeable and well-qualified people with diverse skill sets. The school has very sound fiscal practices and has been able to do much on its small budget.

The schools' successes are also evidenced by the LAUSD Charter Schools Division (CSD) School Performance Evaluation (2009) of Bert Corona Charter School. In student achievement and educational performance, the evaluation reveals that an academic culture of high expectations has been established. The integration of technology and project-based learning is evident and developing. There is a strong use of standardized assessment tools and measurement of student progress. Classroom environments are rich and supportive to learning. The school has all students enrolled in Success For All (SFA) reading program where students are grouped by grade level reading ability to develop literacy skills of all students. With regard to governance and organizational management, the evaluation indicates that data gathering and analysis processes are developing and teachers are aware of the necessity and goals for increasing student proficiencies on the CST exams. In addition, school leadership has effectively established a school-wide culture of collaboration and enthusiasm. The school is also doing well in the fulfillment of its charter. The mission and purpose of the school is evident to all stakeholders and the main components of the charter's mission – technology, project based learning, and community service is also evident.

According to internal and external data assessments, YPI schools have improved their performance. MORC received an API Similar Schools ranking of 10 in 2009 from the California Department of Education. Monsenor Oscar Romero Charter Middle School's 2010-11 API score was 725, with 100% of students eligible for free/reduced lunch. Bert Corona's API score has increased from 572 to 681 over seven years of operation. Bert Corona's API score ranks high compared to local schools like Olive Vista (670), Maclay (660) and San Fernando (674). From 2007-2010, the number of students who scored at proficient and advanced levels in English language arts increased 17.3 percentage points from 18.20% to 35.49% while the number of students who obtained below basic and far below basic scores in this subject decreased 23.46 percentage points from 47.69% to 24.23%. In math, again the number of students scoring at proficient and advanced levels increased from 7% to 25.35%, growth of 18.37 percentage points. The number of students who scored at below basic and far below basic levels decreased 10.86 percentage points from 55% to 44.51%.

#### **4. Informational Summary.** (Attached as appendix)

## B. INSTRUCTIONAL PLAN

### Category One: Unwavering Focus on Academic Achievement

#### B-1. Curriculum and Instruction

##### a. Instructional Program

Sylmar Promise Academies will implement a linked learning (multiple pathways) comprehensive high school reform strategy to increase high school graduation rates. A waiver is requested to support **SPA’s proposed organizational structure as small learning communities, and academies**. The school will utilize the Academies theme and link academically rigorous college preparatory curriculum with a career technical education and establish partnerships with employers, community stakeholders, and higher education institutions (e.g. dual enrollment with local community colleges). SPA will offer a choice of two small learning communities (career academies), each with a focus on different California recognized industry sectors: 1) health-medical and 2) media-arts to prepare students for college and career. The themes of each academy will permeate the curriculum and be evidenced through project based learning that connects to and integrates academic subjects. Cohorts of students will take the same classes together to link academic classes like English, math, history/social studies and science to the technical core classes in health-medical or media-arts. Each academy will have up to 500 students in grades nine through 12 (about 120 students per grade level). Teachers will be given adequate time and professional development to develop common lesson plans and integrated curriculum. The school will work to ensure that all students graduate, pass the California High School Exit Exam (CAHSEE) and graduate high school prepared for entry into a range of postsecondary options, including two and four year colleges, apprenticeships, and formal employment training.

The school will establish sector foundations and pathways through utilization of standards that clarify the knowledge, skills, and practical experience that students need to pursue their chosen profession through any required course of postsecondary, collegiate, and graduate training or apprenticeship. SPA will provide successful career preparation that involves both in-depth and broad academic preparation as well as the cultivation of intangible assets like flexibility, problem-solving abilities, and interpersonal skills that will greatly benefit graduating students even if they choose not to follow the selected career tracks. In the media-arts academy, students will learn skills and knowledge necessary for creating, refining, and exhibiting works of art through an academy that promotes teamwork, communication, creative thinking, and decision-making abilities—all traits needed to function in the competitive and media-rich 21<sup>st</sup> century. The health-medical academy will utilize standards that teach what workers need to know and be able to do to contribute to the delivery of safe and effective health care. The school will establish an educational and career pathway that builds on and continues the foundation standards with more complexity, rigor, and career specificity.

There is a strong research base supporting the selected small learning communities model. “A Profile of the California Partnership Academies 2009-2010,” (Career Academy Support Network at the University of California, Berkeley) a review of test scores, attendance, and graduation rates, shows that 95 percent of seniors attending California Partnership Academies (CPAs) go on to graduate, compared with 85 percent of students statewide. The study also found that 57 percent of CPA graduates fulfilled the courses required for admission to UC or CSU systems, compared to 36 percent of graduates statewide. The report shows that even though 50 percent of CPA students enter the program as “at-risk students,” they perform better than students at other California high schools.

From a report compiled by the California Partnership Academies, a March 2007 study conducted by ConnectEd and the Career Academy Support Network at U.C. Berkeley found that students participating in programs modeled on Linked Learning, like partnership academies, were

more likely to: pass the California High School Exit Exam (CAHSEE) as sophomores, complete A-G requirements, and graduate from high school. Academy students passed the CAHSEE at a rate of 84 percent in ELA, compared to 76 percent of students in the general population statewide. In math, Academy students passed at a rate of 80 percent compared to the statewide rate of 74 percent. Researchers found evidence that participation in academically-centered, career-themed programs can “help narrow the achievement gap—with Black and Hispanic/Latino student CAHSEE pass rates surpassing those of similar students in other schools.” It found that 71 percent of Black students in Academies passed the math portion of the CAHSEE, compared with only 55 percent of all Black high school students in California. This study also demonstrated that Academy students are much more likely to complete the 15 A-G requirements: 50 percent of graduating seniors in Academies had completed the A-G requirements, while the statewide rate is at 35 percent for graduating seniors. About 96% of Academy seniors successfully graduate high school, compared to 87 percent of seniors statewide. Disaggregated data shows that “Hispanic/Latino and Black Academy students graduated respectively at rates 12 and 15 percentage points higher than the general student population.” The researchers concluded by positing the adoption of Linked Learning pathways (like the Academies) as a promising and effective means of bridging the achievement gap between disadvantaged or struggling students. Similar to Sylmar High School, the student demographics of the studied group include those who exhibited at least three of the following four characteristics: having disadvantaged economic status, irregular attendance, low motivation, or low achievement levels.

SPA will utilize the small learning community approach, **and is therefore seeking an internal organization waiver with the following rationale in order** to educate the students. A small learning community allows for the development of close and personal student-adult connections. Teachers are given the opportunity to work together around student needs. More relevance is given to the curriculum as courses of interest are offered. Communication among teachers, administrators and parents are streamlined. Equal opportunity will be established within each community by providing less segmentation and more flexibility to move between course levels. From the ERIC Educational Reports, the academic benefits of small schools include test scores of students that are consistently higher than those in larger schools (McComb 2000; Jacobson, February 28, 2001). Administrators of small schools are better able to reform their curricula and teaching strategies, and smaller class sizes and interdisciplinary methods allow greater contact between student and teacher because teachers in smaller schools tend to be more aware of student performance, thus increasing student accountability.

Additionally, research shows that students in the smaller school setting experience a greater sense of belonging that is fostered in large part by the more caring interpersonal relationships in these smaller learning environments (Capps 1999). The research suggests that small-school settings enhance students' self-perceptions, both socially and academically, and faculty at small schools are also more aware and involved, which promotes positive student attitudes (McPartland). Student school involvement and engagement are also key attributes of small learning communities. Research shows that on measures of attendance and school safety and discipline, “small schools have higher rates of attendance than large schools” (Gewertz 2001). Moreover, “strong parental support and adult connections often present in small schools create a safer environment for students. Strangers can be spotted more easily in small schools, which further promotes safety (McComb).”

As described in the previous section and evidenced by data provided in the Performance Plan (see Appendix), students at Sylmar High School are struggling overall (including in specific subgroups: ethnic, EL, and SWD). Their achievement in English Language Arts and mathematics is challenging and below basic. In addition, despite improvement over the past two years, the dropout rate and four-year cohort graduation rate remain causes for concern. SPA has established learning outcomes based on this data that are outlined in the previous section. They are standards-driven and equitable, focus on helping students develop the skills and knowledge for engaging in rigorous work

across disciplines, and prepare them to live in the global economy of the 21<sup>st</sup> century. To address identified issues and goals, the instructional program at the school will be comprised of:

- a) Standards-based curriculum. SPA will provide a rigorous education for all students in line with the California State Standards. State and national, and eventually the Common Core, standards for core subject areas will provide a basic framework for instruction. Students will expand their knowledge, skills, and analysis through in-depth inquiry and exhibition projects.
- b) Integrated core curriculum; integrated technical core. The courses will meet the “A-G” eligibility requirements for admission to the University of California (UC) and California State University (CSU) systems and career technical education and be delivered through project-based learning to emphasize real-world context and career technical education to provide relevance for students. The career curriculum will be based on industry standards. A sequence of related courses will reflect career technical education standards-based courses in health-medical and media-arts to provide students with career skills that are aligned to academic principles and fulfill academic core requirements. Researchers of the James Irvine Foundation report, “Different Approaches to Dual Enrollment: Understanding Program Features and Their Implications” assert that dual enrollment programs can have significant benefits for underperforming students if integrated with a career focus (Edwards, Hughes, and Weisberg, 2011). This integrated curricular approach of blending high school courses with support from local community colleges and businesses leads to greater engagement, accountability, skill-development, and therefore all kinds of learning for the students in these programs. The researchers particularly recommend implementing this model “for youth who are low-income, struggling in high school, or part of a group that is underrepresented in higher education”. The researchers further note this method as one of the most effective ways of helping disadvantaged youth access viable paths to college not only because it offers them direct exposure to college-level coursework, but because it builds confidence in students.
- c) Work-based learning. Work based learning opportunities will begin with mentoring (11<sup>th</sup> grade) and job shadowing and evolve into internships, apprenticeships, fellowships, part-time or full-time employment (12<sup>th</sup> grade and beyond). These opportunities will allow for the development of integrated skills applicable to both the classroom and the workplace. Work-based or integrated learning promotes both learning and access to future educational and career opportunities according to the findings of a study conducted by WestEd and The James Irvine Foundation (Darche, S., Nayar, N., & Bracco, K. 2009). “[T]hemed programs enable schools to organize teaching and learning in ways that are inherently interesting to students, promote depth of knowledge across disciplines, and support strategic engagement of industry (Grubb and Oakes, 2007).”
- d) Career Technical Education. SPA will provide two programs of study that involve a multiyear sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers. In a randomized trial, with six replicated studies running concurrently, researchers looked at the results of using Career and Technical Education (CTE) interventions in helping students with math performance. The experimental group did better on the ACCUPLACER exam (one of three used conjunctively to measure math performance) than the control group did. The researchers report that “Across six replications and all three posttests, 14 of the 18 differences showed the experimental classes scoring higher—a significant pattern of differences” (Stone, J. R., Alfeld, C., Pearson, D. Lewis, M. V. 2005).
- e) Support services. The school will provide supplemental instruction in English language arts/reading and mathematics to help students master the advanced academic and technical content that is necessary for success in college and career. Resources addressing social and emotional issues for students and their families will also be available and accessible.

- f) Interdisciplinary, project based learning. Students will understand how subjects relate to each other while achieving proficiency in all core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives. In a five-year study, researchers at SRI International found that technology-using students outperformed non-technology-using students in communication skills, teamwork, and problem solving. According to a study by the America Connects Consortium, Promising Practices in Project-Based Learning at CTCs, project based learning can lead to greater motivation on the part of students traditionally resistant to learning, and provide opportunities for interdisciplinary learning.
- g) Alignment and articulation. The school's curriculum will align with UC and CSU A-G requirements, industry standards and career technical education and be articulated with postsecondary and vocational courses.
- h) Technology Integration. By implementing technology with the curriculum, the school will ensure that students learn computer skills while pursuing academic and professional goals. In his report, "Does It Compute?" Educational Testing Services researcher Harold Wenglinsky found that if computers were used for drill or practice, they typically had a negative effect on student achievement. If they were used with real-world applications student achievement increased. Data were drawn from the samples of 6,227 fourth graders and 7,146 eighth graders. Current research and thinking about mathematics education also supports a project based approach. When math is connected to the "real world," children can relate mathematics to their own and others' experiences (Whitin and Wilde, 1995).
- i) Family-Community-School Partnerships. SPA will actively engage families and the community (including industry employers, businesses and institutions of higher education) in the life of the school and students in service to the community. SPA will recruit students in eighth grade at local and feeder middle schools to inform them of the available choice to enroll in the academies.
- j) Culturally-Relevant Instruction. Multicultural literature and cultural references will be integrated into the instructional experience to increase the relevance of school in students' lives. The background and culture of all students will be respected and valued. The high school will embrace Culturally Relevant and Responsive Education (CRRE) in educating students. Defined as adjusting how we teach to the needs and experiences of students, it uses the cultural knowledge, prior experiences, frames of reference, and performance styles of students to make learning encounters relevant and effective. Research affirms that culture, teaching, and learning are interconnected and that school achievement increases to extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2000).
- k) Developing a "habits of mind" disposition will help students solve problems. They include: persistence; thinking and communicating with clarity and precision; managing impulsivity; gathering data through all senses; listening with understanding and empathy; creating, imagining, innovating; thinking flexibly; responding with wonderment and awe; metacognition; taking responsible risks; striving for accuracy; finding humor; questioning and posing problems; thinking interdependently; applying past knowledge to new situations; and, remaining open to continuous learning.
- l) Supplementary math programs like Voyager will be available for students to use in the classroom or at home. Students performing at FBB/BB levels will benefit from the instruction that is direct, systematic, and sequenced to build on concepts. The program adheres to the school's curriculum and bases measurements on those standards. Moreover, the program incorporates the National Council of Teachers of Mathematics' (NCTM) Curriculum Focal Points, and aligns content to grade-level expectations as set forth by the NCTM Content Standards. Voyager blends curriculum-based and teacher-led instruction with

student-centered technology to accelerate students struggling in math toward reaching grade-level goals. Based on Voyager's "National Vmath Student Performance Initial/Final Assessment Effect Size: 2006-7" report, students showed between a .75 and 1.3 annual gain in math performance, signifying "tremendous improvement from the beginning to the end of the year on their pre- and post-test scores." Moreover, at one of their partnering sites, students showed two years' growth "from a 5.2 grade level equivalent to 7.4" in one year's time based on the STAR math assessment.

- m) The Assessment and Learning in Knowledge Spaces (ALEKS) program is a Web-based assessment tool and learning system that uses artificial intelligence to adapt to the skill level of the individual using the program through an adaptive questioning process. ALEKS assesses what a student knows and is not familiar with in a given course or subject and then instructs the student on the topics s/he is most prepared to learn. ALEKS has been heralded as a ground-breaking tool and alternative pathway to supplement student learning and increase student performance. Its adaptive learning system has been shown to be consistently accurate, and tailored to the specific learning needs and pacing of each individual student participant. Sylmar Promise Academies will utilize this tool to help students improve their performance in math.
- n) Khan Academy will work to support students who are performing at basic, proficient and advanced levels. Khan Academy is a free online-learning community that provides over 2,600 free micro lectures via video tutorials on YouTube that span a variety of academic topics (e.g. mathematics, history, chemistry, astronomy, biology, and physics). Students can pause and rewind lectures, and choose related links to further explore or review topics. This system utilizes an exercise system that generates practice problems for students based on skill level and performance. It even creates tests, grades assignments, highlights the challenges of individual students, and encourages the students who are doing well to help struggling classmates. This tool allows parents, teachers, and educators to see any student in detail via real-time class reports. Teachers can use this tool to better target interventions and plan more challenging, better-suited lessons. This tool has a customized self-paced learning tool that offers students a dynamic system for getting targeted help. Users have a custom profile where they can earn points and badges that not only reward students for their accomplishments, but functions as an accountability system that measures each student's individual progress continuously over time.
- o) Success for All (SFA) will work to improve performance previously described in English language arts. SFA integrates reading, writing, and oral language development programs. It is a school-wide reform model that restructures classroom instruction to include daily 90-minute reading blocks where students are grouped by reading ability. SFA also supplements instruction with intervention: certified teachers serve daily as tutors to struggling readers who are reading at below grade-level. SFA also includes comprehensive training and support for participating schools. Based on studies of nearly 4000 students spanning more than 70 elementary schools across the U.S., SFA demonstrated a "medium to large" positive effect on alphabetic, comprehension, and general reading achievement. Moreover, based on cumulative research done by over 30 different institutions over the past two decades, SFA has demonstrated success in increasing reading achievement, especially in cutting the achievement gap between African American, Hispanic, and White students. Moreover, it has been shown to better prepare teachers to support the needs of English Learners.
- p) Specially Designated Academic Instruction in English (SDAIE) Strategies, the approach to teach academic courses to English learner (EL) students in English, will include integrating multicultural, interdisciplinary activities like media into every lesson. ELs will have plenty of SSR (or self-selected reading) and pleasure reading time to develop literacy and

comprehension. Teachers will be advised to use facial and bodily expressions, limit lecture time, engage students in cooperative learning, and have lots of visuals and graphic organizers that reinforce both written and spoken words. Graphic and interdisciplinary learning, when coupled, have shown positive effects on ELs.

## **b. Core Academic Curriculum**

YPI will use the network partner model curriculum and instructional autonomy to provide core academic curriculum that is evidence-based, culturally relevant, meet the diverse learning needs of the student population and address the California state standards. SPA requests a waiver as per locally-determined curriculum. SPA provides a clear connection between the uses of curriculum/instruction autonomy and the vision/mission of the school, as well as the needs identified in the data summary analysis in Section A. SPA will provide training for all administrators through the Leaders of Learning program to oversee teacher training, and establishing protocols and programs such as iObservation presented above. The instructional team will be given flexibility, but also provided with clear expectations, in how they plan and deliver instruction. Moreover, the school will effectively utilize technological tools (like iObservation and GoogleDocs) as a means of providing timely and critical feedback to teachers around instructional practices and developing their professional practices. The school will emphasize the development of multiple instructional strategies to improve student outcomes, especially in their effort to improve outcomes for English Language Learners.

The curricula will align with the school's vision, mission, philosophy and data summary analysis above. The school will weave community, work-based and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning. For State and Common Core Standards, SPA will use textbooks from the District Adopted Textbook List. However, SPA will pull from supplementary resources and textbooks to support the career, technology programs.

The SPA curriculum will continue to be guided by state and national and eventually Common Core standards. The guiding principles from the *Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1994-2003) will be incorporated by each of the core content areas. Course curricula will meet the objectives outlined in the *Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2001). SPA will teach all CA State content and common standards in all core subject areas in grades nine through 12. The curriculum will be designed to lead to student proficiency on standardized tests and assessment measures. The pathway will ensure that all students have access to courses that meet UC/CSU a-g admissions requirements.

The curriculum will design lessons around real-world health-medical and media-arts themes. Teachers will be given adequate time to develop curricular maps to integrate lesson plans. The academic component will be challenging and prepare students for success in community colleges and universities, as well as apprenticeships and other postsecondary programs. Students will be engaged through challenging academic and demanding technical instruction. Teachers will use innovative instructional approaches, inquiry-based learning contextualized in real-world applications, and project-based learning that link academic and technical cores. Academic curriculum will address technical content, and technical curriculum will incorporate academic standards so students witness relevance of academic subjects to practical applications. Courses will connect to students' lives, while demonstrating relevance of the material through practical applications. The curriculum will address technical knowledge and skill standards validated by industry professionals.

## **1. History and Social Science (“a” requirement)**

History and Social Science will be taught through the lens of health-medical and media-arts. Students will learn about important events and documents shaping history as well as explore

fundamental concepts of geography, economics, political science and sociology. All grades will integrate the following skills into the study of social studies: historical and social sciences analysis, chronological and spatial thinking as well as research, evidence, and point of view.

Students in grade nine will study geography and humanities. They will use geography as a medium for understanding historical trends and events, the movement of people and ideas, and the human relationship to its natural environment. They will examine the cultural and political systems of various peoples from the dawn of humanity through the 18th century, including, Ancient Africa, Mesopotamia, China, Greece, Rome, the Americas, and Europe. Students will incorporate the study of art, religion, music, and architecture into their study of civilizations. They will look also at buildings, rituals, social groups, and political institutions as examples of the creative power of the human mind and spirit.

Students in grade ten will learn World History, Culture, and Geography: The Modern World. Students study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts.

Grade Eleven will teach United States History and Geography: Continuity and Change in the Twentieth Century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state.

Grade Twelve will target Principles of American Democracy and Economics. Students will pursue a deeper understanding of institutions of American government. They compare systems of government in the world today and analyze history and changing interpretations of the Constitution, the Bill of Rights, and the state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments. Students will master fundamental economic concepts, applying tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

#### Writing Assignments

Writing is done throughout the course curriculum. Students write "quick writes" everyday as a daily assessment. They will also create in-class essays that assess student understanding, but at a deeper level. Finally, the formal writing assignments, as stipulated in the course outline, assess students' ability to synthesize information and draw conclusions. Research papers are also assigned once a quarter. Please see each of the course outlines for specific examples.

#### Key Assignments

At the end of each unit students are assigned a formal essay that addresses the major themes of the unit. These essays ask the student to synthesize and analyze information so as to draw out independent conclusions. The application of critical thinking skills is encouraged through the analysis of the material and the wording of the question itself. In addition, students have daily reading homework and periodically are asked to answer questions from the textbook.

At the end of each semester students will produce a research project based on a topic they studied during that semester. The project has a written component as well as a visual component. It is assigned as a formal research paper with the requisite bibliography and citations.

#### Instructional Methods and/or Strategies

- Direct Instruction
- Collaborative learning strategies
- Use of technology and visuals, e.g. internet, films
- Peer editing and review
- Class and group discussion

#### Assessment Methods and/or Tools

- Reading Comprehension Questions
- Writing assignments (informal)
- Formal Essays
- Quizzes
- Exams
- Oral presentations
- Semester Research Projects

## **2. English Language Arts (ELA) (“b” requirement)**

The English Language Arts courses will prepare students for thoughtful study by conveying the importance of becoming active thinkers during reading and writing exercises. The ELA program will work to develop reading and writing abilities. It will focus on reading: word analysis, fluency, and systematic vocabulary development. Students will use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level- appropriate words. It will emphasize reading comprehension with a focus on informational materials. Teachers will integrate lesson plans that are related to the health-medical/media-arts academy themes (e.g. reading Hot Zone or Frankenstein to learn about health-medical related topics in ELA)

Students will read and understand grade-level-appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. ELA will stress literary response and analysis. Students will read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They will clarify the ideas and connect them to other literary works. ELA will utilize writing strategies. Students will write clear, coherent, and focused essays. The writing will exhibit students' awareness of audience and purpose. Essays will contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed.

The program will teach written and oral English language conventions. Students will write and speak with a command of Standard English conventions appropriate to each grade level. ELA will implement listening and speaking strategies. Students will deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They will evaluate the content of oral communication. English Language Development standards will be taught through an elective communications course and across all subject areas. Reading will be a focus in all content area learning and all teachers will be responsible for increasing student’s skills in reading. Through this intensive effort, students will gain access to the core curriculum and academic language of their grade level content. As in American Literature:

### Key Assignments:

- Reflective narrative as a slave of 500 words.
- Recitation of 'O Captain, My Captain?
- Oral presentation on selected author of Realist era using power point 10 minutes in length
- Response to literature essay on the struggle of independence and identity as posed in The Awakening. Must be 500-750 words in length.

### Vocabulary/Grammar:

Students will acquire new words from the SAT list as well as tier 3 words from readings. Grade level grammar skills will be implemented through lecture, Write Source manuals and practice workbooks.

### Methods/Activities:

Lecture, class discussion, dialectical journals, annotations, rubric scored essays, literature circles, short answer questions, oral presentations, grammar worksheets, peer review, film, journaling.

Reading: Students will study excerpts from Porter, Hemingway, Cather; they will study The Great Gatsby in its entirety; they will analyze poetry from Lowell, Eliot, Frost, Stevens, Williams, Cummings; they will also break down Faulkner's Nobel Prize Acceptance speech. Students will focus on imagery, theme, style and how each piece is a reflection of the American ideals during this era.

### Key Assignments:

- Oral presentations on a poet along with an analysis of his/her poetry using power point
- Response to literature on the 'American Dream? As posed in The Great Gatsby. 500-750 words in length.

### Post-Modernism

Reading: Students will research the Post-Modern era in literature as well as various biographies on an author from said era. They will analyze sample pieces from their chosen author.

Literary term paper relaying important details about the Post-Modern era, a specific author's life, and writing style from that era and a criticism on a piece of author's work. Must be MLA format. Term paper must be a minimum of five pages in length.

### Instructional Methods and/or Strategies

Methods/Activities: Lecture, class discussion, dialectical journals, annotations, rubric scored essays, literature circles, short answer questions, oral presentations, grammar worksheets, peer review, film, journaling.

### Reading

#### Novels & Plays:

- *The Crucible*, Arthur Miller
- *The Scarlet Letter*, Nathaniel Hawthorne
- *The Narrative of the Life of Frederick Douglass*, Frederick Douglass
- *The Awakening*, Kate Chopin
- *The Great Gatsby*, F. Scott Fitzgerald

### 3. Mathematics (“c” requirement)

Students will acquire a combination of mathematical hands-on skills and conceptual understanding as they relate to the academy industry themes. The math program will be taught through an integrated approach; however, the content will deliver the standards for each subject.

- *Algebra I*: Symbolic reasoning and calculations with symbols are central. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations (e.g. students learn about medicinal dosages).
- *Geometry*: The geometry skills and concepts developed in this discipline are useful to all students. Aside from learning these skills and concepts, students will develop their ability to construct formal, logical arguments and proofs in geometric settings and problems.
- *Algebra II*: This discipline complements and expands the mathematical content and concepts of algebra I and geometry. Students who master algebra II will gain experience with algebraic solutions of problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, the binomial theorem, and the complex number system.
- *Mathematical Analysis*: This discipline combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. These standards take a functional point of view toward those topics. The most significant new concept is that of limits. Mathematical analysis is often combined with a course in trigonometry or perhaps with one in linear algebra to make a year-long pre-calculus course.
- *Calculus*: The calculus course will be presented with the same level of depth and rigor as are entry-level college and university calculus courses. Consideration of the College Board syllabi for the Calculus AB and Calculus BC sections of the Advanced Placement Examination in Mathematics may be helpful in making curricular decisions. Calculus is a widely applied area of mathematics and involves an intrinsic theory. Students mastering this content will be exposed to both aspects of the subject.

### 4. Science (“d” requirement)

Students will learn to understand how scientific processes operate and how those processes relate to one another. Learning will target Investigation & Experimentation. Students will select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data, identify and communicate sources of unavoidable experimental error, identify possible reasons for inconsistent results, such as sources of error or uncontrolled conditions. Students will be able to formulate explanations by using logic and evidence, solve scientific problems by using quadratic equations and simple trigonometric, exponential, and logarithmic functions, distinguish between hypothesis and theory as scientific terms, and recognize the usefulness and limitations of models and theories as scientific representations of reality.

In Physics, students will study motion and forces, conservation of energy and momentum, waves, and electric and magnetic phenomena. Students in Chemistry will learn about atomic and molecular atomic and molecular structure, chemical bonds, conservation of matter and stoichiometry, chemical thermodynamics, reaction rates, chemical equilibrium, organic chemistry and biochemistry, and nuclear process. Biology/Life Sciences students will learn in depth concepts about cell biology, genetics, ecology evolution, and physiology. Students in Earth Sciences will learn about earth’s place in the universe, biogeochemical cycles, and structure and composition of the atmosphere.

## **5. Physical Education**

In the area of Physical Education, students will exhibit a physically active lifestyle. They will participate in exercises through which they will demonstrate responsible personal and social behavior in physical activities. They will understand and apply the rules of multiple sports as well as understand how individual contributions lend themselves to the success of a team.

In addition, YPI and Bert Corona Charter School operate a Carol White Physical Education Program grant from the U.S. Department of Education (YPI also had this grant previously). SPA will benefit from resources, staff training, and expertise.

In addition to core subjects, students will have the opportunity to study the following:

## **6. Foreign Languages (“e” requirement)**

The school will support English Language Achievement by including Spanish as a Foreign Language and Spanish Language Arts instruction. Spanish Language Arts along with other foreign languages will be offered as an elective course. SPA will work to incorporate the industry themes of health-medical and media-arts into the Spanish class through integrated curricula. Academic research suggests that when students have significant proficiency in their primary language, Spanish, their ability to advance in English increases. The goal of the Spanish language program is for all students to complete Spanish language course work in order to enroll in one or more of the Spanish Advanced Placement courses and successfully pass the examination for either Literature or Language.

Enrollment of Spanish speaking students in Spanish Language Arts will provide exposure to the rich cultural heritage of Latino literature and poetry. By studying the works of these important literary figures, students will cultivate a deeper understanding of the role of Latino culture in our global community. The newly adopted World Language Content Standards for California Public Schools form the basis for *both* the Spanish Foreign Language course *and* the native speakers Spanish Language Arts course. The standards are divided into five different categories: Content, Communication, Cultures, Structures, and Settings. Each category has four stages, or levels. A non-native would start at Stage 1 and go through all 4. A Spanish Speaker would start at stage 2 and go through 4. The Spanish teacher at SPA will be trained to develop curriculum based on standards through the Occidental College LA Stars program.

## **7. Media-arts (“f” requirement)**

Media-arts (music and video production) will be integrated through projects in core subjects (e.g. students will make movies of short stories in ELA classes, create dramatic interpretations of folk tales in History/Social Science classes, etc.). The arts standards will be integrated through the technology courses. Students will learn 2-D and 3-D graphic design and master a variety of illustration and modeling applications to generate art work. SPA will offer media-arts career technical education classes and courses approved by the UC system to satisfy the "f" (Visual and Performing Arts) requirement for admissions: Photography, 3-Dimensional Design, Video Production, Play Production, Filmmaking, Digital Art, Technical Theater.

## **8. Health-medical**

In addition to the core science classes previously mentioned, SPA will offer health careers technical education courses that are approved for the “d” (laboratory science) and “g” (college preparatory elective) UC/CSU admission requirements like: Anatomy & Physiology, Biotechnology, Forensic Science, and Medical Science. Please see list of Textbooks in the Appendix.

## **9. Career Technical Education (& College preparatory elective courses “g” requirement)**

SPA will offer college preparatory elective courses to strengthen general study skills (analytical and critical thinking), expository writing and oral communications and provide an opportunity to begin work in academic and career technical disciplines that could lead directly to a major program of study at either the California State University (CSU) or the University of California (UC). Some courses may be fully integrated and be the “laboratory” for a science or math course. These courses will present material at a sufficient depth to allow students to achieve mastery of fundamental knowledge that prepares them for university work.

SPA will offer courses that connect academic content knowledge with practical or work-related applications through challenging curricula that use concepts and skills in the “a-f” subject areas. It will integrate academic knowledge with technical/occupational knowledge and develop knowledge of tools, processes and materials; engage in problem-solving and decision-making; and explain what one is doing and why. The school will provide a cluster of technical courses that align to state, national, CTE or industry standards as well as provide access to courses that meet UC/CSU a-g admissions requirements.

Possible examples under the media-arts focus include: ***Foundations in Media and Digital Design***: (Grades 10 or 11) a two-semester sequence that introduces key media specializations: audio, video, animation, and game design. Students tell stories (fictional and documentary) through media while learning basic technical knowledge and skills.

- **Audio & Video** (Fall Semester): Students build skills in pre-production, production, and post-production tasks as they create audio and video documentary stories. The course ends with a screening of students’ work for community members and AME professionals.
- **Animation & Game Design** (Spring Semester): With solid experience in creating audio and video, students turn to telling fictional stories through animation and video games. The course ends with a public event featuring students’ animations and games.

A possible example under the health-medical focus includes: ***Health Science and Medical Technology***. This course focuses on the structure, function and systems of the human body in relationship to human growth and development. Students recognize problem situations in health care settings as they relate to direct and indirect patient care. They will demonstrate use of critical and creative thinking skills and logical reasoning for problem resolution. Safety issues, ethical considerations, legal constraints and professional codes will be presented and discussed. Students will use knowledge of disease prevention for maintenance of optimal health. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy.

## **10. Work-based learning**

Students will have a comprehensive and effective work-based learning experience connected to what they learn in the classroom to help them increase knowledge and develop skills relevant to career interests. Work-based learning opportunities may take the form of job shadowing, intensive internships, virtual apprenticeships, and school-based enterprises. SPA will incorporate direct, systematic employer and community input. This involvement will provide students with exposure to industry or professional standards. Work-based learning will provide in-depth engagement and experience beyond career exploration and connect to academic and career technical education curricula. The school will establish regional partnerships with employers and build on current partnerships through YPI training programs including Health Careers and Medical Officer Careers.

Work-based activities will begin with career speakers and tours, followed by job shadowing (to foster career exposure and exploration), then progress to internships, service learning, or school-based enterprises (in-depth engagement) which may lead to further education and career preparation

activities, such as apprenticeships, beyond high school. SPA's work based learning program will incorporate the following components:

- Engagement in the workplace: situated experience and practice
  - Connection of the workplace to the classroom: 1) Identification of learning opportunities in the workplace and alignment with standards; 2) Development of learning plans; 3) Ongoing supervision and communication.
  - Reflection in the classroom
  - Assessment of learning
- SPA will offer socio-emotional and career-related benefits and explore various work-based learning activities to reinforce and expand students' classroom learning such as:
- Career-related student competitions that demonstrate mastery of career-related skills through presentations or competitions that are juried by professionals.
  - Internships that enrich and expand classroom learning, apply learning in the outside world, and offer access to tools, equipment, facilities and expertise.
  - School-based enterprises that produce goods or services for sale to or use by other people (e.g. student-run cafes or video production).
  - Social enterprises initiated, planned, designed and managed by students.
  - Service learning that combines academic work with service to help meet a need in the school or greater community.
  - Simulated workplace experiences and enterprises with sustained industry involvement.
  - Technical mentoring that offers direct professional input to students' work products.
  - Work experience for students to explore careers and understand the nature of work through first-hand exposure connected to curriculum and/or used to enhance or extend students' in-school learning. Students receive class credit for participation in work experience education.
  - Youth apprenticeships that combine classroom and workplace experience, allow development of essential workplace skills, strengthen academic and technical skills, explore trade careers, and enter apprenticeship training upon high school completion.

#### **i. Curriculum Development**

SPA teachers and administrators will work on curriculum development and organization of California State Standards based learning units, pacing guides/plans, and daily lesson plans for all courses offered.

Staff will develop the curriculum over the summer and continuously through professional development (see attached curriculum development timeline). Instructional materials used at the high school will be chosen by teachers and the Principal and coordinated with teacher teams. Textbooks will be integrated using an analysis of standards via the Strategic Design process. Specifically, teachers will cluster standards to design units, and then integrate textbook resources as appropriate to address standards in each unit. Student texts and instructional materials will be identified based on the following criteria: alignment with California State Standards; research-base and evaluation data showing success with similar student populations; accessibility for students; alignment with school's mission; and ease of use for teachers. SPA's learning community will utilize data-driven decision-making. This process begins with teachers and administrators collecting key assessments, setting benchmarks, and pieces of student work. Academic files for every student will be created. Before the students graduate, they must present work from different classes. In essence, they must defend the knowledge they have acquired throughout their matriculation at SPA. Data also includes API and California Standards Test results, published and teacher generated classroom assessments to determine student needs and the curricular and instructional approaches that best address those needs.

This process involves community members, including teachers and students, accountable for teaching and learning. With an overall intent to meet Academic Performance Index (“API”) growth targets and Adequate Yearly Progress (“AYP”) as set forth in the No Child Left Behind Act, the following goals shall be pursued by SPA.

SPA will use curriculum and instructional strategies founded on proven practices. *Authentic assessments will be* used to judge student achievement beyond traditional evaluation instruments. Professional development includes *teacher, staff and community coaching* to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community. *Differentiated instruction* allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students.

Teachers will be encouraged to use original and primary source material as much as possible. Instructional materials will include novels, photographs, essays, speeches, video, textbooks, and manipulative. Teachers and students will have access to the Internet, educational software, word processing, data processing, and digital graphics in each classroom. Instructional material will be relevant, thought provoking, and interactive access.

### **English Language Arts**

SPA will:

- Develop a language arts curriculum that incorporates the grade-level curriculum content specified in the *English-Language Arts Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2001).
- Integrate reading, writing, speaking, and listening to form a greater understanding of history-social science, mathematics, and science.
- Develop important “habits of mind” through use of evidence, connections and patterns, supposition, and meaning to produce active writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate health-medical, media-arts, technology and technological analysis into the study of English-Language Arts.
- Link English to other coursework, History, Math, CTE

### **Mathematics**

SPA will:

- Implement and refine a mathematics curriculum that incorporates the grade-level curriculum content specified in the *Mathematics Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2001).
- Integrate the core concepts of numbers, algebra, geometry, and statistics into a greater understanding of science, history-social science, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active mathematicians and statisticians.
- Teach students to understand and intuitively use mathematical reasoning: analyzing a problem; estimating a solution; expressing a clear solution and process; and checking validity of results.
- Engage students to reflect upon ways mathematical concepts and theories impact their lives through real- life examples and problems.

- Integrate appropriate technology and technological concepts into the study of mathematics.
- Link Mathematics to other academic and technical coursework- history, English, CTE

### **History and social science**

SPA will:

- Implement and refine a history and social sciences curriculum that incorporates grade-level curriculum content from the *History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2001).
- Integrate the core concepts of history and the social sciences into a greater understanding of science, mathematics, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active historians and social scientists.
- Present history through primary sources such as art, letters, music, maps, and personal accounts.
- Engage students in historiography enabling them to compare sources, identify bias, cite trends, understand cause and effect, and debate issues of historical significance.
- Use geography as a medium for understanding historical trends and events, the movement of people and ideas, and the human relationship to its natural environment.
- Engage students to reflect upon ways history and the social sciences impact their lives through trends in government, economics, civics, and social change.
- Integrate appropriate technology and technological analysis into the study of history and the social sciences.
- Link to other coursework

### **Science and health**

SPA will:

- Implement and refine a science curriculum that incorporates the grade-level curriculum content specified in the *Science Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2001). See detailed summary below.
- Integrate the core concepts of earth science, life science, and physical science into a greater understanding of history-social science, mathematics, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active scientists.
- Teach students to understand and use the scientific method: identify a problem; pose relevant questions; state a hypothesis; conduct an experiment; understand the variables; analyze the data; and reach a conclusion or solution that serves as the hypothesis for the next round of inquiry.
- Provide opportunities for lab experiments, field trips, and service learning where students gather, manipulate and record data to better understand the natural world around them.
- Engage students to reflect upon ways scientific concepts and theories impact their lives through their environmental and personal health.
- Integrate appropriate technology and technological concepts into the study of science.
- Link to other coursework

### **Visual, performing and media arts**

SPA will:

- Integrate art and art appreciation to form a greater understanding of history-social sciences, mathematics, science, language arts, and in the after school program.
- Develop important “habits of mind” in the form of evidence, connections and patterns,

supposition, and meaning that will produce active and thoughtful artists and performers.

- Provide opportunities for students to discover, develop, and polish artistic talent in the areas of dance, visual arts, music, and theater.
- Engage students in an appreciation of visual and performance art through visits to museums, theaters, and concert halls as well as visits by guest performers.
- Engage students to reflect upon ways art and performance impact their lives through culture and community.
- Integrate appropriate technology and technological innovations into the production of art and performance.
- Link to other courses

### **Foreign language**

SPA will:

- Implement and refine a world languages curriculum guided by the *Standards for Foreign Language Learning: Preparing for the 21st Century* (American Council on the Teaching of Foreign Languages, 1995) until the release of the revised *Foreign Language Content Standards for California Public Schools: Kindergarten through Grade Twelve*.
- Integrate foreign language and culture to form a greater understanding of history-social sciences, mathematics, science, and language arts.
- Develop important “habits of mind” in the form of evidence, connections and patterns, supposition, and meaning that will produce active and thoughtful linguists and translators.
- Provide a variety of settings for students to practice speaking, reading, and writing in a second language including interactive classroom exercises, language labs, foreign language computer software, and interaction with native speakers.
- Engage students to reflect upon ways native and foreign languages impact their lives through culture, community, and international relations.
- Integrate appropriate technology and technological innovations into the study and practice of foreign languages.

### **Physical Education**

SPA will:

- Implement and refine a physical education program using the guidelines specified in *Challenge Standards for Student Success: Physical Education* (California Department of Education, 1998).
- Implement and refine a health curriculum that incorporates the grade-level curriculum content specified in the *Challenge Standards for Student Success: Health Education* (California Department of Education, 1998).
- Approach physical fitness with goals of personal challenge, teamwork, sportsmanship, and fun.
- Promote excellent physical, social, and emotional health among students through stress management, sex education, nutrition, gang prevention, and conflict resolution.
- Engage students to reflect upon ways physical education and health impact their lives through personal well-being.

### **Management of Multiple Schools**

YPI’s role in the development of curricula is to ensure that it is appropriate for each school’s vision, mission and values as well as appropriate for the needs of the students and to utilize existing and available resources. YPI collects school data from test scores, assessments, professional development and feedback from students, parents, and teachers. The organization analyzes the

information and works with school administration and teachers to implement curriculum and make adjustments accordingly to increase impact and improve teacher instruction and student learning. Using data, it aligns the instructional program with educational needs of the students being served.

The Executive Director of YPI Schools has aligned components of the curriculum across schools. Some schools share the exact same instruction and curriculum within the same type of school model (e.g. Bert Corona and Monsenor Oscar Romero Charter Schools). The curriculum is aligned with the schools' instructional vision and drawn from best practices and research-based designs that are best suited for the students in this portfolio of schools. Strategies and teaching practices that "have a high probability of enhancing student achievement for all students in all subject areas at all grade levels" will be utilized (Marzano, Pickering, and Pollock, 2001).

YPI ensures that school curriculum is guided by state and national standards. YPI will ensure that the standards-based curriculum is a unique blend of education that includes a focus on preparation for incorporation of UC/CSU A-G Requirements. The school will provide all necessary courses to fulfill state graduation requirements and the integration of technology into all subjects, as well as a focus on cross curricular projects that connect to the "real world". YPI will be committed to meeting and exceeding the Content Standards for California Public Schools in all curriculum areas. It will ensure that curriculum, projects and lessons are standards-based.

YPI helps guide the curriculum with pacing guides and lesson plans. Curriculum connects to and brings in partners like ConnectEd, Los Angeles Education Partnership, and Unite-LA to support the school. It adopts and implements instructional materials in addition to the assessments that are used to monitor student progress. The organization supports the use of data to assist and develop a culture of data-driven instruction. It assists with mid-year course corrections if data shows that gains are lost or not being made. YPI suggests curriculum and programs that meet academic needs. It also provides supportive education programs and services like after school enrichment and tutoring through its various grants (including Full Service Community Schools and Promise Neighborhoods) to supplement curriculum and instruction.

### **c. WASC Accreditation.**

SPA's goal is to support student learning. It is committed to providing high quality learning opportunities and engaging in continual self-improvement processes. The school will implement procedures for becoming WASC accredited once school operations begin. Upon reviewing the WASC eligibility guidelines, SPA will create a plan of action to align resources to meet the WASC eligibility requirements. The school will begin to fulfill eligibility criteria to apply, including establishing an active governing board, hiring qualified administration, creating detailed plans for student achievement and assessment, securing a strong financial base, and employing a qualified instructional staff. Once this is in place, the school will submit a "Request for Affiliation" form. Once accepted by the WASC, the school will submit an "Initial Visit Application" form. Following the visit from WASC staff, the school expects to receive Candidacy accreditation from the WASC for three years. SPA will apply for full accreditation during the third year.

SPA will begin applying for WASC accreditation during the second semester of operation once students, teachers, and administration are firmly in place. The school will serve a number of full-time students that surpasses the requisite minimum of 15 full-time students. The school will serve students from grades 9 to 12 and will include more than the minimum requisite two grade levels. Moreover, SPA administrators, teachers, students, parents, and other community members will work hard to develop and publish a clear statement of purpose along with a strong curriculum designed to carry out the established purposes. The written curriculum will explicitly augment and further the school's objectives and overall purpose.

A qualified instructional staff is essential to accomplishing SPA's objectives of increased

student achievement, therefore much attention will be devoted to the selection and training of a highly-skilled, cooperative team of school personnel. Professional Development, support and coaching is provided for individual teacher effectiveness as per Robert Marzano's research as in the *Art and Science of Teaching* (2007) which states — "... research will never be able to identify instructional strategies that work with every student in every class. The best research can do is tell us which strategies have a good chance (i.e. high probability) of working well with students. In other words, individual classroom teachers must determine which strategies to employ with the right students at the right time." Use of these three general characteristics of effective teaching are articulated in the framework

To supplement staff excellence, SPA will also provide access to appropriate extracurricular and enrichment activities through community partnerships, like with the Youth Policy Institute and other specialized service-providers. Programs and partnerships will be developed early on in the planning process to guarantee student access to a variety of special programs upon enrollment. To successfully manage and maintain the school and its operations, SPA will consult with financial experts and hire experienced school finance officers to establish a sound financial base.

Once all the eligibility requirements have been met, SPA will complete and submit a request for WASC affiliation. If, after reviewing SPA's Request for WASC Affiliation, the WASC committee decides that SPA is eligible for affiliation, the school will complete and submit an Initial Visit School Description report to prepare for the school site visit. SPA will prepare for this campus visit by ensuring the cleanliness, orderliness, and general well-being of the campus. When SPA is selected as a candidate for accreditation, the school will continue to exercise sound planning, provide evidence of resources to supplement these plans, and demonstrate potential to attain its goals. All of these measures will be reported annually to WASC. By the third year (before candidacy expires), SPA expects to meet full accreditation.

When SPA is granted Initial accreditation, SPA will proceed to the full self-study evaluation in the third year of the Initial accreditation period. It will complete the Full Self-Study Evaluation annually reviewing and reporting on school outcomes, including whether student learning and curricular objectives and other criteria are met, and continue setting challenging standards aligned with the school's overall purpose. Pending the condition of the accreditation, SPA will be prepared to submit a third-year progress report that highlights all of the school's major accomplishments of the school-wide action plan and to make note of other changes since the site visit. SPA will regularly provide summaries on its operations and data-based reports on its academic progress to WASC to ensure quality performance and continual accreditation.

SPA will follow the process for receiving a College Board number. It will work to meet eligibility criteria to apply for a College Board Code: have a graduating class or enrollment sufficient for a near future graduating class (a minimum of 10 students enrolled in grades 9-12); offer grades 9-12; be appropriately accredited; use College Board programs or services; teach at least through the 10th grade, or provide evidence that a 10th grade will be added within the next 12 months; and have a course of study that leads to a diploma or GED. In terms of accreditation, the school will satisfy at least one of the following: 1) it will be authorized by the state department of education to issue diplomas; 2) it will be accredited by the state superintendent of education, board of education, or other authorized agent; 3) it will be accredited by the regional agency or similarly recognized accrediting body. Finally, the high school will work to demonstrate "regular and substantial use of one or more of the following College Board programs": Advanced Placement, CollegeEd, CSS/Financial Aid PROFILE, PSAT/NMSQT, SAT, SAT Subject Tests, SpringBoard, or Pre-AP. Once SPA meets all criteria, it will start the application process for College Board membership.

After the school is accredited and assigned a school code by the College Board, SPA will enter the A-G High School Course University of California (UC) Approval Process. It will complete the New School Survey and await approval by UC staff. Upon notification, SPA will begin

compiling its list of a-g courses. It will review the a-g subject requirements and submit courses for approval. SPA will work to encompass the seven categories (a-g) in its curricular offerings: History/Social Science, English, Mathematics, Laboratory Science, Language Other Than English, Visual & Performing Arts, and College Preparatory Electives. The school will work to meet the criteria of a-g courses to be approved: academic rigor, substantial reading and writing components, integration of problems and laboratory work (as appropriate), emphasis on both analytical thinking and factual content, and development of oral and listening skills. Once the school has ensured that classes align with the requirements, it will submit courses for UC approval. SPA will utilize the University of California Curriculum Integration (UCCI) Cadre of Experts for extra guidance and to assist in the curriculum development and write-up process. Each year thereafter, SPA will submit materials requested in the Annual Update Letter, which asks for any course updates in the a-g courses, as well as noting any changes.

**d. Addressing the Needs of All Students:**

The instructional framework for SPA will reinforce the commitment to different methods of instruction to meet the needs of all students, including students with special needs, students of poverty, students with disabilities, gifted students, English learners, Standard English Learners and young children ages 0-5 (teen parents and their children). Students will arrive with a range of basic reading and mathematics skills from very poor to gifted and talented. Students will also arrive with a range of English language skills from native English speakers to fully bilingual to students who speak very little English. The school will strive to serve all students and provide services to meet individual needs. The school will identify and address performance levels of individual students through a Personalized Educational Plan (PEP), differentiated instruction, intervention and accelerated learning, and instructional techniques that include those described above to support and challenge students.

Student performance will be reviewed throughout the year, with progress and concerns recorded in each student's PEP. At the end of the first quarter (every year), the Fall benchmark assessments will be compared to the outcomes of the previous STAR tests to set the academic goals for the year. The PEP goals for each subject are compared to the goals of the previous year's PEP and aligned to the school-wide achievement plans. The school will identify students who are performing below grade level through the results of PEP and student work products. Faculty identifies the students who are struggling to stay at grade level throughout the year by on-going assessments and monitoring their PEP. Also, all faculty will be trained in the signs of common learning disorders to increase the likelihood that these needs will be identified. Instruction activities will vary to accommodate different learning styles to draw out students' various strengths. Students simply needing additional assistance in particular subjects or skill areas may get additional help from peers, staff, and volunteer tutors. Students who are not achieving because of distracting issues in their personal lives will have a forum for identifying and discussing issues during their Advisory sessions or one-on-one with staff. When additional interventions are needed, the staff will be proactive in coordinating support services like tutoring, enrichment and counseling.

Yvette King-Berg, member of the leadership team, has participated in the LAUSD Academic English Mastery Closing the Achievement Gap Branch, AEMP Summer Instructional Institute led by Dr. Nomad Lemoyne. She is trained on "Culturally Responsive Teaching: Scaffolding Access to Rigorous Standards-Based Curricula for Underachieving Students" which provides an understanding of Standard English Learners (SELs) and the barriers that impact ability to access core curricula. This understanding of the origin and historical development of African-American, Mexican-American, and Central-American language and the impact that it has on learning will be transmitted into school instruction through strategies that support the acquisition of language and learning in all SELs. To

build students' sense of connection to and pride in their culture and heritage, the curriculum will include readings, authors, and activities that reflect diverse background of students. The school will utilize strategies that include: CRRE; Contrastive Analysis (oral and written language skills integrating linguistic knowledge of Standard American Academic English into the home language SELS); and a personal thesaurus to build on prior knowledge; culturally relevant literature that draws on personal knowledge to make meaning of text; and, learning environments that facilitate literacy acquisition and establish linkages between home and school cultures.

Students arriving with standard scores below grade level in reading and math will be enrolled in supplemental programs such as ALEKS. SPA will use computer-assisted intervention programs that assess students and adapt to their needs in real time. Students struggling with math computation will receive support during and after school via the Voyager math program and ALEKS. Identified students will be enrolled in after-school tutoring sessions to supplement regular instruction.

Regular progress monitoring is essential and part of the academic support structure. Student reading and math proficiency will be regularly assessed, and the data will be used to identify placements, modify instruction, and identify needs. Based on current school demographics, the high school has a high number of English Learners (ELs). Literacy acquisition will be a major part of the foundation for instruction. Research utilized to develop the program includes Quality Teaching for English Learners Research Study (2009), and SPA English language support program will consist of five steps, 1) Identification, 2) Assessment, 3) Support Services, 4) Transition, and 5) Monitoring.

Students entering SPA have arrived with a range of basic reading and mathematics skills from very poor to gifted and talented, based on data from potential feeder elementary schools. Students also have arrived with a range of English language skills from native English speakers to fully bilingual to students who speak very little English at all. SPA is committed to serve all students and provide services to meet their individual needs the use of the Three Tier Model is as discussed below.

#### Use Three Tier Model:

Tier I Instruction requires: Initial assessment of CST/STAR results from previous year and in-house data from the previous year. Student Individual Educational Plans (IEP) if applicable.

- At least 90 minute un-interrupted literacy block, adapted to all instruction.
- Intensity:
  - Academic engagement of all students
  - Explicit, systematic instruction
  - Multiple opportunities to respond to instruction
  - Immediate corrective feedback
  - Scaffold practice of new skills
- Afterschool
- Classroom observation and teacher support
- Parent collaboration, support, partnership
- Coaching provided for administrators through Leadership Training and monitoring of each teacher through:
  - a. Quarterly Benchmarks which are monitored by each teacher and the Director of Instruction.
  - b. Ongoing Study Island
  - c. Assessment (Study Island Benchmark Assessments)
  - d. Vocabulary Journey Assessments
  - e. Success for All Program

#### Tier II Targeted or Strategic Instructional/Intervention

Instruction and/or intervention that goes beyond quality Tier I instruction.

- Provided in small group or one-to-one
- Systematic and integrated instruction
- Provided by trained personnel
- Frequent and intense
- Progress monitoring occurs with curriculum based measurement tools (CBMs or others) and it monitors what is being instructed

How do you know when a student needs Tier II?

- When a student demonstrates lack of progress over time
- Poor response to group instructional procedures used in Tier I
  - These services are provided in addition to Tier I as a problem solving process or a standard treatment protocol

### Tier III/Intensive Intervention

Intensive instruction – more intense, explicit and systematic than Tier II

- Targeted with thorough assessment (narrow focus on specific skill deficiencies)
- Likely include longer intervention that may or may not include the provision of special education services
- Could include a different curriculum
- Always assess quantity of time and quality of instruction we are focusing on accelerating student learning

Based on student response to the —intensity of intervention determination may be made about referral and eligibility for special education.

Gifted students will be challenged in their English Language Arts courses through the Success For All reading program, in which students are placed at their achievement level in reading. Math students performing above grade level will be challenged by appropriate content in Khan Academy and the ALEKS program, which continuously adapts to each individual student's ability level. The technology courses will lend themselves to supporting gifted students, as students are able to complete projects in which they apply technological literacy. When learning a 3-D modeling program, students may simply design a house to scale, while a gifted student may be challenged to design an entire neighborhood block. They will use choice and pursue their own interests under the guidance of a teacher who pushes each student to attain his/her maximum ability.

All Students with Disabilities (SWDs) will be mainstreamed into regular classes with their state-required Individual Education Plan (IEP) and receive all allowable accommodations of their plans. They will participate in all curriculum related learning with appropriate accommodations. SWDs will receive supplemental support in and out of class from the teacher and/or specialists equipped to handle special need cases (i.e. ADD, autistic students or physically disabled) to help them stretch to their highest capability. Students with an IEP who need help in math, ELA and organization will be put in Resource Class.

### **e. Vertical Articulation:**

SPA will partner with neighboring schools in the community's Zone of Choice, from early childhood through adult education to ensure the smooth and seamless transition from one grade level to the next. YPI will leverage resources and partnership established through its Los Angeles Promise Neighborhood to provide the students and families of SPA with access to a continuum of services that includes early childhood education. Partners include: the Child Care Resource Center (CCRC) and its Beyond the Book Family Literacy Program; First 5 LA prenatal care, early childhood classes

and workshops, parenting education and resources; and, Los Angeles Universal Preschool (LAUP) Quality Support Coaching, Specialized Program Support and Quality Assessment.

SPA will partner with neighborhood middle schools in the community like San Fernando Institute for Applied Media and Bert Corona Charter School as well as Los Angeles Mission College to establish a smooth and seamless transition from middle to high school and college. The school will work with YPI to provide a Summer Bridge Program for all incoming ninth grade students to prepare them for high school and the rigorous curriculum and campus culture. Students will focus on developing skills and strategies in math and English.

The curriculum will be sequenced, integrated and relevant. It will articulate from the beginning of an academy through the senior year, with a defined course sequence and at least two core academic classes and one career/theme class each year. The curriculum will be integrated among the academic classes and between these and the career class. Learning will illustrate applications of academic subjects outside the classroom, incorporate current technology, and include authentic project-based learning. The school will utilize career-themed curriculum that is designed, reviewed, and updated regularly by educators and industry experts to address academic standards and organize around project-based learning relevant to student interests and aspirations. Students will have the opportunity to participate in internships to provide the context in which classroom learning is applied. They will be supervised by business leaders in a real-world setting, resulting in a broad, relevant, enriching educational experience.

Post-graduate planning will be provided. For example, SPA will work with YPI to leverage its relationship with Los Angeles Mission College to provide dual (concurrent) enrollment opportunities for students and align and articulate student learning with the various degree and certificate programs that are offered at the community college. Students will have access to career and college information, be provided counseling, and develop a written post-graduate plan by the end of their junior year.

Furthermore, the school will work to establish dual enrollment and credit options and enter into articulation agreements with local two-and four-year colleges like Los Angeles Mission College and California State University at Northridge to offer dual credit courses and/or college credit for upperclassmen, and articulate upper level curriculum with relevant college programs. The school will work through the *Partnership Program Agreement between the Los Angeles Unified School District and the Los Angeles Community College District (LACCD)* to help students and families understand they have a positive future in higher education. The school will work with LAUSD and the LACCD to raise the awareness about career pathways and transfer opportunities; familiarize students and families with the academic standards and entrance expectations of post-secondary instruction; work with students to create individual educational plans and map out the steps leading to a successful post-graduate future; offer students the opportunity to take and succeed in at least one college transfer and/or Career/Technical Education class prior to graduation.

YPI currently operates a Fund for the Improvement of Secondary Education (FIPSE) college ambassador program at Sylmar High School. It works to increase readiness for college by providing: professional development to staff; student advising and workshops; and parent workshops to empower communities while developing an ongoing college culture. The program provides resources to students and families to understand and succeed in the college application process, college retention and graduation through college planning and financial aid workshops offered at the school site. Also, YPI will also leverage partnerships through its LAPN program, for example, with the Campaign for College Opportunity which implements an Early Commitment to College program.

SPA will link the school to the Sylmar community and involve employers, higher education institutions and civic community members in aspects of school operation. The academy career fields (health-medical and media-arts) to fit with the hospitals and clinics in the community as well as the arts and media employer bases. YPI has worked for nearly a decade with health care employers

through its workforce development department, currently funded by a \$3.6 million U.S. Department of Labor grant (previously funded by three State Employment Development Department grants and multiple City contracts). Employers and their staff will be provided opportunities for volunteer involvement. Regional partnerships with employers will provide information and guidance on career pathways, address shortages, and explain specific skills that students need to learn. Community representatives including employers and higher education will help guide the academies' curricula and provide speakers, field trip sites, job shadowing opportunities, mentors, student internships, community service opportunities, college tours and teacher externships. The school will offer work and/or community based service learning opportunities for all interested students. Through these opportunities, the school will foster a culture of respect for others and encourage student contributions as citizens.

The school will also partner with employers in the area to make the transition from high school to career a smooth process. The instructional plan at the school emphasizes career exploration, work based learning, and career preparation opportunities to prepare students for postsecondary education and career options. YPI will leverage its partnerships through its workforce development (health careers) and adult education programs. Employer partners identify targeted skills and competencies required for training and placement; offer direct job shadowing and work experience; and, hire qualified participants as openings become available. Partners include: Behzad Behmanesh; Jay Nolan Community Services; Laurel Medical Center; Mission Community Hospital; Valley Eye Center; and, Family Dentist. The school and YPI will work with other potential media-arts employers in the area like Alas Media LLC and TekWorks which are partners in YPI's Broadband Technology Opportunities Program (BTOP), funded with \$5.6 million from the U.S. Dept. of Commerce and \$2.3 million from the CA Public Utilities Commission.

#### **f. Early Care and Education**

SPA will serve teen parents and families with siblings and/or children ages five and under. Through the Los Angeles Promise Neighborhood, students and families will have access to early childhood education resources. The goal in working with parents to address needs of young children (age 0-5) will be to improve readiness for school as well as preparation of parents to ready their children for school. The program and activities will improve alignment, collaboration, and transitions between early learning programs for children birth - age 3 and in kindergarten through age 5. As previously mentioned, YPI will work to leverage its partnerships through LAPN with organizations like: Child Care Resource Center, First 5 LA, and Los Angeles Universal Partnership. YPI will work with youth and families to assess strengths and needs for early learning services required to help young children gain access to early childhood education services. This assessment will be the standard process for each enrolled family at the school, and will be provided through YPI programs. YPI, school staff and partners will register families on the Los Angeles Centralized Eligibility List (LACEL), and collaborate with Head Start and Early Head Start facilities in the surrounding area.

#### **g. Service Plan for Special Education**

SPA will continue to be a part of LAUSD regarding provision and funding of special education services consistent with the requirements of LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education. The school will continue to provide special education supports using the LAUSD Special Education Policies and Procedures Manual as required by the Modified Consent Decree. It is expected that the Memorandum of Understanding that SPA establishes with the Los Angeles Unified School District will define that the school will continue to use LAUSD for all special education services. School staff will work with the District to ensure that needs of all special education students are met. School staff will work with the District special

education unit to ensure compliance with all policies and procedures regarding the education of students with disabilities. SPA will comply and complete the School Self Review Checklist, Students with Disabilities. The school will utilize resources offered online by the District, including the checklist, and the Memorandum on Special Allocation for Support of School Compliance. Other District support that SPA will use include: services for autism, deaf and hard of hearing, and services for the visually impaired. LAUSD Division of Special Education will also provide as needed assistive technology, adaptive Physical Education, speech and language and transition services among many others.

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

The school will identify students that may require assessments for special education, including English Language Learners and Standard English Learners. They will first receive a visit from the Language Appraisal Team (LAT) to test for language acquisition issues. For students ruled out, an IEP will be created. Staff is trained in early identification and intervention strategies. A Team will determine assessment for services, and will consist of qualified staff that review past intervention and develop strategies for addressing learning difficulties. Supportive services will include building on cultural knowledge, making connections to cultural histories, and building stronger home and school connections. The school will conduct an IEP team meeting within mandated timelines for students for assessment results, while specifying special education services. An IEP team will typically include parents, a teacher, a school staff member, and a special education authority. A District representative may also be included. Parents and teachers will have access to district, state, and federal information regarding special education programs, regulations and laws.

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

Extended school year services will be provided to students with disabilities by providing year round educational services in school classrooms for qualified students with disabilities as available through District funding for qualified students with disabilities. Placement of students through the IEP will be supported through the District through the use of a Resource Specialist for students with disabilities who work with classroom teachers and staff to ensure placement in the least restrictive environment. A Bridge Coordinator will monitor the special education program at the school to ensure that all provisions of the Modified Consent Degree are met for that student. A key role played by the YPI Leadership Team at SPA will be to work with the District on behalf of the school to ensure that all District resources are utilized by the school to the fullest extent that enrolled students who qualify can benefit. The Three Tier Model will be used described above will be used.

## **B-2. Professional Development (PD)**

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

The professional culture at the school will be characterized by a community of learners. The school will nurture collaboration and a community of practice among staff to connect with the school mission, vision and goals and focus on improving student outcomes. The collective staff will also serve as a model for students for what it means to be a life-long learner. The school will be committed to supporting staff and teachers by providing ongoing opportunities for professional growth and development. Creating a community of learners will require attention to team-building, setting norms for collaborative work, and inclusion of teachers in important educational decisions. Teachers and administrators will continually seek to develop themselves as professional educators and human beings. Peer relationships will include coaching, mentoring support and opportunities for professional development and frequent informal discussions on educational issues. Problems and weaknesses will be openly recognized, and there will be a candid search for improvements. The values of serving students, professional development, and self-renewal will be central to the culture.

Teams of teachers, administrators and out-of-classroom personnel will meet regularly, both within and across disciplines, to research and discuss best practices; design benchmark and core assignments for every grade level, content area, and where applicable, interdisciplinary teams; examine student work; and analyze assessment data to modify instruction. Teachers will be provided common planning time to create integrated curriculum. Individuals and teams of teachers from every department will be regularly sent to conferences, workshops, and demonstration sites to participate in gathering information on innovative strategies for improving student mastery of the skills and content required for promotion. These teachers will share their findings during professional development days with their departments and/or interdisciplinary groups. All staff will meet regularly to examine student work, analyze the effectiveness of the benchmark and core assignments, and redesign activities and curriculum in response to the assessment data.

The professional culture will be teacher driven. Teachers will create a Professional Learning Plan to ensure that all stakeholders have regular opportunities to share and enhance their career academy-related skills and competencies through conferences, technical assistance materials, and other activities. SPA will implement a professional development system that is focused and designed to address the specific needs of a staff committed to the implementation and assessment of an instructional program that is standards-based, academically rigorous, research-based and uniformly available to all students. The staff will dedicate “banked time” for professional development throughout the school year.

In addition to developing performance assessments for students, the school will explore new evaluation tools/instruments modeled on subject-specific teacher standards and the *Teaching Performance Expectations* of the California Standards of Quality and Effectiveness for the teaching profession, incorporating elements of self-evaluation, professional growth activities, portfolio documentation, peer observation, and demonstration lessons.

SPA will work to improve teacher performance through the establishment of individual professional growth targets. The school will work toward creating individualized professional development for teachers at varying levels. Professional Growth Plans (PGPs) will be created annually at the beginning of the school year. Administrators and teachers will meet to analyze specific student achievement and performance data of the students the teacher is currently assigned to, review the school plan to identify best practices and research-and/or evidence-based professional development to help improve student performance, and agree on a plan to determine the effectiveness of the professional development. The administrator and teacher will sign the PGP form indicating approval and support of the identified professional development and to initiate the plan.

During the school year, teachers will participate in the professional development activities indicated in the PGP. These activities will be aligned with the school plan and objectives stated in the PGP to meet the goal for student performance. At the end of the school year, administrators and teachers will meet for a final review of the PGP. Teachers may bring documentation supporting the components of the PGP. During this final meeting, student performance data, impact on learning, evidence of professional development attendance, implementation of professional practice intervention(s), etc. are reviewed. The administrator and teacher determine if the professional development was effective, sign and date the PGP indicating consensus of results, and plan for next year's PGP.

**b. Professional Development:**

SPA requests a waiver for Professional Development autonomy. SPA will use the network partner model PD autonomy to provide an effective professional development program that incorporates teacher-driven and teacher-supported components. The goals and strategies for ongoing professional development will be tied to the goals and needs of the student population identified in the previous sections and in the Performance Plan. Student and staff performance will drive professional development for teachers and the principal at SPA. The goal is to increase teacher and principal effectiveness to increase student academic achievement outcomes. Professional development will engage the principal and teachers in ongoing collaborative reflective practice, analysis of current relevant real-time student performance data, and thoughtful discussion about best practices in instruction. Student assessment results will be used to drive PD (e.g. standardized test scores will be used to identify weaknesses and PD time and resources will be used to address them).

Teachers will participate in a two-week summer institute, followed by five full days of in-service professional development days during the school year. The school's schedule will provide at least weekly collaboration time to analyze student work and data, assessment design, instructional planning, curricular integration, program coordination, and individualized attention to student needs. Furthermore, weekly staff development opportunities will be structured into the bell schedule on Tuesdays. Teachers will be provided a common planning period to meet regularly to: plan the program activities and curriculum; coordinate with business representatives; meet with parents; and, discuss student progress. Teams including both academic and technical teachers will collaborate to plan and implement integrated project-based units throughout the year. All PD will be aligned to the schools mission and goals.

SPA will use strategies like Robert Marzano's *Art and Science of Teaching* to improve student achievement and make a difference in promoting the academic success of all learners. Teachers will strive to for an effective classroom pedagogy comprised of research-based instructional strategies; management strategies that promote collaborative partnerships and a community of learning; and, classroom curriculum design strategies. They will ensure that students clearly understand what they are learning and why they are learning it as well as track and assess their progress toward clearly-articulated learning goals. Teachers will work to establish effective teaching and learning to move students toward conceptual understanding and independent transfer/application of key knowledge and skills.

SPA will create a Management Accountability System that provides appropriate direction and oversight for the overall program. It will rigorously select a Chief Administration Officer who is qualified for the position who will be largely responsible for ensuring a campus environment characterized by a respect for differences, trust, caring and professional support, and high expectations for students. SPA will provide teacher support through Professional Development, support and coaching provided for individual teacher effectiveness as per Robert Marzano's research as in the *Art and Science of Teaching* (2007) which states "... research will never be able to identify

*instructional strategies that work with every student in every class. The best research can do is tell us which strategies have a good chance (i.e. high probability) of working well with students. In other words, individual classroom teachers must determine which strategies to employ with the right students at the right time.”* Use of the following three general characteristics of effective teaching are articulated in the framework presented:

1. Use of effective instructional strategies
2. Use of effective classroom management strategies
3. Effective classroom curriculum design

Use of iObservation teacher instrument, an active online teacher observation that includes segments in the following: routine events, enacted on the spot, and interacting with knowledge. In each segment there are 2 to 4 design questions that support effective teaching. These questions range from student behavior, teacher management support, organizing students for learning, using scales/ranges and communicating individual and group goals. Deepening knowledge, understand and helping student with —new knowledge strategies and their outcomes is another facet this program. Another component and key in classroom management are routines and structures.

SPA will provide training for all administrators through the Leaders of Learning program to more effectively oversee teacher training, and establishing protocols and programs such as iObservation presented above. The instructional team will be given flexibility, but also provided with clear expectations, in how they plan and deliver instruction. Moreover, the school will effectively utilizes technological tools (like iObservation and GoogleDocs) as a means of providing timely and critical feedback to teachers around instructional practices and developing their professional practices. Emphasis of the development of multiple instructional strategies to improve student outcomes, especially in their effort to improve outcomes for English Language Learners.

**Mazano Protocol for Professional Development:** The Leaders of Learning Program Supervise and Support Effective Teachers in Every Classroom is the professional development for district and school leaders to skillfully use the Marzano Observation and Feedback Protocol for supervising and supporting effective teachers in every classroom. The program is delivered in six professional development sessions spaced over a school year delivered either in-person or online. Each session builds on the previous to deepen observers' skills and effectiveness. Topics include:

1. Marzano Observation and Feedback Protocol
2. Inter-rater reliability for observers
3. Constructing effective feedback
4. Analyzing data on teacher practice for trends and patterns
5. Collecting data to convene collegial conversation
6. Connecting teacher practice to student achievement

iObservation Certification Process

**iObservation Implementation Plan 2012 – 2013**

<b>Content Specific</b>	<b><i>Pacing Plan: Teachers with 4+ years of teaching experience</i></b>
August – October	New Knowledge
November – March	Deepening Knowledge
April – June	Generating and Testing Hypotheses
<b>Routines</b>	
August/September	Communicate Learning Goals Establish Rules and
<b>Enacted on the Spot</b>	

October – December	Adherence to Rules and Procedures High Expectations
January - June	Engage students Effective Relationships
<b>Content Specific</b>	<b><i>Pacing Plan: Teachers with 3 or fewer years of teaching experience</i></b>
August – January	New Knowledge
February - May	Deepening Knowledge
<b>Routines</b>	
August - January	Communicate Learning Goals Establish Rules and
<b>Enacted on the Spot</b>	
February - March	Adherence to Rules and Procedures High Expectations
April - May	Engage students Effective Relationships

SPA will explore the Alliance for Regional Collaboration to Heighten Educational Success (ARCHES) grant with Local District 2 and the Student Improvement Through Teacher Empowerment (SITTE) initiative. SPA will strive to collaborate with this collaborative group which supports teachers to develop innovative classroom approaches to enhance student performance in Algebra. This specific emphasis on Algebra will contribute to the school’s priority to improve academic achievement in math.

SPA will explore opportunities with GEMAS Consulting (GEMAS), an educational consulting and advocacy group dedicated to providing professional advice and expertise to help reach school objectives, develop a body of expertise, as well as build internal capacity. Specifically, it specializes in helping build capacity in “marketing, training, staff development, editorial and governmental advocacy in issues of importance to the Latino communities of California.” GEMAS partners with a variety of different providers of educational curriculum (including Kaplan’s K12 Learning Services, Milligan News Co., Inc., Follett Virtual Bookstores, Houghton Mifflin Harcourt, and the McGraw-Hill School of Education Group) which offer a wide range of services from online, blended, and printed materials for college preparation to the most current, reputable textbooks at heavily discounted rates. Moreover, GEMAS Consulting offers its own professional development trainings and partners with trusted outside vendors to provide supplementary professional development services to target all the unique needs of each school and community.

SPA will seek out support from ConnectEd through its PD summer institutes and coaches to share their experience and expertise in the linked learning design. The school will request technical assistance and services in areas like: design and implementation; data analysis and evaluation; leadership; transformation; inquiry and reflection structures and processes; facilitation and collaboration protocols. Additional services SPA will explore to implement the linked learning approach include: multidisciplinary integrated curriculum development (performance mapping, identification of a standards-based unit theme, development of essential questions, linkages to industry and post-secondary connections, and design of the culminating project); integrated multidisciplinary curriculum for health science pathways; and media arts core curriculum.

Using ConnectEd and San Diego State University resources, professional development will focus on supporting linked learning and career academy high school reform strategies. It will prepare teachers to empower students to be successful in the full range of postsecondary options and life. Teachers will learn to understand, appreciate, and operationalize the following in their professional

practice: equity, diversity, intra-disciplinary and inter-disciplinary cooperation and collaboration, innovation, industry and postsecondary education partnerships, focus on learning vs. focus on teaching, willingness and ability to assume leadership roles, importance of a personalized learning environment where each student is known well by adults and his/her learning needs are known and supported, ongoing professional learning (including industry specific orientation), and responsible, ethical, and legal conduct.

The school will provide professional development that targets the health-medical and media-arts industry themes while offering broader competencies based in community learning, teaching English learners, project-based learning, action research and data driven instruction. Informally, teachers will look at student work and questions in order to inform their instructional practice. Formally, school leaders will train teachers in analyzing teaching, learning, and student assessment data (data driven instruction) and embarking on focused, relevant action research in the classroom.

The school will look into training through the University of Texas Health Science Center (Teacher Enrichment Initiatives). The UT Health Science Center offers free teacher training opportunities and research-based curricular programs on health science content based on current biomedical research. These and other Teacher Enrichment Initiatives (TEI) focus on the life and behavioral sciences with particular attention to health promotion and disease prevention. Their curriculum is regularly updated, and comprises over 350 different activities spanning multiple disciplines to keep students engaged. Moreover, the UT Health Science Center's TEIs provide a variety of professional development opportunities for participants, including teacher workshops and in-services, the I.N.Q.U.I.R.E. Curriculum Writing Program, and even a Master of Science degree in Physiology for interested teachers. For students, the UT Health Science Center provides free online animation programs and other media that introduce students to health-related careers; a list of their field trips, guest speakers, shadowing programs, and summer programs; interactive research "graphic organizers," and animated educational modules on a host of topics spanning the various body systems to nutrition, sleep, and general bodily health.

The school will explore professional development opportunities through the International Digital Media and Arts Association (iDMAa). Its underlying focus is on digital media and art. iDMAa hosts an annual conference every November, with a different theme each year. Speakers include leading academics, professionals, and artists who explore new uses of technology in various fields. The conference includes "workshops, keynote speakers, 'extreme close-up' guest panels, paper presentations, networking, discussions," and other social events for participants.

Teachers will develop core areas of proficiency and content knowledge related to the following: disciplinary academic standards; structure and goals of Career Technical Education standards; information management and technology; collaborative classroom structure and operations; work-based learning approaches; career exposure and development. Teachers will be able to design curricula that: reflect interdisciplinary/integrated problem- and project-based structure and content ; meet the California "a-g" requirements with respect to course structure and content; address state academic and CTE standards; incorporate skills from the SCANS Report. Teachers will practice pedagogy that: incorporates industry-based applications; reflects a student-centered teaching approach; emphasizes integrated problem-/project-based learning; includes differentiated instruction; demonstrates a research-based instructional model; utilizes information provided by formative and summative assessments; and, enhances effective use of instructional time.

The school will reach out to UCLA's Center X to provide professional development opportunities, including California Subject Matter Projects in Writing, Reading and Literature, Mathematics, Science, History-Geography and a School Transformation Project that brings together multiple teacher learning and coaching opportunities at a school site. Additional providers include NCTM conferences for math, the History Alive! program by Teachers' Curriculum Institute for social studies, National Science Teachers Association conferences and National Council of Teachers

of English conferences, Columbia Teacher College Writing and Reader's Workshop Training, and The Success For All Foundation Literacy Conference. Additional external professional development support for the school will come from CUE (Computer Using Educators), NECC (National Educational Computing Conference), California League of High Schools Annual Conference, With Different Eyes Conference, CMC (California Mathematics Conference), and Data Director Training through Riverside Publishing Company.

**c. Teacher Orientation:**

The orientation program for new and existing teachers each year will closely model the new teacher induction already in place at the District. It will include: a comprehensive overview of the vision and mission of the linked learning model, academic core and career technical education curriculum and instruction (including guidelines for implementation, differentiated instruction strategies, alignment with state, national and industry standards as well as a-g admissions requirements), information on community outreach and family involvement, and linkages to the surrounding community through private and public partnerships.

New and existing teachers will participate in a two-week summer institute, with five full days of in-service professional development days during the school year. They will have access to opportunities for Critical Friends Groups, peer coaching as well as other professional development institutes described above. Differentiated support for instructional staff and new, content-specific, role specific, grade-specific, and school-level specific teachers will be provided. These program components will prepare teachers to deliver the proposed curriculum, utilize instructional strategies, and differentiate instruction by offering opportunities for staff to engage in consistent dialogue to learn from each other and share best practices.

**Management of Multiple Schools**

YPI's role in providing professional development for its network of schools is to provide the support and resources necessary to improve teacher performance and student outcomes. YPI will work with school staff to determine, select and manage appropriate internal and external professional development. The organization will guide and support teachers in order that they stay connected to national professional organizations through their publications and conferences to remain current in their content and methodology. It will help facilitate professional development with internal teacher experts and manage professional development contracts with external providers like ConnectEd, San Diego State, UCLA Center X that offer instructional support at the schools, as well as the support of educational technology specialists. YPI will continually seek to develop school administrators and teachers as professional educators by facilitating peer relationships through coaching, mentoring support and opportunities for professional development and frequent informal discussions on educational issues. Problems and weaknesses will be openly recognized, and there will be a candid search and strategy for improvements. YPI will maintain the values of serving students, professional development, and self-renewal that are central in the schools' cultures.

YPI will work with the schools to implement professional development systems that are focused and designed to address the specific needs of a staff committed to the implementation and assessment of an instructional program that is standards and research-based, academically rigorous, and uniformly available to all students. YPI will work with school administration to design the professional development calendar each year, setting the direction for professional learning by conducting classroom observations, data analysis, and discussions with teachers about what support they need or would like to receive.

YPI will explore new performance assessments for students and evaluation tools/instruments modeled on subject-specific teacher standards and the Teaching Performance Expectations of the

California Standards of Quality and Effectiveness for the teaching profession, incorporating elements of self-evaluation, professional growth activities, portfolio documentation, peer observation, and demonstration lessons. YPI will encourage the research and utilization of best practices for its schools as it applies to the needs of the specific school and corresponding school population. The organization will support teachers by providing opportunities for professional development in order to build the capacity of teachers to best instruct students. It will promote best practices across schools by utilizing professional learning communities like a Critical Friends Group, facilitating peer coaching, and setting up individualized professional development.

Through a Critical Friends Group, teachers from all YPI schools can establish a professional learning community by voluntarily coming together at least once a month for at least two hours. They will work to improve their teaching practices through collaborative learning. In these meetings, teachers will review the organization and schools' shared norms and values and engage in reflective dialogue about their work and school operations. Participation in this group will encourage a collective focus on student learning as well as continuous improvement. This kind of collaborative practice builds the spirit of shared responsibility within teachers for the learning of all students. YPI will work with schools to establish a professional learning community by providing space and time for teachers to gather and talk which will incite a sense of empowerment and autonomy over their capabilities and teaching roles. Through supportive leadership, YPI will work to create structures like a Critical Friends Group to encourage the sharing of the schools' vision and mission as well as best practices.

In order to share best practices, YPI will also facilitate peer coaching. Two or more teachers can work together to validate and improve teaching performance. Teachers will have the opportunity to reflect on current practices and to expand, to refine, and build new skills based on best practices. Peer coaching will be used to share new ideas across YPI schools; teach one another; conduct classroom observations; and, solve any workplace problems. Like Critical Friends Groups, peer coaching will focus on the collaborative development, refinement and sharing of professional knowledge and skills. Teacher coaches may facilitate strategies or formal structures for examining student work or teacher work. Teachers will support each other and improve their teaching by giving and receiving feedback, questioning each other and themselves, reflecting on their work or their students' work, addressing dilemmas, collaborating across disciplines, and confronting assumptions, mindsets, and expectations.

#### **d. PD Program Evaluation:**

The professional development program will be evaluated to assess its success and effectiveness on an ongoing basis. A four-person team will be formed at the high school, comprising teachers and administrators. Evaluation design will identify outcomes expected (Mullins 1994) that can be quantified on a quarterly basis through formative evaluation. Following research (Guskey and Sparks 1991), the evaluation design will pose the following questions to be answered by each teacher: Is the staff development program driven by clearly stated, measurable school objectives? Is a systemic view of the change process expressed in the program's plans? Are appropriate parts of the organization contributing to the change effort? Is there parent engagement? Is there curriculum revision? Are there changes in supervisory practices? Is the content of the staff development program grounded in research?

Summative evaluation will be collected yearly and assess the success of professional development on three levels. First, changes in teaching practices will be documented through surveys and questions completed at the end of the year. The second level will document changes in school culture and climate through improved teacher skills, better integration in the community, and real partnerships with parents and community organization, which will be documented through

community surveys, partnership meetings, parent and student surveys and interviews. The third level will determine effects of professional development on student learning in core competencies and in the school theme. The program will use evidence of improvement in learning from all assessment measures, including standardized tests, portfolios, capstone projects, assessment rubrics, and completion of classroom projects. Based on the areas of need that are identified, the professional development program may be modified.

**B-3. Assessments and School-wide Data**

**a. Student Assessment Plan:**

SPA requests a waiver for use of local interim assessments. The assessment system includes multiple types of assessments with appropriate content to measure the academic growth and needs of students. The school will engage in continuous improvement and accountability for student learning that aligns with the instructional philosophy, curriculum, standards and testing described above. Improvements in student performance are central to the academies’ mission. Under the direction and support of YPI the Principal will provide guidance and oversee the assessment development process. The school will gather data that reflects whether students are showing improvement and report the information to maintain integrity. The school will collect student data that describe the student body within each academy (e.g. grade level, gender, race/ethnicity) and relationship to the high school, as well as student performance on a variety of outcome measures. Multiple academic measures will include a variety of indicators of performance (e.g., attendance, retention, credits, grade point averages, state test scores, graduation rates, college going rates). Technical learning will be assessed through measures that include knowledge of health-medical and media-arts field terminology, technical concepts, and ability to apply English, math, and other academic skills to real world projects. The school will analyze the data and report them accurately and fairly to provide any evidence of impact, whether and how much student performance improves.

Teachers will design and use a variety of formative and summative assessments aligned to student learning outcomes to gain an accurate understanding of students learning. Assessments will include opportunities for students to apply deep content learning and skills through authentic products and performances. The school will assess instructional objectives fulfillment through methods like: State Standardized Testing, Classroom Assessment, Portfolios, and Capstone Projects. Students will meet benchmarks set by the California Department of Education and demonstrated by the CA Standards Test. Benchmark diagnostic testing includes standards-aligned tests such as NWEA Maps that will be implemented and analyzed three times a year. Teachers will conduct classroom assessment to monitor progress through exams, essays, projects, and presentations. Report cards will be sent home quarterly. Portfolios will incorporate student work, projects, and videos that document growth. An example will be a student who creates a digital portfolio in the form of a movie showing an interactive science experiment. Student portfolios will be evaluated by teachers according to a scoring rubric developed by staff for evaluation aligned with goals. Students scoring 80% or above will have mastered standards aligned to specific assessment.

Assessment	Purpose	Grade	Timeline	Performance Goal
<b>English Language Arts</b>				
Language Arts Skills NWEA Maps	CST Equivalent	9-12	Quarterly (4 times a year)	75 %
Gates-MacGinitie Reading	Reading Comprehension, Vocabulary, Measurement	9-12	Quarterly (4 times a year)	Grade Level Status

Study Island-Software	Literacy- Reading, Grammar  Sentence Structure	9-12	<ul style="list-style-type: none"> <li>• Every two weeks using computer assisted learning</li> <li>• Throughout the year</li> </ul>	Reading Level
Publisher Assessments	Language Arts Standards	9-12	Teacher choice, Approximately 4 times a year	85%
Various Software Monitoring Voyager/ VocabularyJourneys	Language Arts Standards	9-12	Throughout the year as episodes or units on the software are completed	80%
Internally-Created Assessment (Teacher Formative Assessments)	Measure standards mastery	9-12	Daily or Weekly	75%
ELA CST	Mastery of Content Standards	9-12	Annual	75%
Portfolios- Student Reflections	Learning Experiences are captured	9-12	On-going	80%
Presentation of Learning	Service Learning Project Mastery	9-12	Annual	75%
<b>Mathematics</b>				
Mathematics Skills Assessments/Mathematics	CST Equivalent	9-12	Quarterly (4 times a year)	75%
Study Island Mathematics Skills	CST Equivalent	9-12	Quarterly (4 times a year)	75 %
Voyager Mathematics	Measure standards mastery	9-12	Ongoing	75%
CST Math	Math	9-12	Every Six weeks out of our learning lab (six times a year)	Grade Level Status
Various Software Monitoring –Study Island Math, ALEKS, Kahn Academy	Mathematics Standards	9-12	Throughout the year as episodes or units on the software are completed	80%

Internally-Created Assessment	Measure standards mastery	9-12	Daily or Weekly	75%
Published –Designed Assessments	Measure standards mastery	9-12	Daily, weekly, and each quarter	75%
Internally-Created Assessment	Measure standards mastery	9-12	Daily or Weekly	75%
Published –Designed Assessments	Measure standards mastery	9-12	Daily, weekly, and each quarter	75%
Internally-Created Assessment	Measure standards mastery	9-12	Daily or Weekly	75%
Published –Designed Assessments	Measure standards mastery	9-12	Daily, weekly, and each quarter	75%
<b>English Language Learners</b>				
Various Software Monitoring Voyager/ Vocabulary Journeys	Measures English Language Development	9-12	Three Times a year	Level 4 or RFEP Equivalency
Internally-Created Assessment	Measure standards mastery	9-12	Daily or Weekly	75%
Publisher Designed Assessments	Measure standards mastery	9-12	Daily, weekly, and each quarter	75%
<b>Science</b>				
Science Skills	CST Equivalent	9-12	Quarterly (4 times a year)	75%
Study Island Science Skills	Mastery of Content	9-12	<ul style="list-style-type: none"> <li>• Every two weeks using computer assisted learning</li> <li>• Throughout the year as episodes or units on the software are completed</li> </ul>	80%
Publisher Assessments	Measure standards mastery	9-12	Daily, weekly, and each quarter	75%
<b>History/Social Studies</b>				
Social Studies Skills	CST Equivalent	9-12	Quarterly (4 times a year)	75%

Study Island History/Social Science Skills	Mastery of Content	9-12	<ul style="list-style-type: none"> <li>• Every two weeks using computer assisted learning</li> <li>• Throughout the year as episodes or units on the software are completed</li> </ul>	75%
Publisher Assessments	Measure standards mastery	9-12	Daily, weekly, and each quarter	75%

LEARNING	LEARNING OUTCOMES	ASSESSMENT METHODS	ASSESSMENT
English/ Language Arts	<p>On quarterly assessments, at least 75 % of students will demonstrate proficiency on grade- level content standards, with emphasis on:</p> <ul style="list-style-type: none"> <li>• grade-level appropriate reading with comprehension</li> <li>• speaking with clarity and meaning</li> <li>• thorough and analytical response to historically and culturally significant works of literature</li> <li>• clear and effective oral expression</li> <li>• clear and well structured persuasive writing</li> </ul> <p>95% of students will demonstrate growth and improvement from one quarterly assessment to the next.</p>	<p>State Mandated Tests Portfolios of written work Teacher developed and textbook assignments and assessments Oral presentations Faculty-developed rubrics Classroom Projects</p> <p>Semester Capstone projects Year end Presentation of Learning projects Senior Project Benchmark assessments (4Sight, Gates MacGinitie, NWEA Maps) Summative assessments (Study Island)</p>	<p>Annually Quarterly Daily Quarterly Ongoing Ongoing Annually Senior Year Quarterly Every 3-6 Weeks</p>
Mathematics	<p>On quarterly assessments, at least 75 % of students will demonstrate proficiency on grade-level content standards, with emphasis on:</p> <ul style="list-style-type: none"> <li>• understanding of formal logical reasoning</li> </ul>	<p>State Mandated Tests Portfolios of mathematical work evaluated with school- and classroom developed rubrics, NWEA</p>	<p>Annually Quarterly</p>

	<ul style="list-style-type: none"> <li>• application of logical reasoning analytic and symbolic processing arithmetic and algebraic manipulation and construction</li> <li>• number sense</li> <li>• skills in measurement and geometry data analysis, probability, and statistics</li> <li>• algebraic thinking</li> </ul> <p>95% of students will demonstrate growth and improvement from one quarter assessment to the next.</p>	<p>MAPS Teacher developed and textbook assignments and assessments Classroom Projects Semester-end Capstone projects Presentations of Learning Year-end Projects ALEKS Assessments Study Island Assessments</p>	<p>Daily</p> <p>Ongoing</p> <p>Bimonthly Annually</p> <p>Every 3-6 weeks</p>
History/Social Science	<p>On quarterly assessments, at least 75 % of students will demonstrate proficiency on grade- level content standards, with emphasis on:</p> <ul style="list-style-type: none"> <li>• knowledge of important events and ideas in Historical &amp; Social Analysis skills (ninth grade), World, History, Culture, and Geography: The Modern World(tenth grade), US History &amp; Geography: Continuity and Change in the Twentieth Century (eleventh grade), and Principles of American Democracy and Economics (twelfth grade)</li> <li>• intellectual reasoning</li> <li>• research skills</li> <li>• chronological and spatial thinking understanding of different points of historical and social sciences analysis</li> <li>• historical interpretation</li> </ul> <p>95% of students will demonstrate growth and improvement from one quarterly assessment to the</p>	<p>State Mandated Tests Portfolios of work evaluated with school- and classroom-developed rubrics Teacher-created and textbook assignments and evaluations Classroom Projects Semester Capstone projects Year-end Presentations of Learning projects Senior Project Data Director (or equivalent) standards-based assessments Study Island</p>	<p>Annually</p> <p>Quarterly</p> <p>Daily</p> <p>Ongoing</p> <p>Annually</p> <p>Senior Year Quarterly</p> <p>Every 3-6 weeks</p>

	next		
Science/Health medical	<p>On quarterly assessments, at least 75 % of students will demonstrate proficiency on grade- level content standards, with emphasis on:</p> <ul style="list-style-type: none"> <li>• proficiency in the fundamental concepts and terms of various branches of science, including Earth Science, Biology &amp; Life Sciences, Physics, and Chemistry</li> <li>• skills in investigation</li> <li>• skills in experimentation</li> </ul> <p>95% of students will demonstrate growth and improvement from one quarterly assessment to the next.</p>	<p>State Mandated Tests</p> <p>Portfolios of work evaluated with school- and classroom-developed rubrics</p> <p>Teacher-created and textbook assignments and evaluations</p> <p>Classroom Projects</p> <p>Semester Capstone projects</p> <p>Year-end Presentations of Learning projects</p> <p>Senior Project</p> <p>Data Director (or equivalent)</p> <p>standards-based assessments</p> <p>Study Island</p> <p>ALEKS</p>	<p>Annually</p> <p>Quarterly</p> <p>Daily</p> <p>Ongoing</p> <p>Annually</p> <p>Senior Year</p> <p>Quarterly</p> <p>Every 3-6 week</p>
Spanish Language Arts/ Heritage Language	Students will demonstrate mastery of CA Foreign Language Standards	<p>Portfolios of work evaluated with school- and classroom-developed rubrics</p> <p>Teacher-created and textbook assignments and evaluations</p> <p>Classroom Projects</p> <p>Semester Capstone projects</p> <p>Year-end Presentations of Learning projects</p>	<p>Quarterly</p> <p>Daily</p> <p>Ongoing</p> <p>Annually</p>
Technology/ Media Arts	Students will demonstrate mastery of National Technology Standards and CA Media Arts Standards	<p>Portfolios of work evaluated with school- and classroom-developed rubrics</p> <p>Teacher-created and textbook assignments and evaluations</p> <p>Classroom Projects</p> <p>Semester Capstone projects</p>	<p>Quarterly</p> <p>Daily</p> <p>Ongoing</p>

		Year-end Presentations of Learning projects	Annually
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The school’s philosophy emphasizes the importance of a data driven culture for student assessment and school success. Administrators, teachers, students and parents will be partners in the process to understand what students know and what they are ready to learn. The high school will use a balanced suite of qualitative and quantitative assessments that allow students and teachers to better understand where they are on a regular basis so they together can set goals and engage in strategies to be better learners and teachers of information. Staff will monitor student and school progress through a collection of academic assessments, teacher assessments, student portfolios, and state tests, through software such as PowerSchool and Data Director.

Data will be analyzed annually and compared to previous years’ data to determine student progress and effectiveness of curriculum. Monthly data conferences, diagnostic testing and other assessment data will be used to drive instruction. School staff will examine the following data to identify students at risk of failing and patterns of achievement across classrooms: attendance, discipline (suspension/referrals); diagnostic test scores; grades; IEPs; CST and CELDT scores. The use of Data Director will facilitate an examination of all data, as the leadership team will be able to generate school, grade-level, class, and student-level reports, as well as a comprehensive profile of each student.

SPA will implement a rigorous assessment program to ensure that student performance levels are meeting or progressing toward the state and school academic objectives. Students will be assessed regularly throughout their years at the high school through a variety of methods (see chart below with assessment methods). Student content mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. The approach to assessment will be conducive to benchmarking students against themselves, evaluating groups of students, and assessing the school on an annual basis, using local, state, and national standards. The school will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. **However, SPA will seek a waiver to not use the traditional District periodic assessments, and instead to be able to have the flexibility, to use the assessments herein described in this section, which align more to the SPA curriculum and instructional programs.**

Assessment at SPA will be integrated into teaching and learning. Assessments will guide the course of instruction. Students will demonstrate that they can integrate knowledge, skills, and analysis to produce authentic work. They will synthesize information across disciplines and evaluate their own learning and progress. Examples of such work at the school will include essays, performances, debates, staged conferences, presentations, and community service projects.

The following methods assess student progress and fulfillment of instructional objectives:

**School wide Quarterly Assessments**, such as Gates-MacGinitie and 4Sight will monitor student progress and determine if students are in need of additional interventions or more challenging curriculum. In science and social studies, quarterly assessments will use a test-generator tool from Data Director. This resource will allow teachers to input standards they have addressed for the quarter into a system that will then generate standards-based test items. In the case where two teachers teach the same grade level and content area, they will collaborate to ensure pacing alignment and common test design. The results of these assessments will be used in conjunction with teacher-created assessments to monitor student progress on at least a quarterly basis.

**Classroom Assessment** will provide ongoing analysis of student progress on a daily basis.

Each lesson will incorporate some form of assessment to determine whether objectives of that lesson were met. Daily assessment will be documented in the form of class work and activities and will be recorded in teacher grade books. Teachers will monitor student progress through exams, essays, research projects, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments will reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents will be informed of their child's progress and report cards will be sent home quarterly.

**Digital Portfolios** that reflect expected school-wide learning results (ESLRs) and state standards provide students with the opportunity to reflect upon and demonstrate their learning. Students at SPA will document their mastery of skills deemed essential for success in the 21st Century through academic portfolios. Portfolios will be a collection of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student's growth and progress. Students will engage with teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students will analyze their academic progress and with a teacher set new short and long term goals. Student portfolios will be evaluated by teachers and staff according to a predetermined scoring rubric.

**Capstone Projects and Presentations of Learning** at the end of each semester will demonstrate student learning across disciplines. Capstones projects and presentations of learning may take the form of an exhibit, community project, or theatrical presentation. Students in the 9th grade might create stops along the Silk Road complete with the cultural-historical conditions, maps and distance calculations, scientific discoveries, and stories found along the way. Students in the 10th grade might stage a demonstration and debate that compare the scientific and technological changes of the current age with those of the Scientific Revolution through the modern age complete with an analysis of the impacts on science and society. Students in the 12th grade might complete a service learning project on the technology divide and its impact on freedom, equality, economics and democracy complete with surveys, data analysis and a proposal presented to local authorities. School staff will refine a rubric for evaluating student performance for the capstone and presentations of learning projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts will all take part providing constructive critique and assessment of capstone projects.

**State Standardized Testing:** Students will be expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Standardized Testing and Reporting (STAR) exams. State authorized assessment tests demonstrate validity and reliability as documented by the California Department of Education in multiple studies.

**Benchmarks:** Teacher-led assessment design is tempered by the need for common assessments that allow for collaborative data analysis, examination of student work, and progress monitoring. To meet this need, all content areas will administer common objective assessments. In ELA and math, the assessments are externally designed (e.g. Gates MacGinitie and 4Sight for ELA & Math, NWEA, and ALEKS for Math). In Science and Social Studies, teachers will work together to develop standards-based assessment items. They will be able to use the test-item generator function of Data Director to input standards and automatically produce professionally designed test items that help predict performance on the CST. In this way, all four core content areas will have objectively designed assessments that they will administer quarterly, as well as teacher and textbook designed assessments to be used formatively (daily and weekly) and summatively (e.g. capstone projects and presentations of learning).

**CAHSEE, SAT, ACT, Early Assessment Program (EAP), and Advanced Placement (AP):** Assessment data will be tracked and analyzed and specific performance targets set to measure the degree in which the school is achieving readiness for graduation and college for each student. All

course credits earned by each student will be tracked in the student’s Personalized Education Plan. This plan will be reviewed each quarter by parent and the guidance counselor to insure that students are on track for success.

The chart below outlines quantitative and qualitative assessments, an approach that is supported by research (Stiggins 2005): teachers must be knowledgeable to select the appropriate test given the level of cognition required by the each standard. Standards at a high level of Bloom’s Taxonomy (e.g. synthesis) may require a performance assessment, such as a capstone project. Lower levels of Bloom’s are effectively assessed with multiple choice or constructed response assessments. All teachers will be trained to analyze the standards, and select or create the appropriate assessment (either from the existing textbook, or from other resources if supplementation is required).

Grade	Assessment
9 <sup>th</sup>	CST, CEDLT, Benchmarks (Math, ELA, Science, History)
10 <sup>th</sup>	CST, CAHSEE, PSAT, Benchmarks (Math, ELA, Science, History)
11 <sup>th</sup>	CST, CEDLT, SAT, ACT, AP, Benchmarks (Math, ELA, Science, History)
12 <sup>th</sup>	SAT, ACT, CEDLT, AP, Benchmarks (Math, ELA, Science, History)

**b. Graduation Requirements:**

Graduation requirements for SPA will incorporate district, state, and college conditions. Students will need to complete: 30 credits from Social Studies, taken from World History AB, U.S. History AB, Prin. Am. Democracy, AP U.S. Government, or Economics; 40 credits in English; 20 credits in mathematics; 10 credits in Lab Science (either biological science or physical science); foreign language (elective credits); 10 credits of Visual/Performing Arts; 70 credits from electives; 10 credits in Applied Technology; 20 credits in Physical Education; 5 credits in Health, and 5 credits in Life Skills. The total number of credits needed to graduate is 230 (including minimum A-G credits). Students must pass all courses with a grade of C or higher (basic proficiency). Students will be required to pass the California High School Exit Exam (CAHSEE). Additional non-course requirements include Computer Literacy, Career Pathway, and Service Learning.

SPA will implement the District’s Individualized Graduation Plan aligned to the University of California and the California State University systems to counsel students regarding promotion and graduation requirements and monitor student progress toward student achievement. The plan will be based on graduation requirements, and students will work with parents and counselors to develop a learning plan and establish a pathway to college and/or career. This Four Year Individualized High School Graduation Plan will focus on academic, personal and career planning and incorporate data-driven decision making, the mastery of content standards and individual goal setting. Students will have multiple pathways to college and career plans and may combine academic core plus technical knowledge and skills to achieve their goals. This plan will be used by all students, including students with disabilities, English Learners and Standard English Learners who will have access to a rigorous curriculum with opportunities to make regular and necessary changes in plans as needed. This worksheet will be developed and revised annually and collaboratively with student and parent input.

Student progress will be tracked at least once annually, when students meet with counselors to customize and revise plans of study. Together with counselors and parents, students will regularly review their selected course of study to tailor changes to their evolving academic and personal goals. Moreover, an individualized learning plan will result that is grounded in the requirements, but allows for flexibility in course selections according to the unique interests and goals of each student.

**Course of Study by Grade Level**

Grade	Academic Core	Health Medical (CTE Core)	Media Arts (CTE Core)
<b>Grade 9</b>	<p>All ninth grade students take the following courses:</p> <ul style="list-style-type: none"> <li>• English 9AB</li> <li>• Algebra I AB, Geometry AB (Algebra I passed in 8<sup>th</sup> grade, examination)</li> <li>• Integrated Math 1AB</li> <li>• Geography/Humanities AB</li> <li>• Biology AB</li> <li>• Spanish 1 AB or 2 AB</li> <li>• Elective SFA</li> </ul>	<ul style="list-style-type: none"> <li>• Health Science</li> </ul>	<ul style="list-style-type: none"> <li>• Design I &amp; II</li> <li>• Contemporary Video</li> </ul>
<b>Grade 10</b>	<p>All tenth grade students take the following courses:</p> <ul style="list-style-type: none"> <li>• English 10 AB</li> <li>• Geometry AB, Algebra 2 AB</li> <li>• Integrated Math 2AB</li> <li>• World History and Geography</li> <li>• Chemistry AB</li> <li>• Spanish 2 AB or 3AB</li> <li>• Elective or Spanish 4AB</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Topics in Medical Research</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Design I</li> <li>• Intermediate Digital Media I Production</li> </ul>
<b>Grade 11</b>	<p>All eleventh grade students take the following courses:</p> <ul style="list-style-type: none"> <li>• American Literature and Composition AB</li> <li>• Algebra 2 AB, Pre calculus AB</li> <li>• Integrated Math 3AB</li> <li>• United States History and Geography</li> <li>• Physics AB, Honors Science</li> </ul>	<ul style="list-style-type: none"> <li>• Human Biology</li> <li>• Anatomy</li> <li>• Medical/Clinical I</li> <li>• Sports Medicine</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic Design II</li> <li>• Contemporary Video</li> </ul>
<b>Grade 12</b>	<p>All twelfth grade students take the following:</p> <ul style="list-style-type: none"> <li>• Modern Literature and Advanced Composition</li> <li>• United States Government and Economics</li> <li>• Math (Pre Calculus AB, Trigonometry A, Statistics B, or Calculus AB)</li> <li>• Science (Advanced Physics OR Environmental Science OR Project Science)</li> <li>• One semester of Internship</li> <li>• Elective</li> </ul>	<ul style="list-style-type: none"> <li>• Honors Chemistry AB</li> <li>• Physics AP</li> <li>• Physiology AB</li> <li>• Medical/Clinical II</li> <li>• EMT</li> </ul>	<ul style="list-style-type: none"> <li>• Advance Media Production AB</li> <li>• Project Presentation</li> </ul>

## Graduation Pathway

Graduation requirements are specically aligned to A-G Requirements and college admission requirements as detailed below.

		Graduation	UC Entry	9th grade	10th grade	11th grade	12th grade	
Academic Requirements	English	3 years	4 years	English 9	English 10	English 11	English 12	
	Mathematics	2 years	3 years	Algebra I or Geometry	Geometry or Algebra II	Algebra II or Pre-Calculus	Pre-Calculus/ Trigonometry or Calculus or Statistics & Probability	
	Science	2 years	2 years	Biology or Life Science	Chemistry or Biology	Physics or Chemistry	Physics or Human Anatomy & Physiology or AP Science	
	History/Social Science	3 years	2 years		World History, Culture, and Geography	U.S. History and Geography	U.S. Government and Economics	
	Language other than English	1 year of foreign language or arts	2 years	Spanish 1 or 2	Spanish 2 or 3			
	Visual and Performing Arts		1 year					
	Health education	1 year	N/A	embedded in the biology curriculum, with related projects in other classes				
	Physical education	4 years	N/A	Students from all grade levels learn together through block activities implemented in 10-week sessions				
	Core components	College Preparatory Elective	N/A	1 year or 2 semesters	Courses needed for admission to and success in California's public universities			
Technical Courses: Health-medical				Human Systems and Health Maintenance	Principles of Biomedical and Health Sciences	Medical Interventions	Biomedical and Health Science Research Practice	
Integrated Units: Health-				Communicable Diseases	Workplace Injuries	Forensics	Tobacco and Smoking	

Medical							
Technical Courses: Media-Arts			Foundations in Visual Arts and Design	Digital and Media Design Principles and Applications	Advanced AME and Applications course	Advanced AME Applications Course	
Integrated Units: Media-Arts			Transforming figures; Lights, color, action!; No Place Like Home	Functions of gaming; the Path to War; Cold War Fiction			
Support Services					Career Counseling		
Work-based Learning			Career exploration; Site visits	Job shadowing	Mentoring	Internship	
CAHSEE	Must pass	Must pass					
Presentations of Learning (POL)	N/A	N/A					
Senior Internship and/or Senior Capstone Project	N/A	N/A				Student-selected exploration	
Computer literacy	N/A	N/A					

**c. Data Collection and Monitoring:**

The school will regularly collect, monitor, and accurately report student demographic and performance data. It will analyze the data to inform programmatic and instructional decisions, address specific student needs, improve instruction, make adjustments to curricula, and inform professional development and other school components. Teachers will regularly analyze evidence of student learning and progress from multiple assessments that include aggregated and disaggregated

data. The information will be used to make programmatic decisions and adjustments to curricular planning, support academic success and improve outcomes. School teachers, administration, and YPI leadership will also review data to assess quality and progress toward achieving outcomes and develop improvement plans and action items.

SPA will use the LAUSD Integrated Student Information System (ISIS) to track student records and identity services to report to the District, including assessment, graduation/completion rates, suspensions, placement, transition, disproportionately, complaint response time, service delivery, parent participation, translations, teacher quality, and behavioral interventions. Reports provided as part of ISIS will include a monthly suspension/expulsion report throughout the school year, a monthly SESAC Report and Welligent Student Listing Verification, CBEDS, and an All Students Enrolled Report.

The high school will track information presented in the LAUSD School Report Cards, including API score and AYP status. SPA will leverage the LAUSD system to gather and report information, including student outcomes and academic progress (college/career preparation, high school readiness of 9<sup>th</sup> graders in ELA, math, EL reclassification rate, and proficiency of students on state tests and the numbers improving and declining). The Report Card will desegregate ELA and math achievement by advanced/proficient categories for all ethnic groups at the school, and by Special Education, Gifted and Talented, and Economically Disadvantaged status. SPA will also work with YPI to use surveys to assess teaching, leadership, and culture, as well as to assess campus safety and student/parent satisfaction. It will also work with YPI to leverage current program resources like FIPSE to track post-secondary transition and achievement of students.

As part of professional development, the assessment review and improvement planning processes will support the instructional program. They will occur during weekly, quarterly, and summer professional development times and be led by the principal and teachers from both academies. Teachers will use data obtained from their daily, weekly, quarterly, semester, and yearly assessments (described above) to recommend and inform professional development as well as instructional planning.

### **Management of Multiple Schools**

YPI will review performance data, to drive improvement. It will listen to stakeholder input and respond to instructional concerns to make mid-year corrections possible. Based on information gathered on school performance (test scores, assessment results, and feedback from students, teachers and parents), the organization will be able to suggest actions that impact each school. YPI assesses the overall performance at individual schools by examining the assessments and data collection gathered by each school. The organization checks if students meet benchmarks set by the California Department of Education as demonstrated by the results of CA Standards Tests. As a collaborator and service provider, YPI is actively involved with other schools and thus in a position to obtain comprehensive data, input and information. It has knowledge of what works for its schools and is committed to finding and creating solutions that increase academic gains and improve performance.

YPI assesses the overall performance at each school and provides interventions for continued improvement by providing oversight, support and resources. The organization is part of the governance structure at the schools with key YPI staff serving as members allowing for the close monitoring of the school boards and operations. This degree of involvement also allows for supervision of teacher and student performance and the provision of site-based leadership. School administration works with teachers to collect and analyze data that include student test scores, assessment results, and portfolio performances which is then presented to the school board and larger YPI organization management. YPI reviews performance data to oversee and hold school administration, teachers, students and parents accountable for their individual performances as well as the school as a whole. YPI staff (as members and leaders of the school boards) review and analyze

performance data provided by school administration during monthly board meetings to continuously drive school improvement by questioning what works, what does not work, and what aspects of instruction and the larger school program can be altered to better serve the students and teachers to increase academic achievement. Organizational leadership suggests additional measures and different avenues by which schools can obtain pertinent information for driving school operations.

YPI's interventions include setting clear expectations for measures of performance; enhancing school capacity to increase improvement; and engaging families and the community in school operations to further success. YPI is committed to effective and continued internal accountability in performance assessment and improvement. It allocates resources where they are needed the most and focuses attention on data-based information relevant to teaching and learning. It is dedicated to improving teacher and school leader effectiveness and provides professional development opportunities for school staff to attend to current information and programs and add or change strategies in response to this information. It will continue to work with school administration to bring in talented personnel into the schools as well as provide support to administrators and teacher leaders. It will continue to improve its schools' instructional programs and differentiated instruction and make modifications to increase learning for students and teachers. The organization will conduct periodic reviews to ensure that the curriculum is being properly implemented and having the intended impact on student achievement. In addition, as one of its cornerstone values, it will continue to integrate technology-based supports and interventions.

## **Category Two: School Culture, Climate, and Infrastructure**

### **B-4. School Culture and Climate**

#### **a. Description of School Culture:**

SPA will strive to create a culture that is safe, supportive, sustainable, promotes student learning, alleviates negative behavior and maximizes learning. It will reinforce the school's vision, mission and instructional program through a focus on excellence and the goal to develop a culture that practices a commitment to excellence, integrity and responsibility in everyday work. Hard work, creativity and innovation will be the norm and established through continuous quality improvement, engagement of parents and families as partners in the education of each child, an environment that fosters trust, commitment to excellence and responsibility, personal and institutional integrity, and avoids conflicts of interest and appearances of impropriety. The school will be characterized by a culture of high expectations and support. The school will be respectful of and attuned to the diversity of students interests, strengths, and ways of learning. Learning activities will be designed to challenge students and use a variety of methods to teach and assess learning.

The school will create personalized learning environments (PLE) for the students. The PLEs are the two industry themed academies wherein students will participate in cohorts. Staff will have developed and sustained personalized relationships with all students, fostering strong connections between their students and peers. Teachers will be assigned a group of students who will remain under their guidance during the daily advisory period. Staff will cultivate interpersonal relationships with students and work with them and provide the necessary resources and support that encourages students to do what they need to do in order to reach their personal, education and career goals. Teachers will become more engaged and involved in the lives of their students, and students will consistently receive praise, encouragement, and assistance each day along with personal support for dealing with challenges. A daily advisory period will contribute to the improvement of student-teacher relationships and a unified school atmosphere. Teachers will motivate students and connect learning with their interests to keep students actively engaged. Students will be provided with opportunities to set goals, make decisions and reflect on their learning. The school will create a system of guidance and advisement with active staff participants in a community of practice that allows them to know students well and support their pathways to success.

A college-going and career culture will be fostered on a daily basis through the career themed academies and postsecondary education programs. College and career awareness will be embedded in every school day. Students will see why they need to learn what they are learning and be reminded of the dreams their parents have for them and which they have for themselves. Learning will be rigorous and meet college entrance requirements. Coursework will reach high levels of English and math, generally four years of each, in addition to substantial coursework in science and social studies as well as the health-medical and media-arts industries. Graduates will be qualified to attend college and careers and encouraged to do so. Students will go on field trips to universities and be continuously exposed to various careers and institutions including trade schools. The goal is to expose students to various educational and career pathways.

School culture will also be characterized by parents and the community involvement, an integral aspect to school culture. The school will also use the community to enhance and contextualize classroom learning. Students will participate in a range of community activities from field trips to long-term volunteer work. Through service learning activities, students will see themselves as vital contributors to their own community. They will connect classroom learning with real life projects to enhance their understanding and motivation.

SPA will work with YPI to engage parents and family members to allow for them to become facilitators of learning. Parents will become the driving force in instilling school expectations, a

positive work ethic, and self worth. With the inclusion of parents the school will bring in a vast array of cultures and skill sets. The school will convene a monthly Parent Advisory Board for parents to receive information, share information, and give feedback to the school personnel, as well as plan activities that address school issues and concerns. The Parent Advisory Board designs activities that increase effective parent involvement in the education of their children at school and in the community. For example, some of the activities focus on helping parents understand how to: create a home environment that encourages learning; express high expectations for their children; help their children form a vision for their own future; and communicate successfully with school officials.

All parents are members of the Parent Advisory Board. All parents/guardians are strongly encouraged to attend an orientation at the beginning of each school year at which they will sign a nonbinding commitment form indicating they understand the school philosophy, program and outcomes, and accept the responsibilities as set forth. Commitment forms for parents/guardians of all students will be used to describe their involvement in and support of their child's educational experiences. The form commits a parent/guardian to work with the child at home on homework and projects, maintain positive and effective communication with the teacher and staff, ensure that their child attends school on a regular basis and arrives on time, enforce the school code of conduct with their child, and enroll their child in academic enrichment programs (After School Institutes, Saturday classes, etc.) provided by YPI and partners. The school will urge parents to attend at least two parent workshops during the school year, and strongly encourages them to volunteer at the school. There will be a specific school goal of a minimum of 30 parent volunteer hours each school year.

### **Management of Multiple Schools**

YPI will work to create a culture that is personally fulfilling, supports ethical decision-making, and provides an environment where hard work, creativity and innovation are the norm. This culture will be characterized by continuous quality improvement, engagement of parents and families as partners in the education of each child, an environment that fosters trust, commitment to excellence and responsibility, personal and institutional integrity, and avoids conflicts of interest and appearances of impropriety. YPI school culture focuses on excellence and the schools are committed to being the best schools and personnel they can be in educating students to their maximum potential. They are committed to making decisions in the best interests of the students and holding each other responsible for performance as a school and as individuals.

YPI will create optimal learning-centered cultures by building a community at the school to serve each member of the families with needed education and training programs, and to support them in getting essential wrap-around services required to help the family succeed. Through programs and models like the Los Angeles Promise Neighborhood and Full-Service Community Schools, YPI will provide access to services that include an assessment of existing needs developed through a strong partnership with families and school staff. This will lead to the development of services to support families with student academic achievement such as: child care, legal assistance, tax preparation, housing support, or food and utilities. It will include tutoring and enrichment programs designed to improve results in core academic subjects. The central vision of the YPI school model is that students cannot succeed academically and prepare for college if their family situations are unstable. YPI will work to place specific staff and resources in the schools to help establish YPI culture in the schools. This will include a Supportive Services Coordinator at Sylmar to oversee and operate programs and services provided as part of the Full Service Community Schools model provided by YPI.

The organization will transition the culture of existing schools founded and operated by YPI to the proposed school and leverage expertise within existing schools to accomplish this transition. YPI will provide periodic cross team and cross school leadership meetings to share best practices and talk about culture. The introduction and explanation of school climate and culture will take place during the on-boarding process of the new leadership teams. During the professional development

training before the start of the school year, new school staff will go over common core standards and objectives as well as school vision, mission, and values. Staff from current YPI schools will participate and serve as mentors and peer coaches in this capacity. They will cover the academic fixtures at each school, and all schools will operate as professional education partners and transmit the culture to the new campuses. Some professional development activities will be held to bring together staff from all YPI schools so that a professional learning environment will be established.

YPI will further ensure the sharing and expanding of its school culture climate from one school to the next by facilitating professional development that includes critical friends groups, peer mentoring and coaching. Teachers from all YPI schools will establish a professional learning community by voluntarily coming together to improve their teaching practices through collaborative learning. Through supportive leadership, YPI will work to create school structures like a Critical Friends Group to encourage the sharing of the schools' vision, mission, culture as well as best practices. Peer coaching will be used to share new ideas across YPI schools; teach one another; conduct classroom observations; solve any workplace problems, and communicate YPI school values, culture and philosophy. These cost saving measures will build a culture of teacher to teacher collaboration as well as a foundation for common practice across school sites.

The role of YPI in the change management process is to support school staff and the school community placed in positions of school leadership. This is done with resources to enhance parental and family involvement and leadership activities that stabilize the family. YPI seeks to empower families and school staff with resources to help students reach their full academic potential and be prepared for high school graduation and postsecondary opportunities while meeting the measures of student success discussed below.

#### **b. Student Support and Success:**

Student success has several meanings at SPA, and the expectation is that all students succeed. Success means that students will be promoted to the next grade level. They will graduate from high school. Students will enroll in postsecondary education or enter the workforce. They will score at proficient levels or above on standardized tests. Students will become computer literate. They will maintain close personal relationships with school staff. They will have pride and be involved in school activities. They will involve their families and community through different school related activities and events. They will be committed to the community and participate in community events. The school will work to build supportive relationships inside and outside the school. Teachers will develop and nurture connections with students and parents. The school will build relationships with community members, employers and educational institutions in the area.

To ensure that students are successful, SPA will collaborate with YPI to provide additional support. YPI will provide access to partners, services and programs like Los Angeles Promise Neighborhood, FIPSE college preparation, and Health Careers to provide comprehensive wraparound services to address student and family needs that impact performance and achievement. YPI will implement a Full Service Community Schools model that will bring the community inside the school while offering a range of education and training services for both students and families in an extended learning day model. Students and parents will have access to programs and services that assess academic strengths and needs and develop personalized plans for achievement. YPI will work with partners and solicit funding to provide in-school, before school, after school, and Saturday academic tutoring and enrichment. Enrichment services will be offered during free blocks, before and after school, and during weekend sessions, and include subjects like Graphic Design, Art, and programs such as disc jockey training, digital music, community gardens, and service projects. Enrichment will be linked to California State Standards. The school will provide opportunities like

mentoring as well as Service Learning to guide youth in developing community service projects that will allow them to practice their learned academic skills as well as engage with the community.

To facilitate learning and provide access to technology and broadband for all students, especially the economically disadvantaged, YPI will open a Public Computer Center directly on the school campus and staffed in partnership with YPI through funding that includes a \$5.6 million grant through the federal Broadband Technology Opportunities Program (BTOP) from the U.S. Department of Commerce. The computer center will provide access to broadband technology as well as educational and training services for youth and adults. Structured classes may include computer literacy, GED or SAT prep courses, as well as open hours to the public where a staff member or volunteer can provide assistance with job searches, creating resumes, or homework help. YPI Program Coordinators will be responsible for overseeing the daily operations and will assist with coordination of staffing, programs and other administrative duties.

**c. Social and Emotional Needs:**

The school will provide programs, resources and services (internal and external) to meet the social and emotional needs of students. Students will have access to supplementary programs, activities and services to support students' social and emotional needs beyond academics. The school will have a School Psychologist who will identify and monitor individual students on an ongoing basis using assessments that include the Youth Self Report. The Youth Self Report (YSR) provides self-ratings for 20 competence and problem items paralleling those of the Child Behavior Checklist (CBCL)/Ages 6-18. The YSR also includes open-ended responses to items covering physical problems, concerns, and strengths. Youths rate themselves for how true each item is now or was within the past six months, using the same three-point response scale as the CBCL/6-18 and Teacher Report Form.

As part of the Full Service Community School model, YPI will provide the services of Case Managers on site that are paid for through leveraged funds. These professionals work with the School Psychologist to support students and families with the learning plans and enrollment in services provided at the school. They are joined by supportive staff, such as FIPSE College Ambassadors, who support Counselors with targeted college preparation support for students and families.

Another key feature of the school is the student advisory program. Each student will be assigned an Advisor who will stay with him or her for all four years. Advisories will provide students a foundation for independent thinking, planning, and study and will guide them through a continuum of projects to a successful student-initiated senior project. As the year progresses, advisory provides a forum for goal setting, problem-solving, and launching service learning. At the middle and end, advisory helps students develop digital portfolios that engage them in reflection about school effort, their behavior, and their academic accomplishments.

In addition, YPI will work to link its Los Angeles Promise Neighborhood program with the school to provide students with access to a pipeline of services that span their lifetime. Through this initiative clients will be provided access to counseling services offered through partners like Friends of the Family and Phoenix House in the surrounding San Fernando Valley community. Furthermore, these services would not only be available for the students but their families as well to develop the whole family unit and support both economic sufficiency and academic success.

The school will work with YPI to provide case management services. The school will strive to assess each participating student for academic need and will work with teachers and case managers to develop the tailored 4-year Personalized Education Plan (PEP) with the support of Case Managers assigned to the school by YPI. In 10th grade, the Student Success Team (SST), which includes the teacher advisor, other teachers, the case manager, and parents will support the student's progress from one grade to the next by providing academic and behavioral interventions to keep them on track

with his/her PEP. The PEP is an organic document updated every semester as sequenced coursework is completed for graduation and college readiness, CAHSEE readiness is monitored, future plans are solidified, and special needs arise (i.e. CAHSEE tutoring). PEPs help students become college and workforce ready by focusing their attention and goals.

**d. College and Career Readiness:**

The school will provide programs that expose students to college and career opportunities as well as support them to be successful in whichever path they choose. The strategies will expose and prepare them for college/career and set and achieve goals in pursuing post-secondary education. The linked learning model is designed to provide multiple pathways for students to satisfy UC/CSU A-G requirements and prepare students for both college and career options. As described in the previous sections, the school will house two industry themed academies (health-medical and media-arts) that equip students with the knowledge, skills and abilities to become successful academically and in their postsecondary goals of college and/or careers. The pathways provided through the school involve the integration of academic core curriculum with career technical education that are aligned with state, national and industry standards as well as the a-g admissions requirements for the UC/CSU systems. Furthermore, students will have the opportunity to embark on their journeys to professional careers through work-based learning opportunities that include: job shadowing, mentoring, and internships. Students will complete multiyear college and career success plans (Four Year Individualized High School Graduation Plan) that include courses, work-based learning opportunities, and extracurricular activities, employment, and progress toward meeting UC/CSU A-G requirements.

In addition to the curriculum and instruction, the school will provide programs that expose students to and support them on their journey to college and careers. YPI will work to leverage and bring in additional resources that will provide students access and opportunities for college and career supports. YPI will leverage its extensive experience with college preparation initiatives like GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) and FIPSE (Fund for the Improvement of Secondary Education) college preparation programs to provide college and career readiness services for students through the services of trained College Ambassadors who work one-on-one with enrolled students and families to create college plans that are updated quarterly. Sylmar High School is a target school in the FIPSE program, and YPI will utilize best practices from both of these initiatives from the U.S. Department of Education targeting schools and students in the San Fernando Valley. YPI will work with partners such as UCLA, CSUN, LAVC and the Campaign for College Opportunity to provide support that will target students in academic transition to prepare them for challenging curricula. College preparation activities will include: homework assistance, time management training, tutoring, College Knowledge Academies, and Going On to College! assemblies. College visits to local universities will be offered and enrollment into the Clic Network will be provided. The Clic is a single online source for case management and college preparation to help families explore higher education. SPA will target career technical education and college preparation working through YPI with partners like CSUN's Professor David Moguel.

As previously mentioned, the school will work with the partnership agreement established between LAUSD and LACCD to encourage postsecondary education. Los Angeles Mission College is a partner of YPI which is working to increase the support to all students to improve the transition from secondary school to the college level; expand outreach efforts and educate the community about financial resources; establish early college assessment program; maximize academic preparation through tutoring and supplemental lab instruction in math and English; and, provide the Jumpstart on College program. SPA will also explore a relationship with Los Angeles Pierce College to connect with its Media Arts Department which specializes in interdisciplinary courses, including Multimedia,

Photography, Cinema, Journalism, Public Relations, and Broadcasting to earn degrees, specialized certificates, and transferable classes.

**e. School Calendar/Schedule:**

Local Instructional Schedules/Strategies Waiver Request as School Calendar and schedule (Block Schedule) are organized to maximize student learning and common planning time for staff. The network partner model autonomy will be used to create a school calendar and schedule that are organized to maximize student learning and staff common planning time and allow for flexible periods that include long blocks of instructional time to meet student learning needs. This time will also support integrated curriculum and work-based learning opportunities. The school calendar and daily schedule will be aligned with the vision, mission and instructional plan of the school. They will meet state requirements, address the needs of all students and provide extra support to ensure that all students are able to meet and exceed academic goals. They will allow sufficient time for core subjects, include non-academic programming, as well as support and promote teacher collaboration in a connected learning model.

The school will follow the LAUSD Early Start Instructional Calendar. Students will begin their first day of school in August. This calendar will help align the school with college calendars and create more effective testing schedules. SPA will utilize a 4X4 AB block schedule (or modified block as school, teachers and YPI deem necessary) to facilitate linked learning and project-based learning, and ultimately, improve student academic performance. The school day will be organized into fewer, but longer class periods to allow flexibility for instructional activities. This block scheduling will encourage the use of innovative teaching methods that address multiple learning styles and an improved atmosphere on campus. A national survey on high schools (Cawelti, 1994) identifies block scheduling as one of the primary indicators of major restructuring within a district. Four classes will meet every other day for the full school year (“A” courses on one day; “B” courses on the second day). Students take eight courses for the entire year, but courses meet every other day.

Furthermore, the schedule will allow for weekly staff collaboration time. Teachers will have time to develop new instructional strategies for teaching in block schedules moving away from lecturing and toward more active, hands-on teaching and considering other issues that include, but are not limited to: pacing, student assessment, use of time, individualization, teacher mentoring, continued staff development, monitoring teaching and learning, remediation of teaching skills, and open communication with stakeholders.

A copy of the proposed school year calendar as well as the daily schedule for both faculty and students are included in the appendix.

	<b>MON A - BLOCK</b>	<b>TUES B – BLOCK</b>	<b>WED A – BLOCK</b>	<b>THUR B – BLOCK</b>	<b>FRI A-BLOCK</b>	<b>MON B – BLOCK</b>
Period 1	Course 1	Course 5	Course 1	Course 5	Course 1	Course 5
Period 2	Course 2	Class 6	Course 2	Course 6	Course 2	Class 6
Period 3 Lunch	Course 3	Class 7	Course 3	Course 7	Course 3	Class 7
Period 4	Course 4	Course 8	Course 4	Course 8	Course 4	Course 8

Students and faculty will be grouped into small learning communities for instruction. The target class sizes will be in line with district requirements, though, the school will work with the budget and its resources to keep class sizes small with the ultimate goal of a teacher-student ratio of 1:25. Students will participate in cohorts in the academic and technical courses that are part of the

program of study to enable flexible use of class time and instructional methodologies that promote multidisciplinary projects and work-based learning experiences.

**f. Policies:**

The promotion/retention policy will follow National Research Council recommendations. The school will use a combination of a test-based promotion decision (utilizing final year exams in each subject averaged with a benchmark diagnostic such as NWEA MAPS) and an intervention/alternative program. Recommendations will identify at-risk students early so they can be targeted for extra help and provide students with opportunities to demonstrate knowledge. To be promoted, students must score at or above performance level 2 in a system of 4 performance levels, with 4 meaning students are exceeding standards and 1 indicating academic difficulties.

The policy places emphasis on identifying students who are at risk of being retained at the beginning of the school year. These students must receive intervention services and may include differentiated instruction in the classroom or small-group instruction. Students who score at level 1 mid-year are encouraged to enroll in afterschool and Saturday school programs. Students who remain at 1 level in the spring are mandated to attend summer school. If they do not meet standards at end of summer school, their portfolio of work is reviewed to determine if the student has higher than level 2 skills and is only dealing with a testing obstacle as opposed to a knowledge/skill obstacle. Depending on the determination, a promotion or retention decision is then made.

The decision to retain a student will be discussed with the parent/guardian and receive written approval. The school will utilize early and systematic parent notification when students are at risk of not meeting promotion standards. When parents disagree with the retention/promotion determination of a student, an appeal process must be implemented. The school will provide for the fair and equitable treatment of students and afford them their due process rights under the law. SPA will comply with procedures for notices and appeals as specified in administrative regulation and/or law.

SPA will follow the graduation policies described above and incorporate district, state, and college conditions. Students will need to complete a total number of 230 credits to graduate (including a-g credits). Students must pass all courses with a grade of C or higher as well as the CAHSEE. Additional non-course requirements include Computer Literacy, Career Pathway, and Service Learning.

The most important responsibility of SPA is the safety of the students, and the school will incorporate measures identified from the report on school safety, compiled by the Safe Schools Task Force to create safety policies. The school will utilize strategies to prevent behavior problems from escalating into violence and to inspire youth with education, school and community service activities. Staff will teach self respect, respect for others and appreciation for diverse cultures and lifestyles. No person or item recognized as a threat to the physical and mental health of the students will be allowed on the campus. The school will promote parental involvement in student activities and in all safe school program development and include youth members on all boards, task forces and committees dealing with youth issues. SPA will develop and strengthen partnerships between the school, school communities, and law enforcement to ensure campus and community safety.

SPA will implement the most successful measures against bullying and sexual abuse/harassment to promote a school- and community-wide zero-tolerance policy against any instance of the above behaviors. SPA will implement policies that address safety, violence, bullying, sexual harassment, and general abuse. Administrators, teachers, and other students will be taught to recognize the behaviors that constitute these items and encouraged to intercede on their peer's behalf. SPA will create and enforce a safe climate and culture, where mutual respect and dignity are practiced daily and honored by all school/community members.

## **B-5. Parent and Community Engagement**

### **a. Background:**

The Sylmar community is an area that is full of strengths, assets, values and critical needs, and the vision, mission and instructional program of the high school align with these characteristics. Based on data from Nielsen Claritas (2010), the largest segments of the population are those under 5 years of age (7.29%), 5-9 years (7.32%), 10-14 years (7.8%), 25-29 years (7.44%), 35-39 years (7.28%), and 40-44 years (7.19%). The number of residents ages 15-19 total 8.7% of the population, making it the largest segment and also the target population since many are the students attending Sylmar High School. Gender is broken down to 50.1 % male and 49.9% female. Additionally, the population is 72.1% Hispanic or Latino, 16.6% White, 4.23% Black or African American, 5% Asian, and .5% other. Of the Hispanic and Latino populace, 81.7% are of Mexican origin, with the remainder spread rather equally among mostly Latin American countries and Spain.

Roughly 80% of the population in Sylmar does not have a college degree. In fact, 20.2% of the total population has stopped their schooling before completion of the 9th grade; 19.4% have had some high school, but no diploma; and 22% are high school graduates or the equivalent. About 55% of the population is employed, 4.3% are unemployed, and 40.3% are not in the labor force. One of the industries that employ the greatest number of people is Health Care and Social Assistance (10.2%). 11% of households earn less than \$15,000 annually; 10.5% earn between \$15,000 and \$24,999; 11.6% earn between \$25,000 and \$34,999. The median household income is \$48,918. As of 2000, 11% of families in Sylmar are living below the poverty line, and 89% are either at or above it. Moreover, 363,161 people are CalWORKS recipients, as of 2009.

The school aligns with the needs of the community as reflected in its program and design. To address the diversity of the population, the school will utilize Culturally Relevant and Responsive Education and incorporate a variety of readings, materials, and resources that reflect the heritage of students and community. To combat the large percentage of population who do not have a high school diploma, the school is implementing the linked learning multiple pathways strategy to encourage and support students to complete high school and move on the postsecondary education and career opportunities. SPA will provide two career academies with the themes of health-medical and media-arts. YPI will work with community so that families can make informed choices on attending an academy. A corresponding goal of these school strategies is to increase income and improve financial stability for the future.

The high needs of the target students and families at Sylmar High School coupled with the strong support and community outreach services provided by the Youth Policy Institute in the surrounding San Fernando Valley community make the school a strong candidate for the Full-Service Community School model, including targeted education, training, and technology services for students and families at the school offered in an extended school day.

### **b. Strategies:**

YPI has extensive experience working with schools, bringing in resources (described above) and operating large human services projects in areas very similar to Sylmar including: Pacoima, San Fernando, and Pico-Union/Westlake. For example, YPI is involved in an ongoing partnership with Pacoima Elementary School and the San Fernando Gardens public housing project. This relationship began in 2001 when Pacoima Elementary was a traditional LAUSD school with an enrollment of 1,572 (97.5% Latino), with test scores at the very bottom of all schools in Los Angeles. YPI initially worked with staff and families to introduce welfare-to-work programming and the Family Technology Project. These projects and a US HUD Neighborhood Networks grant have also benefited the San Fernando Gardens, a notorious crime-ridden public housing development across the street from the school. YPI then partnered with school leaders to support the conversion of

Pacoima Elementary to Pacoima Charter School in 2003. Since that time, YPI has invested over \$14 million in education and training funds in the school and its immediate neighborhood in a saturation strategy, while also opening Bert Corona Charter Middle School to create an educational pipeline for students and families.

With an emphasis on braiding federal, state, and city funding streams, YPI programs in the Pacoima saturation strategy have included: Preschool, Afterschool, Summer Youth Employment, Reconnections Academy, Educational Bridge Training, Adult Education, Family Technology Project, AmeriCorps, SES Tutoring, Neighborhood Networks, GEAR UP, Carol M. White Physical Education Program, and Full-Service Community Schools (all three U.S. Dept. of Education), Family Development Network, Communities Empowering Youth (U.S. HHS), Health Careers and Intermediary Workforce grants (both U.S. Department of Labor), and Community Technology Centers (U.S. Dept. of Education). Most recently, this includes funding for Promise Neighborhoods (U.S. Dept. of Education), public computer centers through the U.S. Department of Commerce's Broadband Technology Opportunities Program (BTOP), and a second Carol M. White Physical Education Program grant through Bert Corona Charter plus a Fund for the Improvement of Postsecondary Education grant (U.S. Department of Education).

A result of YPI's saturation strategy has been a dramatic rise in academic achievement scores, remarkable in a school with 100% enrollment in free/reduced lunch. In 2001, the school's API Score was 416. By 2011, the API had risen to 783, a remarkable gain of 367 points. The Similar Schools API ranking that compares the school against 100 comparable schools in California rose from 1 to 7 (out of 10). Also, in 2009 and 2010 the school successfully met its AYP goals and is now out of Program Improvement—a rare achievement in Los Angeles for a Program Improvement Year 5 school.

YPI has an annual budget of \$35 million with 1,200 staff at 125 program sites in Los Angeles. YPI operates afterschool programs at 58 schools and last school year tutored over 3,000 students. YPI has specific experience with the two fields targeted for linked learning at SPA, health care and technology. YPI has administered grants from the U.S. Departments of Education, Labor, Health and Human Services, and Housing and Urban Development while receiving federal funding through the State to operate educational programs like 21st Century Community Learning Centers and the Public Computer Centers program from the U.S. Department of Commerce. In October 2010, YPI received one of 21 Promise Neighborhoods grants from the U.S. Department of Education. Targeting Hollywood and the San Fernando Valley, YPI's Los Angeles Promise Neighborhood is developing a cradle-to-college/career continuum of services for youth and families to improve educational achievement and transform the targeted Neighborhood. During the 2011 planning phase, YPI conducted a comprehensive community assessment. YPI and its charter Bert Corona Charter School operate two separate Full-Service Community Schools grants in Pico-Union/Westlake and the San Fernando Valley. Both programs offered services to students and families that successfully raise awareness around the targeted school communities through educational sessions and direct services. They continue to provide different academic, enrichment, fitness/nutrition, parent involvement, family literacy and leadership development services that are well-received and attended.

YPI has extensive experience providing job training and career development for Health Careers over the past five years. The current YPI **Health Sector Program** is a partnership funded under the U.S. Department of Labor Health Care Sector and Other High Growth and Emerging Industries to train and place 400 clients as Medical Assistants, Pharmacy Technicians, and Certified Nursing Assistants (CNAs) from 2010-13. Services provided include remedial education (GED Preparation, ESL, adult literacy) to prepare clients for the workplace, a 100 hour Healthcare Academy bridge training program operated with Los Angeles Valley College, and occupational training with LAUSD and Anderson Medical College. Clients receive assistance in gaining program

certification and placement in unsubsidized employment with partnering medical employers and hospitals that partner with YPI. 339 customers have been enrolled to date and are receiving services.

110 clients have graduated from YPI's **Industries with Statewide Needs** program funded by the State of California. Enrolled clients participate in training tracks for Pharmacy Technician, Certified Nursing Assistant, and Medical Assistants. Clients then receive assistance in receiving program certification and placement in unsubsidized employment. Clients attend education training, and job-ready clients continue to receive staff-assisted job search services, job referrals and career counseling in order to assist with job placement. Previous Medical office Careers programs operated by YPI trained 245 clients in these fields.

200 young adult clients have graduated from YPI's **Reconnections Academy** program operated with ARRA Recovery Act funds. YPI trains clients for employment in Medical Office Careers while providing subsidized work experience. The program targets disconnected youth age 21-24, and qualifying youth clients receive case management, work readiness training, supportive services, vocational training, and subsidized work experience at local clinics and hospitals. (program ending June 30, 2011- source for client recruitment in proposed program)

YPI will work with SPA to engage parents and community members through practices it employs in its current programs. For example, Bert Corona Charter School reached an all time high for attendance at parent conferences this year (higher than any previous year), an attendance rate of 97.6% (361 out of 370 students). The faculty and staff dedicated efforts to making appointments for all parents, accommodating scheduling needs, and spending countless hours on the phone to make sure the school provided conference time for as many parents as possible. Together YPI and SPA will host community events to encourage parents and community members to become involved in the school. Past examples that can be adapted for SPA include the following:

- Family Extravaganza, an event where students showcased projects from the fall semester;
- Big Sunday, an event where school families and community work together to put together a school community garden;
- Family Summit, an event where families and communities come together to participate and learn about making healthy life choices. Throughout this event there are different workshops which cover physical fitness and parent college awareness.
- Health and Dental Fair, an event that offers free dental and health screenings for attendees as well as an array of different fun activities for the family; and,
- Survey Day and Resource Fair, an event where community members and volunteers go through the community to fill out surveys and assess resident opinions and concerns about the area (including schools).

In addition, YPI uses promotoras (community members who reach out to parents and residents) to engage parents and community members. Patterned after the use of residents to provide outreach to residents disengaged from customary avenues of communication, promotoras are Spanish-speaking residents who outreach and recruit the hardest to serve clients from communities. These members of the community reach out to parents and other residents through schools, home visits and phone calls to make people aware of available programs and draw in potential participants. As sources of authentic and trusted voices of the community, promotoras answer questions, explain resources, and encourage the use of services.

Well-informed parents and guardians can help in making the best data-driven decisions, such as options for future coursework or areas of needed intervention. The school will work to provide parenting education services like the National Council of La Raza's (NCLR) Parents As Partners (PAP) program, which focuses on college requirements and Parents as Leaders Program which helps parents acquire the skills and confidence necessary to become change agents for their children's education. YPI will provide access to partners that will implement other parent workshops that focus on introduction to middle school and readiness for high school, improving academic communication,

parental support of student learning, and parents as advocates. Parent leadership opportunities at the middle school include roles on the School Site Council, the School Leadership Council, the Parent Advisory Board, and other committees.

The school will convene a monthly Parent Advisory Board for parents to receive information, share information, and give feedback to school personnel, as well as plan activities that address school issues. The Parent Advisory Board designs activities that increase effective parent involvement in the education of their children at school and in the community. For example, some of the activities focus on helping parents understand how to: create a home environment that encourages learning; express high expectations for their children; help their children form a vision for their own future; and communicate successfully with school officials. All parents are members of the Parent Advisory Board. The school will also provide a Parent Center staff by a Parent Leadership Coordinator to support parents in accessing resources provided through the school.

All parents/guardians will be strongly encouraged to attend an orientation at the beginning of each school year at which they will be asked to sign a nonbinding commitment form indicating they understand the school philosophy, program and outcomes, and accept the responsibilities as set forth. Commitment forms for parents/guardians of all students describe their involvement in and support of their child's educational experiences. The form commits a parent/guardian to work with the child at home with homework, projects, maintain positive and effective communication with the teacher and staff, ensure that their child attends school on a regular basis and arrives on time, enforce the school code of conduct with their child, and enroll their child in academic enrichment programs provided at the school and in the surrounding neighborhood by YPI and partners. The school will urge parents to attend at least two parent workshops during the school year, and strongly encourages them to volunteer at the school. There will be a specific school goal of a minimum of 30 parent volunteer hours each school year. This is not mandatory, but is strongly encouraged.

Staff members who will lead this work at Sylmar include the School Principal, working with teachers and school staff at the small learning communities. School staff will work directly with YPI community staff stationed at the school to support students and parents with services. These include the Community Services Coordinator, Case Managers, and the College Ambassadors developing college plans with students and families.

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

Community members will be included in the ongoing success of the school. SPA will engage the broader community in the life of the school, integrate and establish a presence in the community and garner the support of community partners through the Full Service Community Schools model. Throughout the first five years of the school, SPA faculty and staff, as led by the principal, faculty and YPI in the first and second years, will link to the surrounding community and involve employers (health-medical and media-arts related) in a Regional Partnership to develop and implement career education for careers for which there are manpower and skills shortages, higher education institutions and civic community entities in aspects of its operation. In year one, the relevant school committees will be established (e.g. Pathway Leadership Team, Expanding Pathways Implementation Council, Parent and Student Advisory Boards). In years two through five, the established boards and committees will continue cultivating these partnerships through outreach, introduction, negotiations, and partnership agreements. Each year in the fall, the principal, faculty, YPI, Pathway Leadership Team, Expanding Pathways Implementation Council, Parent and Student Advisory Boards will conduct community and employer outreach to introduce the school's vision, mission, and goals. In the winter, they will build and maintain relationships and negotiate new and additional opportunities for involvement. In the spring and summer, they will create and renew partnership agreements in the spring and summer for the following years.

Health-medical and media-arts themes fit the local economy and the community industries and employer base. Volunteer employees will be involved in school activities. The school will involve the community and the community will be involved in the school. Representatives of employers, higher education, and the community will help guide the school's curriculum, and provide speakers, field trip sites, job shadowing opportunities, mentors, student internships, community service opportunities, college tours and teacher externships through partnerships with local civic organizations such as local Chambers of Commerce. The school will incorporate citizenship and foster a culture of respect for others and encourage student contributions as citizens. As described above, SPA will incorporate work/community based service learning by offering work and/or community based service learning opportunities for all interested students through paid internships or community service.

The career academies will engage members of the local community to form Advisory Boards, which commit community resources and establish partnerships, organize and build community capacity to support the career academies' work, hold school and district leaders accountable for communicating data on youth outcomes, and communicate data on community needs and concerns to career academy leaders. The school will establish partnerships with local employers, community groups, and individuals to participate in the advisory board, curriculum development, assessment of student work, work-based learning, or student supports. This will offer a particularly strong role for members of the local community college community at Los Angeles Mission College and Los Angeles Valley College. It will partner with YPI's Los Angeles Promise Neighborhood workgroup committees and connect with the network of partners that collaborate to bring needed resources and services to the youth and families in the area.

In year one, the school will reach out to organizations in the surrounding area to establish mutually beneficial relationships and provide access to resources for the students, staff and families. This will include procedures for referrals, and development volunteer and in-kind services and resources of benefit to students and families attending Sylmar. Medical Missions Adventures works to provide free medical, dental and optical care to the hurting and the needy and to mobilize medical teams when a disaster occurs and train other organizations to do the same. Total Family Support Clinic (TFSC) is a 501(c)(3) non-profit, community-based social service agency that provides quality cost effective substance abuse and social programs to adults and youth. Oasis Recovering Women's Community provides drug rehabilitation and alcohol addiction treatment and counsels women and men substance abuse addiction recovery. Olive View - UCLA Medical Center is a county hospital which serves the needs of low income and indigent patients as well as the surrounding middle class community. Northeast Valley Health Corporation provides quality, safe and comprehensive healthcare to the medically underserved residents. SPA will work with these organizations to connect its health-biomedical focus to resources in the community to create opportunities for student learning like volunteer and internship programs. A comprehensive list of partnering organizations and services for students and families will be established at the beginning of each school year in August and distributed to families as part of the Full Service Community Schools model.

SPA will connect with other institutions in the community for the media-arts focus. YPI has established partnerships with arts-related organizations through the Los Angeles Promise Neighbourhood targeting Sylmar students and families and will leverage appropriate resources, programs and services. The Unusual Suspects Theatre Company operates in the area, engages youth and families to put on plays, performances and community discussions. The Actors' Gang provides youth theater arts workshops during and after school, theater workshops, including an in-school Theater Infusion Program; an afterschool theater program during the academic year; and, an intensive summer theater program. Create Now provides training and materials to teach therapeutic programs in music (Sound Off), writing (Write Now), visual arts (Take HeArt) and the performing

arts (Show Off). Heroes of Life provides youth daytime and after school programs in the areas of multimedia production, music lessons, and art.

SPA will utilize other institutions and entities in the community as resources for the students. The school will work with Los Angeles Mission College and leverage its relationship with YPI to align and articulate student learning with the various degree and certificate programs that are offered at the community college. SPA will look to BUILD Rehabilitation Industries to research and explore opportunities for students with disabilities for workforce development and employment. The school and YPI will look to Council District 7 – Richard Alarcon and the Sylmar Neighborhood Council for advocacy and support in garnering resources for linked learning and college/career pathways. Furthermore, the Pacoima Urban Village is an extension of the Family Center at Vaughn Next Century Learning Center and offers parent education, job training and referrals, counseling, health and dental care, and other services to northeast Valley residents. Students and families at SPA will be encouraged to give something to the community, such as volunteering for Urban Village programs or English classes.

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

### **B-6. School Governance and Oversight**

#### **a. School Type:**

YPI selected the Network Partner model for autonomy and accountability. It supports the school's mission, vision, structure and programmatic elements. SPA requests a waiver to address the section of the collective bargaining agreement that deals with an elect to work agreement, thin contract and staffing. This waiver for an elect to work agreement, staffing, and thin contract will allow Sylmar Promise Academies to achieve its mission to prepare students for academic success in high school, post-secondary education and professional careers, encourage students to be responsible and active participants in the community, and enable students to become life-long learners. The elect to work agreement, staffing, and thin contract waiver will contribute to the success of the SPA instructional program to link rigorous college preparatory curriculum with technical coursework through two industry-themed academies: health-medical and media-arts. These waivers will allow innovation and success in delivering relevant and effective curriculum, instruction, and professional development strategies that contribute to the academic success of students.

YPI will implement a culture of shared leadership that encourages and integrates faculty input in decision-making and focuses on high student performance. To transition the school from a traditional to network partner model, YPI is working with the local district and is committed to working closely with the faculty and staff. The school will provide several opportunities for faculty and staff to provide their input, inform and drive decisions through participation in councils, boards, and committees like the school site council described in the following section. In times of transition, challenges may arise, particularly related to issues of leadership and power. This network partner model, however, lends itself to shared leadership, and YPI is dedicated to furthering the school's mission, supporting students to achieve, and keeping open and consistent communication with the local district, school faculty and staff to resolve any potential issues.

The Network Partner model provides the creative autonomy necessary to achieve the SPA vision of success and focus on the individual needs and strengths of all students. The school will exercise autonomy in the Network Partner model to create a culture of shared leadership and decision making focused on high student performance. The school will incorporate the small school approach to give students access to much needed resources and a personalized learning environment (to empower students to experience a richer and more relevant curriculum). SPA is committed to creating an environment where anything less than the complete realization of this vision is unacceptable. The Network Partner model offers the most promising model for leveraging education and community services provided by YPI and partners into the linked learning and full service community schools vision for the school. The Network Partner model also allows the school to deliver charter-like innovations through an in-district model, and to better share best practices. To succeed, students and parents must have access to a wide range of supportive services in and out of school. The Network Partner partnership with LAUSD offers flexibility to braid existing and new services provided by the District and YPI.

#### **b. School Level Committees**

The school governance structure will allow for real and meaningful impact on school decision making as it gains input from all stakeholder groups. The School Leadership Team, including the Executive Director of YPI Schools, will work with the Principal of the school, the teachers, other staff, and parents. For the high school to be a success, the involvement of different stakeholder in a shared decision making process is vital. Teachers, staff, parents and other community residents will be involved in the ownership of the school through their active participation in the Standing and Advisory Boards and Subcommittees as described below. This involvement will include a voice in the overall direction of the school, the curriculum used in the

classroom, the textbooks, the daily schedule, and other issues that make up a successful high school. YPI will work to provide focused professional development services for all school staff and members of the Site Governance and Advisory Councils and Committees.

YPI will follow the requirements of the California Education Code and establish a School Site Council that conforms to requirements of Section 52852. The Council will develop and approve a Single Plan for Pupil Achievement (Student Plan) for Consolidated Application programs. It will meet no less than eight times each year, and will include the principal; classroom teachers elected by teachers at the school; other school personnel (classified staff); parents; and community members elected by parents. The School Site and Leadership Councils will be comprised of parents, partners and residents. They will have skill sets that support achievement of the school vision and mission, including real estate/facilities development, school finance, fundraising, community involvement, parent education, technology, business experience, event planning, and health and safety. Members are elected yearly by the community, including teachers, staff, residents, partners, and parents.

School Site and Leadership Councils meetings are quarterly and open to the public. The school will post meeting notices at the school and in the community in advance. The school distributes agendas for meetings to parents of students via home correspondence which includes an invitation letter and agenda, and online via Parent Smart. School Site and Leadership Councils meetings will be attended by the Principal, all administrative staff and teachers as they can be free from school duties. Recommendations in written form will be presented to the Principal annually for the upcoming year. The Principal will respond by the following quarterly meeting to these recommendations, including specific written strategies. An administrative staff member records all board actions in the form of minutes and forwards them to the Principal who publishes them for all stakeholders to view at the school site. Members of the Councils will be elected to a year term and re-elected by the Council. Members are nominated by any member of the community, their recommendations are presented to and processed by the Leadership Team President, and are elected by a simple majority. Members of the Advisory Committees are appointed upon expressed interest and commitment of volunteers.

The selected school plan will have a clear process for gaining faculty input into decisions. Faculty and staff will be involved in school-level decisions through the School Site Council and School Leadership Council as described above, while setting policies that the school community feels will best help students to be successful. This includes issues related to promotion, graduation, attendance, and discipline. Teachers will be part of the Council that defines professional development services, reviews and updates the curriculum, and assists in interview process for new teacher hires. Multiple Advisory Committees at the school will provide parent, staff, and student input on critical school areas.

The School Site Council is a Decision-Making Committee that will review and provide specific recommendations for the school Single Plan for School Achievement (School Plan) and will gather and summarize all recommendations from the school advisory subcommittees. The council will oversee the creation of the School Plan, recommend the Plan to the governing Board, and work with the YPI Executive Director for Public Schools, the Principal, and other school staff members to implement the approved Plan. All Leadership Team members as well as parents, partners, teachers and other stakeholders will be part of the School Site Council and School Leadership Council below.

The School Leadership Council is a Decision-Making Committee that works to develop and implement the staff development program, guidelines for student discipline, the use of school equipment, the scheduling of activities at the school, and allocations in the school budget.

The Student Education Advisory Committee works to develop and implement programs targeted to the needs of disadvantaged students at the school.

The English Learner Advisory Committee works with staff to develop, implement, and evaluate the school English Learner Master Plan. This Committee provides recommendations for the

overall School Plan, works with YPI and school staff to develop and implement the English Learner categorical budget, and attends trainings to raise achievement of English learners at the school.

The Curriculum Advisory Committee will make recommendations regarding teacher professional development, instructional materials and technology, assessments, and targeted methodology to improve student achievement at the school.

Parent and Student Advisory Boards are open to parents and high school students enrolled and make recommendations regarding student, parental, and community involvement to improve student achievement at the high school.

The Community Advisory Committees works with the partners and programs operated by YPI and partners at the school and in the surrounding neighborhood. It will coordinate services and information directly with the Los Angeles Promise Neighborhood Advisory Board. Many community residents and partners will serve on both.

The Budget Advisory Committee will make recommendations for the school budget process, including the allocation of program and service funding. Members will work with the Principal, the YPI Chief Financial officer, and the YPI Executive Director for Public Schools to finalize and incorporate recommendations from staff, parents, and other members of the school community.

The Pathway Leadership Team will include school site administrators, teachers, counselors, and others. This team will lead the work to change structures, policies, and instructional practices to align with the district initiative and connect with the central office system.

Small Learning Community committee will be comprised of coordinators who will meet with district project director and a district SLC coach. The committee will meet monthly to work on shared concerns and build ownership around the components of the initiative.

Expanding Pathways Implementation Council will be comprised of school curriculum leaders, postsecondary partners, Regional Occupational Programs (ROP) and CTE leaders, principals, counselors, SLC coordinators, community leaders, executive district staff, and others. This committee will meet monthly to facilitate the implementation and expansion of the Linked Learning approach.

**c. Governing Council: N/A**

## **B-7. School Leadership**

### **a. Principal Selection**

SPA requests a waiver for local processes for selecting administrative staff. Given the challenges faced in opening and developing a successful school in this part of the San Fernando Valley, it is essential that the school leaders be educators with a proven and successful track record. The school will have two principals, each one with expertise in the respective academy (health-medical or media-arts) who will hold responsibility, accountability and authority for each academy's performance and will bear ultimate responsibility to ensure that student achievement is high, while working in a distributed leadership model. The principals are expected to include their school team fully in school site decisions via the Councils and Committees established for participation, and help teachers and staff at the school grow professionally. Professional Development will be provided for the principals to effectively lead staff in this shared leadership model.

The principals will report to the YPI Leadership Team as led by YPI Executive Director of Public Schools, Yvette King-Berg. Each ideal candidate will have extensive management experience that is connected to the academy theme with a record of success in leading and sustaining a school. S/he will have the ability to inspire excellence from a diverse staff and embody the mission and vision of the school. In selecting individuals for leadership positions, YPI is committed to broad stakeholder involvement. The Hiring Committee will draw upon input from representatives of current academic and non-academic staff, parents, and community members. Job descriptions for the principal will adhere to and comply with LAUSD norms and Collective Bargaining Agreements. Please see the attached School Principal job description in the Appendix.

The school has not yet selected final candidates for the position of principal. This process will begin upon selection of YPI to operate SPA and will be completed by May 2012. The school will welcome candidates from diverse backgrounds, races, ethnicities, gender, and religions. Three major phases will be completed in making this most important hire for the school: job posting and resume screening; Hiring Committee interviews; and, final interviews. The criteria for selecting a leader for the school will include but not be limited to:

- Commitment to the school mission, vision, philosophy and goals;
- Dedication to the positive development and high academic achievement of students;
- Knowledge of and experience with linked learning, work-based learning, and career technical education;
- Commitment to engaging and working with parents/guardians as well as community members to operate the school in a Full Service Community Schools model;
- Commitment to working cooperatively and collaboratively with school faculty and staff in support of effective teaching and instruction and as supportive leader
- Demonstrated the capacity to be the instructional, transformational and cultural leader of the school;
- Proven track record of accelerating student achievement with similar populations of students;
- Has experience supporting effective practices of adults;
- Exhibits the skills to manage operations and introduce innovative, research-based practices into the school.

Additional criteria can be found in the attached principal job description.

### **b. Leadership Team:**

The leadership team will develop, implement, and evaluate the instructional program as well as meet the needs of the community. It is committed to meeting the needs of the students and community. The school principal and administrators will demonstrate a firm understanding of, vision for and commitment to linked learning and their potential to improve student learning outcomes. The

leadership team will collaborate with all stakeholders including faculty and staff to set goals for students and adult learning, assess progress in meeting goals, and hold each other accountable. Leadership will be advocates and involved in funding, facilities, staffing, scheduling, partner recruitment and support. SPA will reflect a distributed leadership style. The school leadership team will be diverse and broad, and will include Assistant Principals, Master Teachers, Instructional Specialists, Title I Coordinators, Bilingual Coordinators, UTLA Leadership, Instructional Coaches, a Plant Manager, and Administrative Assistants for the school. Shared leadership will also be used in the hiring of staff for any vacant positions at the school. With the use of a Hiring Committee, the school community stakeholders will be brought into the process to ensure the hiring of staff is congruent with school values.

Assistant Principals and Master Teachers will be educational leaders and will work with the Principal to create systems that ensure a standards-based educational program and will work as a team to set and articulate goals linked to student and family learning within the framework of the Full Service Community Schools model. Each will provide hands-on guidance to teachers in the areas of data driven instruction linked to action research and implementation of the backward design process to ensure standards-aligned, problem-based learning with multiple assessments. Each will use multiple sources of data to develop a data-driven instructional plan for the improvement of student achievement, help teachers develop their pedagogy in light of recent research on brain development and in keeping with a constructivist approach to teaching and learning, and work with teachers to develop a teacher evaluation process. They will schedule and participate in family and community meetings and will work to encourage and develop parent/guardian involvement partnerships. The ideal candidate will have teaching experience at the 9-12 grade level, a master's degree in education with a focus on teaching and curriculum.

SPA requests a waiver for local processes for selecting grade/department chairs, coaches, deans and staff for leadership positions that ensures the success and achievement of all staff and students. Staffing will reflect the needs of the student population, align to instructional plans, and ensure adequate instruction and services to specialized student populations.

## **B-8. Staff Recruitment and Evaluation**

### **a. Staffing Model.**

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

The staffing model will be aligned to its mission, vision, and instructional program. The school will use staffing flexibility to maximize use of staff in classroom instructional positions, working directly with students. The school will work to have enough classroom teachers to maintain a smaller ratio of students to teacher at the school. To implement transformation services described in this narrative to create a full service community school, YPI will leverage programs and funding streams already serving the immediate community to place both academic and non-academic staff at the school to serve students and adults. For example, a Public Computer Center staff member will oversee the computer center placed at the school through YPI's BTOP grant from the U.S. Department of Commerce. Also, YPI afterschool programs will provide access to instructors in enrichment subjects like music and dance and the FIPSE program will provide College Ambassadors to work with students and families in building high school graduation and college plans.

<b>GRADE</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>9</b>	150	150	200	225	250	300
<b>10</b>	150	150	200	225	225	250
<b>11</b>	150	150	150	200	225	225
<b>12</b>	75	150	150	200	200	225
<b>Total</b>	<b>525</b>	<b>600</b>	<b>700</b>	<b>850</b>	<b>900</b>	<b>1000</b>
<b>Teacher</b>	<b>18</b>	<b>21</b>	<b>25</b>	<b>30</b>	<b>35</b>	<b>38</b>
<b>Administrators</b>	<b>2.5</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4.5</b>
<b>Office Staff</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>6</b>
<b>Special Ed.</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2.5</b>	<b>2.5</b>	<b>3</b>

### **b. Recruitment and Selection of Teachers.**

The school will use criteria that align with the school mission and vision to select teachers. It will engage in rigorous, inclusive and organized teacher selection to target the desired qualifications and competencies (e.g. bachelors degree or higher, credentials, and work experience). SPA will follow LAUSD Collective Bargaining Agreements when recruiting, hiring and developing school staff. Teachers and paraprofessionals will meet requirements for employment of California Education Code section 47605(l) and applicable provisions of No Child Left Behind. Teacher job descriptions will adhere to and comply with LAUSD norms and Collective Bargaining Agreements. The school will use the teacher candidate pools maintained by LAUSD Human Resources, while also working with partners (including institutions of high education) to recruit teachers. SPA will also place advertisements, go to and operate career fairs for teachers and have a dedicated website for teacher and staff recruitment. It is critical to have an excellent pool of qualified and high quality applicants

from which to select teachers. Thus, SPA will recruit applicants through posting on the LAUSD website, asking for recommendations from contacts in teacher education programs at universities such as CSUN, and outreaching to known current and former quality teachers with LAUSD.

Once SPA has a strong teacher pool of candidates, YPI will support set up a Hiring Committee that will reflect a broad cross-section of stakeholders at the school. The hiring team for teachers will include the teachers who will work with the teacher (grade-alike team, department chair), YPI representatives, a student representative, a parent representative, and the principal. The process will entail a review of submitted resumes, a reference check on selected resumes, then an interview and sample lesson for those with selected resumes and positive reference checks. YPI will support the Committee by assisting with interview questions and helping stakeholders establish criteria for teacher selection. After interviewing, the Hiring Committee will make decisions based on further information, including the completion of a model lesson by candidates.

Upon hiring teachers for the school, SPA will use all District procedures for processing the new hires, including fingerprinting and background checks. New teachers will then participate in a comprehensive orientation (“on-boarding”) described above to prepare them for the classroom. New teachers will meet with the support team about once a week or twice a month. The induction program for new and existing teachers each year will include: a comprehensive overview of the vision and mission of the community schools model, information on community outreach and family involvement, and linkages to the surrounding community through private and public partnerships. It will also include an overview of the curriculum and guidelines for implementing it throughout the year through specific instructional strategies that detail ways to differentiate instruction.

Through the Network Partner model, staffing autonomy provides SPA freedom to be more responsive to the needs of the students. SPA will promote an optimal learning-centered culture by recruiting and retain a staff that will make manifest our mission and vision statement. Faculty members of SPA are expected to put students’ needs first. When planning the curriculum, teachers must work creatively to meet the diverse learning styles and needs of the student population. SPA will use teacher staffing autonomy in the classroom to go outside established seniority rules to ensure that teachers with greatest experience and expertise work with students in the most need. This focus on students’ needs instead of a teacher seniority list will allow the school to utilize one of its strongest resources- teacher expertise- in the most effective way possible to help students and families achieve.

### **c. Performance Reviews.**

The development, evaluation and support process for teachers, administrators and other certificated staff will be aligned with the school’s vision, mission and instructional program and emphasize staff development and support. The school will utilize best practices and include multiple measures, including: observation of teacher practice (e.g. iObservation), contributions to student outcomes (as evidenced from the results of assessments described above), stakeholder feedback (e.g. from parents during parent-teacher conferences), contributions to school community (e.g. time spent volunteering with school/community activities during out of school time). The evaluation process will be aligned with LAUSD and union agreements and include parents and the community in the process for evaluation.

Teachers will be evaluated by the Principal based on student progress as referenced from assessment measures, effectiveness of teaching strategies, and overall performance of job duties. If an evaluation reveals poor job performance and/or challenges in helping students achieve, a conference will be scheduled between the staff member and the principal to develop a written action plan detailing recommendations for improvement. The plan will outline an implementation plan for support services, responsibilities and expectations, timelines, and consequences for failure. If an

employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in Due Process and the Grievance Procedure as described in the LAUSD Collective Bargaining Agreements. Classified and other personnel will be evaluated by the Principal based on completion of assigned job duties and regular, punctual attendance in their job.

The evaluation plan connects to and supports the recommendations of the District's Teacher Effectiveness Task Force. SPA is committed to working with the District to develop and participate in an evaluation process that incorporates a performance management framework for teachers. The middle school is preparing for this through the establishment of multiple measures of formative and summative assessment through student outcome data, parent and student input, and the assessment of instructional quality.

YPI and the Leadership Team for the school are committed to the goal of expanded career ladders for effective teachers, so that they can support other with their expertise through instructional leadership positions (coaches, mentors, and leaders of professional development services). An extension of this commitment to implement changes at the school can be found in the strong support of the YPI Leadership team for changes related to restructuring to better focus on the needs of students and the teachers, greater early teacher support and intervention services, and a revision to layoff codes as recommended by the Task Force.

### **B-9. Sharing a Campus**

With the understanding that final decisions regarding spaces shared by charter and internal District teams will be made via the Shared Use Agreement, YPI will ensure that all operations will run smoothly on-site. YPI has experience sharing a campus successfully, both through Prop 39 co-locations and with the San Fernando Institute for Applied Media on the campus of San Fernando Middle School. YPI will remain committed to the success of each student and committed to the success of each school. SPA will work cooperatively in its operations and exercise good faith in resolving any issues that arise. SPA will engage in consistent communication with the operator(s) of the other school(s) to share information, make decisions and resolve differences that will assist with the safe and orderly operation of the Facility and each School. School leadership will participate in regular meetings. The principals of the schools will strive to meet at least once a week, but not less than twice per month to address issues that arise because of the co-location of the schools. The schools will create a memorandum of understanding and establish agreed upon rules for the operation of the site. It will identify issues to discuss including but not limited to: enrollment and registration procedures; usage scheduling for common areas; arrival and departure times of students and staff of each school; security issues; bell schedules; custodial issues and maintenance responsibilities; procedure for appropriate communication between parties; budget; calendar; review of e-Cast numbers; shared staff; student body associations; fundraising; afterschool and summer school; any other issues, challenges, or problems that may arise. SPA will establish a Joint School Committee with the other school(s) and implement equitable division of physical space. The Sharing Agreement will outline the specific allocation of common spaces, classrooms, resource areas, offices, and entrances within the facility.

## C. INTERNAL MANAGEMENT

### C-1. Waivers.

SPA and YPI will work with LAUSD Collective Bargaining Units and their respective agreements to identify the waivers that support and align with the vision, mission and instructional program and are necessary to ensure the successful implementation of the school. A waiver request form is attached for the following: Methods of improving pedagogy, Assessment, Internal Organization, Budget Control, Teacher Assignments, Curriculum, Scheduling, Professional Development, Mutual consent requirement for employees and elect to work agreement.

Method of improving pedagogy include all of the specific elements described below and throughout the narrative.

Assessment-SPA requests a waiver for use of local interim assessments. The assessment system includes multiple types of assessments with appropriate content to measure the academic growth and needs of students. The school will engage in continuous improvement and accountability for student learning that aligns with the instructional philosophy, curriculum, standards and testing described above. Improvements in student performance are central to the academies' mission. The school will gather data that reflects whether students are showing improvement and report the information to maintain integrity. The school will collect student data that describe the student body within each academy (e.g. grade level, gender, race/ethnicity) and relationship to the high school, as well as student performance on a variety of outcome measures. Multiple academic measures will include a variety of indicators of performance (e.g., attendance, retention, credits, grade point averages, state test scores, graduation rates, college going rates). Technical learning will be assessed through measures that include knowledge of health-medical and media-arts field terminology, technical concepts, and ability to apply English, math, and other academic skills to real world projects. The school will analyze the data and report them accurately and fairly to provide any evidence of impact, whether and how much student performance improves.

Teachers will design and use a variety of formative and summative assessments aligned to student learning outcomes to gain an accurate understanding of students learning. Assessments will include opportunities for students to apply deep content learning and skills through authentic products and performances. The school will assess instructional objectives fulfillment through methods like: State Standardized Testing, Classroom Assessment, Portfolios, and Capstone Projects. Students will meet benchmarks set by the California Department of Education and demonstrated by the CA Standards Test. Benchmark diagnostic testing includes standards-aligned tests such as NWEA Maps that will be implemented and analyzed three times a year. Teachers will conduct classroom assessment to monitor progress through exams, essays, projects, and presentations. Report cards will be sent home quarterly. Portfolios will incorporate student work, projects, and videos that document growth. An example will be a student who creates a digital portfolio in the form of a movie showing an interactive science experiment. Student portfolios will be evaluated by teachers according to a scoring rubric developed by staff for evaluation aligned with goals. Students scoring 80% or above will have mastered standards aligned to specific assessment.

Internal Organization- A waiver is requested to support SPA's proposed organizational structure as small learning communities, and academies. The school will utilize the Academies theme and link academically rigorous college preparatory curriculum with a career technical education and establish partnerships with employers, community stakeholders, and higher education institutions (e.g. dual enrollment with local community colleges). SPA will offer a choice of two small learning communities (career academies); each with a focus on different California recognized industry sectors: 1) health-medical and 2) media-arts to prepare students for college and career. The themes of

each academy will permeate the curriculum and be evidenced through project based learning that connects to and integrates academic subjects. Cohorts of students will take the same classes together to link academic classes like English, math, history/social studies and science to the technical core classes in health-medical or media-arts. Each academy will have up to 500 students in grades nine through 12 (about 120 students per grade level). Teachers will be given adequate time and professional development to develop common lesson plans and integrated curriculum. The school will work to ensure that all students graduate, pass the California High School Exit Exam (CAHSEE) and graduate high school prepared for entry into a range of postsecondary options, including two and four year colleges, apprenticeships, and formal employment training.

SPA will utilize the small learning community approach, and is therefore seeking an internal organization waiver with the following rationale in order to educate the students. A small learning community allows for the development of close and personal student-adult connections. Teachers are given the opportunity to work together around student needs. More relevance is given to the curriculum as courses of interest are offered. Communication among teachers, administrators and parents are streamlined. Equal opportunity will be established within each community by providing less segmentation and more flexibility to move between course levels. From the ERIC Educational Reports, the academic benefits of small schools include test scores of students that are consistently higher than those in larger schools (McComb 2000; Jacobson, February 28, 2001). Administrators of small schools are better able to reform their curricula and teaching strategies, and smaller class sizes and interdisciplinary methods allow greater contact between student and teacher because teachers in smaller schools tend to be more aware of student performance, thus increasing student accountability.

Budget Control SPA requests a waiver for Budget control to ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies, and overseeing that school resources are managed effectively

Teacher Assignments-YPI selected the Network Partner model for autonomy and accountability. It supports the school's mission, vision, structure and programmatic elements. SPA requests a waiver to address the section of the collective bargaining agreement that deals with an elect to work agreement, thin contract and staffing. This waiver for an elect to work agreement, staffing, and thin contract will allow Sylmar Promise Academies to achieve its mission to prepare students for academic success in high school, post-secondary education and professional careers, encourage students to be responsible and active participants in the community, and enable students to become life-long learners. The elect to work agreement, staffing, and thin contract waiver will contribute to the success of the SPA instructional program to link rigorous college preparatory curriculum with technical coursework through two industry-themed academies: health-medical and media-arts. These waivers will allow innovation and success in delivering relevant and effective curriculum, instruction, and professional development strategies that contribute to the academic success of students.

Teacher Assignments include High Qualified Teachers in core subjects. Teachers will have an appropriate credential in their subject matter based on NCLB requirements for highly qualified teachers. In addition, regular planning and professional development time will allow teachers to improve their practice. In support of teachers administration will incorporate coaching support, materials and instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments:

- iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development.
- iGrow—An online system where teachers can engage in self-assessment and direct their own professional development based on Charlotte Danielson's Framework for Teaching.

The traditional backwards design process guides teachers through the following process:

- internalization and prioritization of the State Content Standards
- differentiated assessment methods aligned to prioritized standards and identified learning targets
- innovative, research-based instructional strategies clearly articulating student learning objectives

The process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects.

**Curriculum-** YPI will use the network partner model curriculum and instructional autonomy to provide core academic curriculum that is evidence-based, culturally relevant, meet the diverse learning needs of the student population and address the California state standards. SPA requests a waiver as per locally-determined curriculum. SPA will provide a clear connection between the use of curriculum/instruction autonomy and the vision/mission of the school, as well as the needs identified in the data summary analysis in Section A. SPA will provide training for all administrators through the Leaders of Learning program to more effectively oversee teacher training, and establishing protocols and programs such as iObservation presented above. The instructional team will be given flexibility, but also provided with clear expectations, in how they plan and deliver instruction. Moreover, the school will effectively utilizes technological tools (like iObservation and GoogleDocs) as a means of providing timely and critical feedback to teachers around instructional practices and developing their professional practices. Emphasis of the development of multiple instructional strategies to improve student outcomes, especially in their effort to improve outcomes for English Language Learners.

**Scheduling-**Local Instructional Schedules/Strategies Waiver Request as School Calendar and schedule (Block Schedule) are organized to maximize student learning and common planning time for staff. The network partner model autonomy will be used to create a school calendar and schedule that are organized to maximize student learning and staff common planning time and allow for flexible periods that include long blocks of instructional time to meet student learning needs. This time will also support integrated curriculum and work-based learning opportunities. The school calendar and daily schedule will be aligned with the vision, mission and instructional plan of the school. They will meet state requirements, address the needs of all students and provide extra support to ensure that all students are able to meet and exceed academic goals. They will allow sufficient time for core subjects, include non-academic programming, as well as support and promote teacher collaboration in a connected learning model.

**Professional Development-**SPA requests a waiver for Professional Development autonomy. SPA will use the network partner model PD autonomy to provide an effective professional development program that incorporates teacher-driven and teacher-supported components. The goals and strategies for ongoing professional development will be tied to the goals and needs of the student population identified in the previous sections and in the Performance Plan. Student and staff performance will drive professional development for teachers and the principal at SPA. The goal is to increase teacher and principal effectiveness to increase student academic achievement outcomes. Professional development will engage the principal and teachers in ongoing collaborative reflective practice, analysis of current relevant real –time student performance data, and thoughtful discussion about best practices in instruction. Student assessment results will be used to drive PD (e.g. standardized test scores will be used to identify weaknesses and PD time and resources will be used to address them). Professional Development Autonomy dedicating resources for professional development in topics that include project-based learning; 3) and, maximizing learning by directing budget resources to lowering class size and student loads. The school will decide on spending that best provides programs and services to students and their families. Network Partner autonomy will help ensure that per pupil state and district funds are spent on programs, resources, and services that

will benefit students and families, while incorporating programs and services provided by the Youth Policy Institute through leveraged funding and services described in this narrative.

The reviewers suggested continuing to implement professional development, and continuing staff efforts to help students understand “testing vocabulary” from benchmark assessments to transfer to state test vocabulary formats. It recommended implementing additional planning strategies for improvement in math proficiency through utilization of CSUN and the on-site math expert. The governing board at Bert Corona has undergone a process of reevaluating math teaching staff and begun a hiring process to replace staff members with a focus on instructors who demonstrate a high degree of cultural competency, and who hold multiple-subject and content-specific credentials.

Mutual consent requirement for employees-Elect to work agreement- this waiver for an elect to work agreement, the thin contract will allow Sylmar Promise Academies to achieve its mission to prepare students for academic success in high school, post-secondary education and professional careers, encourage students to be responsible and active participants in the community, and enable students to become life-long learners. The elect to work agreement, staffing, and thin contract waiver will contribute to the success of the SPA instructional program to link rigorous college preparatory curriculum with technical coursework through two industry-themed academies: health-medical and media-arts. These waivers will allow innovation and success in delivering relevant and effective curriculum, instruction, and professional development strategies that contribute to the academic success of students.

## **C-2. Budget Development**

SPA requests a waiver for Budget control to ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies, and overseeing that school resources are managed effectively. Budgetary decisions will be driven by the school’s vision and mission for teaching and learning and will use Transparent Budgeting to make use of funds more efficient. YPI will work in partnership with the school and support the administration and faculty in developing a budget. The school will use budget autonomy to maximize improved student performance and a professional, collaborative learning community. The school’s priorities from start up through year three will be: 1) providing staff, programs and services to support student learning inside and outside the classroom; 2) dedicating resources for professional development in topics that include project-based learning; 3) and, maximizing learning by directing budget resources to lowering class size and student loads. The school will decide on spending that best provides programs and services to students and their families. Network Partner autonomy will help ensure that per pupil state and district funds are spent on programs, resources, and services that will benefit students and families, while incorporating programs and services provided by the Youth Policy Institute through leveraged funding and services described in this narrative.

The more flexible budget means that SPA will not be required to use norm-based staffing. The school will receive a budget and use its own decision-making process to determine the positions to purchase. It is expected that this will lead to a more equitable allocation of funding on a per student basis that is of particular benefit to schools serving low-income communities, as is the case with Sylmar. Teachers and parents, along with other members of the governing board, will determine how resources will be allocated to best meet students’ needs. The school’s budget will be monitored and reviewed by the governing board on a regular basis to ensure financial stability and student success. The governing board will submit regular budget reports as a way of informing parents, teachers, and other community members. While the exact details of the budget will need to be determined, the principles elaborated in the school vision will inform all budgetary decisions. In order to realize the vision of high-quality schooling, SPA will develop a funding model that is transparent, decentralized, and accountable. School supplementary funding sources will be sought

from a variety of sources including: YPI grants, private donors, parents and other government agencies.

Broad support from school stakeholders is a critical component in the annual school budget process. Many of the established budget items are already locked in, as a LAUSD public school. SPA as a Network Partner school has budget flexibility to target resources to align to school vision and goals as a community school. As part of this process, the school will inform and involve community residents, parents and teachers. The school will have a Budget Advisory Committee that will include parents and community residents. SPA will solicit feedback among parents regarding funding and choices made for the school budget each year.

The school will also follow an established schedule for resident and family input into the annual school budget process. The YPI Executive Director of Public Schools Yvette King-Berg and the school principal will work with Los Angeles Unified School District on initial briefings, and technical assistance upon the release of enrollment projections. The Principal will then work with the School Budget Committee, the School Site and Leaderships Council and parent advisory groups to provide information on the budget. SPA will work with parents to build interest and attendance in these meetings, which will also include budget roundtables with parent and community groups about the allocation of District funds. The Executive Director of Public Schools and the school principal will present the budget to the school community in public meetings open to parents, teachers and other community residents.

An important part of this process will be melding the school budget with the YPI program funding provided at the school. The School Site and Leadership Councils will work with the YPI senior staff and school volunteers to examine data related to academic need. The school teams led by the Principal will coordinate with senior YPI staff led by the agency Chief Operating Officer to coordinate education and community services offered by YPI through programs such as BTOP Public Computer Centers.

## **D. OPERATIONAL MANAGEMENT**

### **D-1. Portfolio Development.**

#### **a. Portfolio Growth.**

YPI is working toward increasing the number of schools it operates to a total of seven. It currently operates or partners in operating three schools: two charters and one pilot. This year, the organization is applying to operate an additional school in a Network Partner model through the LAUSD Public School Choice 3.0 process: a small high school with two academies on the Sylmar High School campus. YPI is also partnering in a second proposal at Sun Valley Middle School. Within the next two years, YPI has plans to expand its charter schools to include a Charter High School in the San Fernando Valley and Hollywood communities served by the Promise Neighborhood. In addition, YPI may submit additional charter petitions or apply again in the next round of PSC. For the remaining years, YPI intends to continue to build the capacity of the schools in its portfolio to provide outstanding education services for students and families in the community model it implements.

The organization is well equipped to manage multiple schools as evidenced by its success at operating current schools as well as the infrastructure it has in place to operate multiple large education and training grant programs. The Executive Director of YPI Schools is Yvette King-Berg, who has broad experience as an administrator, teacher, and advocate. YPI's governance and executive leadership also has vast and varied experience and background in running schools, education and school transformation. In addition the members of its schools' boards represent students, parents, teachers, administration, YPI, community, as well as charter, pilot and traditional district school models. This kind of experienced and integrated school management works to increase the capacity with which the organization operates the schools as those involved in the school have a sense of ownership and accountability in running them.

YPI is equipped to manage multiple schools as evidenced by the experience and backgrounds of the individuals who serve on the YPI Charter Schools board. YPI schools are supported by qualified board members who bring diverse experiences in school leadership. Isaias Martinez is a current principal in the Los Angeles Unified School District. Joe Lucente is the former executive director of Fenton Avenue Charter School. Mary Keipp is Director of the Community-Based Learning program at UCLA's Office of Instructional Development and provides career-readiness and educational enhancement services for students and young adults. Alex Reza is a social activist and former longtime San Fernando High School teacher. Carlos Vaquerano is Executive Director of the Salvadoran American Leadership and Educational Fund (SALEF). The members of the board bring guidance and support and work to recruit and build effective partnerships with other individuals, organizations, and groups that can provide additional resources to the schools. These individuals make up a strong board and together with school personnel have diverse and expansive background and experience in reform movements and school transformation.

With regard to financial management and operations, YPI has experienced a distinct increase in funding during the recent economic crisis – through aggressive participation in local, state and federal grant competitions and the influx of ARRA funds, YPI has seen significant growth between 2008 and 2010. Program services have been expanded to new areas of Los Angeles, staffing has increased and impact and outcomes have both grown during this period. Between July 2008 and June 2010, YPI increased its number of afterschool programs, opened the Hollywood FamilySource Center, brought Full-Service Community Schools services to 4 schools in the Pico/Union neighborhood, ran two successful AmeriCorps programs (CaliforniaVolunteers and NCLR), and dramatically expanded the Monsenor Oscar Romero Middle School (serving 100% Free/Reduced Price Lunch-eligible students in the Pico/Union area). Since September 2010, YPI has been awarded five new federal grants.

YPI has a long history of bringing in multiple funds, programs and services to the students, families and staff of its schools. YPI has substantial experience with federal funding and has established systems to account for its receipt and administration using Generally Accepted Accounting Principles. YPI and its charter schools have operated 18 programs funded through thirteen grants from the U.S. Departments of Education, Labor, Health and Human Services, Commerce and HUD. YPI is the largest afterschool provider for charter schools in the nation through 21<sup>st</sup> Century funding from the CA Department of Education, and the largest high school afterschool provider in the state. YPI is also providing intensive tutoring to over 2,500 students each year supported by federal Title I funds.

YPI and partners were awarded a planning grant for \$500,000 from the U.S. Department of Education to establish a Promise Neighborhoods pipeline of cradle-to-college and career services. Promise Neighborhoods is President Obama's signature education and poverty initiative and only 21 were awarded nationwide. The organization was also awarded \$5.6 million over three years from the U.S. Department of Commerce to open 80 Public Computer Centers in Los Angeles – one of which will be placed at the new school. A Full-Service Community Schools program was awarded to YPI's Bert Corona Charter School in October 2010 (\$500,000 per year for five years from the U.S. Department of Education) to provide wrap-around community and education services. The same month, Bert Corona also received a Carol M. White Physical Education grant from the U.S. Department of Education (\$2.25 million over three years) to build and lead physical education services and conduct nutrition education for students and families. Also in October 2010 YPI was awarded a Fund for the Improvement of Postsecondary Education grant (FIPSE) for \$750,000 which will target 16 high schools. In March 2010, YPI received a total of \$4.6 million in job training funds via the American Recovery and Reinvestment Act (ARRA) from federal and state agencies as part of a total of \$8.1 million in job training funds YPI has received since 2009 to provide workforce development services for more than 800 older youth and adult clients.

YPI has increased the amount of private sector funding over the past two years. Funders including JPMorgan Chase, California Community Foundation, Weingart Foundation, Rose Hills Foundation, Roth Family Foundation, and Local Initiatives Support Corporation granted the organization \$415,000 to support Los Angeles Promise Neighborhood planning and implementation services. Academic Advantage, Union Bank and First Wind provided \$17,500 to support youth education services. United Way granted \$120,000 for extended learning after school. Citi Community Development provided \$255,000 to support the financial capability/asset building initiative, Families Save. The Starbucks Foundation granted \$17,500 to support the afterschool Youth Action Program.

#### **b. Operations.**

YPI has a track record of success in managing the non-academic operations of its schools. The LAUSD Innovation and Charter Schools Division (ICSD) Charter School Annual Performance Evaluation (2010-2011) of Bert Corona cited successes for governance and organizational management. The school received Proficient marks for fulfilling its fiduciary responsibility and being effectively led and managed as a public school. It received a proficient score for demonstrating sound management and use of public funds, as well as for meeting all regulatory requirements. The 2009-10 audit did not include any exception or deficiency.

Based on results from the Charter Schools Division report (2009) for Bert Corona Charter School, Bert Corona received Proficient scores on the evaluation of their governance and organizational management, signifying that it is in compliance with the law and the charter, and that it maintains active and effective control of the charter school. Moreover, board members were found to be committed, of a diverse background, and representative of the community. Their actions were found to enhance the credibility of the school. The members of the governing board further

demonstrated accountability in maintaining the health, vitality, and sustainability of the school. They demonstrated proficiency in reviewing the school's operational performance and its finances on a regular basis, and providing advisement, guidance, and resources as needed. In the section on Leadership and Management, Bert Corona demonstrated that its governing board ensures all the organization and operational aspects of leadership and management at the school. Overall, it received a rating of Proficient on its Governance and Organizational Management portion, for "fulfilling its fiduciary responsibility and being effectively led and managed as a public school."

Bert Corona received Proficient scores for effectively maintaining and ensuring the health and safety of students and staff, and for its emergency preparedness. Bert Corona has a process that ensures families, faculty, and staff input. Bert Corona received all Proficient scores that reflect parents' overall satisfaction with what the school provides for its students and what it achieves. In the area of Administration, Bert Corona received special recognition for its school leader, who, according to the team of evaluators, has been instrumental in ensuring all the main components and hallmarks of the charter are in place and developing. Bert Corona exhibited clear establishment of human resources policies and proficient adherence to these procedures. In terms of contracting out administrative and management services (e.g. financial back office providers), the evaluators found that there is a clear understanding and agreement between Corona and each partner provider regarding the specific roles and responsibilities of each party.

The California Charter Program Quality Review (CPQR) report (2008) for Bert Corona commended the school's creativity and diligence in leveraging grant funds and partnerships to enhance student support and further the mission of the school. The reviewers further noted the knowledge ability and high qualifications of Bert Corona's governing board, in addition to "very sound fiscal practices" which have allowed the school to be able to do much on its small budget." Bert Corona received a score of excellence for having solid financial processes in place, an annual budget that is regularly monitored by the BCCS Board of Directors, and a partnership with ExEd to help manage fiscal policies and ensure good internal controls. Moreover, the LAUSD's operational and compliance reviews on Bert Corona confirm that the school is in compliance in the areas of special education, fiscal accountability, facilities maintenance, and health and safety. Additionally, the school received a full score in the category of Responsible Governance because of the school's effective use of its authorizer in monitoring the school's educational program and its fiscal status. Likewise, Bert Corona received high scores in the area of Fiscal Accountability, for creating long-range financial plans, ensuring financial stability, completing timely and well-accounted for annual financial audits (which it also makes public), establishing clear fiscal policies to ensure that public funds are used appropriately and wisely, and ensuring that financial resources are directly related to the school's purpose: student achievement of learning goals. Overall, the reviewers remarked that the campus is clean, safe, and well-maintained.

### **c. Portfolio Evaluation.**

Key areas for improvement within YPI's portfolio of schools include instruction, teacher performance, professional development, data tracking and community engagement. The challenges that SFiAM is experiencing were raised in its review. The school needs to develop an infrastructure to gather, compile, disaggregate, analyze and publish academic, attendance and behavioral data. SFiAM needs to create, review and revise the strategic plan to better align resources and improve instruction, especially in an environment with decreasing budgets. In addition, the school needs to work on increasing and maintaining high teacher morale.

The Innovation and Charter Schools Division review (2010-2011) of Bert Corona recommended improving implementation of strategies focused on training students to use academic vocabulary in written and oral assignments or activities. The reviewers suggested continuing to implement professional development, and continuing staff efforts to help students understand

“testing vocabulary” from benchmark assessments to transfer to state test vocabulary formats. It recommended implementing additional planning strategies for improvement in math proficiency through utilization of CSUN and the on-site math expert. The governing board at Bert Corona has undergone a process of reevaluating math teaching staff and begun a hiring process to replace several staff members with a focus on instructors who demonstrate a high degree of cultural competency, and who hold multiple-subject and content-specific credentials.

As identified by the Cambridge Education Charter Program Quality Review, Bert Corona needs to work on ensuring high quality of instruction by establishing clear, specific student outcomes in lessons that are linked to measurable goals and assess whether students have met these goals at the end of those lessons. Teachers can also improve their questioning skills to challenge students’ high order thinking, pace of lessons, engagement of students as active learners, promotion of students’ independence, and provision of opportunities for students to articulate their understanding as well as sharing with students the success criteria for achievement (e.g. clearly articulated rubrics).

YPI schools also need to strengthen the systems for providing coaching and feedback to staff. To address this issue, the YPI Board brought Yvette King-Berg to the organization as Executive Director of YPI Schools. She has been closely involved with the Teacher effectiveness project at LAUSD and has implemented one of the teacher effective practices - strengthening the progress monitoring systems for teachers. She has implemented iObservation and will continue to implement additional systems to support the growth of the school. Additionally, the schools will utilize modeling and sharing the best instructional practices within the school. The organization and school administration will also work to monitor that sound instructional strategies are consistently implemented in all classrooms. In addition, YPI will work with schools to develop a longitudinal student performance data tracking system (with specific individual and subgroup targets) to track student growth over time so that student progress school wide may be more readily accessed. Schools will continue to focus on raising STAR scores through the use of benchmarking assessments and targeted support. Another area of improvement is in outreach to the larger community on the purpose and mission of the schools to leverage more broad based support and recognition.

In the CSD Evaluation, other areas of improvement include the development of instructional strategies that maximize student engagement and accountability. Based on current levels of student achievement as measured by API, AYP, and current CST performance levels, schools should better develop student achievement and educational performance. The school shows relative strengths in certain categories based on the implementation of multiple school-wide instructional strategies, professional development, and achievement tracking and analysis, but further development and refinement of these practices will have a positive impact on school-wide student achievement. In addition, schools would do better with greater transparency and awareness for parents of the governing board's role, meeting agendas, and actions as well as additional opportunities for stakeholder input. Schools should continue to provide opportunities to provide critical and constructive feedback to all teachers through on-going classroom observations and a formal performance evaluation process. They will continue to refine data gathering and analysis processes while increasing accountability for all teachers to show evidence of using this data to modify their instructional planning and delivery.

In addressing the improvement of instruction, YPI schools are focusing tightly on an aligned, standards based backward design model. Teachers are trained on pacing plans, developing units of studies and creating weekly lesson plans. The schools have systematized the structure of unit plans by teaching across content areas and across schools in content areas. For example, all ELA teachers have the opportunity to learn from the strengths and experience from all colleagues. They are provided all of the lesson plans and pacing guides created by the teacher who held the same position the prior year. New teachers are paired with experienced teachers to develop instruction in core content areas from a breadth of knowledge. Teachers are provided with more time to discuss, plan,

and look at data to inform their instruction. 1.5 hours of professional development is provided weekly during the summer and school year. Every two weeks, standards based assessments are conducted and collected using Study Island and teacher/textbook created assessments which teachers use to analyze data and identify performance trends. Based on findings, teachers may re-teach materials to achieve student mastery. Additionally, teachers are guided and supported in creating a professional growth plan in September, and the plan is reviewed quarterly throughout the year. Teachers are provided feedback through the iObservation system and they participate in an annual formal evaluation prior to March 15 each spring.

In addition, YPI schools have hired a Chief Academic Officer (CAO) to enhance teacher performance. The CAO provides support and works with teachers to create pacing plans for the year. They develop unit plans to accomplish the pacing plans. Using the appropriate standards and objectives, they develop weekly lesson plans which are then submitted to the principals and administrative team from whom they receive feedback to guide instruction. This practice allows management to monitor if and how teachers are applying lessons from professional development.

## **D-2. Organizational Responsibilities and Goals.**

### **a. Core Functions.**

The core functions of the Youth Policy Institute in relation to the schools it operates and will operate are to centralize operations and share critical community, education, and training resources across the schools to achieve greater efficiency and enhance school performance and student outcomes. The organization will work with the schools to manage the academic and non-academic operations. YPI will provide leadership, support and guidance. It will operate a performance management system to measure academic achievement results and assess indicators required to gauge the success of the schools and education programs. YPI has established and will continue to nurture strategic relationships with community partners, funders, and public departments to provide support to teachers and students in its school network. YPI will work with the schools to manage finances and operations. It will work to bring in multiple funds, education, training and technology programs and services to the students, families and staff.

YPI will continue to support operations and direct appropriate services. YPI will work with the schools to manage the budget and bring in financial and other support. It will also handle development duties by increasing financial support and implementing the program design. YPI will continue to build new sources of funding by working with partners that bring in existing grants, programs and funding streams and new resources to leverage funding. YPI and partners have experienced grant writing staff and consultants who will work to enhance school operations and establish sustainability by obtaining grants.

YPI will offer guidance in instruction, intervention and school operations to reach optimal performance. YPI leaders share ideas from different educational models including charter, pilot and traditional district schools that are successful. The organization practices integrated reform having a combination of charter, pilot, and traditional LAUSD model experience, background and support in YPI school board members and executive leadership. The organization and its personnel have strong relationships and will continue to bring in community support for schools. It will engage in business and strategic planning and plan annual board governance retreats. YPI will be a source of strength and support to school boards and facilitate meetings to see marketing outcomes. The organization will also encourage the solicitation of feedback from both parents and students to check in see how the school is doing. It will work to ensure high return rates and encourage parents to come back and re-enroll their children.

The organization will actively engage in school governance structures. It will listen to stakeholder input and respond to instructional concerns to make mid-year corrections possible. YPI will provide oversight, support and resources to assess the performance at each school and provide interventions for continued improvement. YPI staff (as members and leaders of the school boards) will review and analyze performance data provided by school administration to continuously drive school improvement by questioning what works, what does not work, and what aspects of instruction and the larger school program can be altered to better serve the students and teachers to increase academic achievement.

YPI is highly successful at engaging parent and community residents in its schools (e.g. through parent centers and school boards/councils). The involvement of these groups works to increase the capacity and improve the performance of the schools, notably in the community schools model embraced by YPI. The organization will continue to expand its many and varied partnerships which include parents, faith- and community-based organizations, health clinics, federal, state and local agencies, that work together to create safe school environments that meet students' social, emotional, and health needs. YPI operates multiple programs that provide educational supplements, job training, family support and technology services, and through these programs the organization works in collaboration with partners like Salvadoran American Leadership and Education Fund,

Communities in Schools, and LA County Department of Public Health to increase capacity and leverage available resources to benefit students and parents.

**b. Leadership.**

YPI's leadership is experienced and knowledgeable in improving school operations and transforming education. Dixon Slingerland is the Executive Director, a position he has held since 1996. He developed, opened, and operates a pilot school and two charter middle schools and serves as Board President. Iris Zuniga is the Chief Operating Officer where she manages more than 1,200 staff members at 125 program sites across Los Angeles. Mario Matute is the Director of Valley Operations and works with program coordinators and community leaders to implement collaborative solutions to the challenges facing low-income families in the San Fernando Valley. Stan Saunders is the Director of Development and has worked with the Executive Team to increase total company revenue from a \$1.2 million annual budget to the current \$35 million annual budget (which includes affiliated charter and pilot schools). Yvette King-Berg is the Public Schools Executive Director for YPI. She is an accomplished professional with a diverse background in academic administration, secondary, elementary, and early education. Ruben Dueñas is the Chief Operations Officer for YPI Schools and previously served as the principal of Bert Corona Charter School and an LAUSD administrator at Belvedere Middle School.

As new schools are added to YPI's portfolio, the Principals leading each of the schools will continue to report to Yvette King-Berg, Executive Director of YPI Public Schools. A Chief Academic Officer (CAO) will provide support across different models and new schools in the YPI school network. The CAO will be responsible for supporting and guiding educational performance and serve as the chief instructional leader and carry and communicate the academic vision for the organization across the schools. YPI will also add positions to the organization to strengthen capacity to support school growth and reflect the school community. Additional positions may include: after school staff, a computer center director, physical education site coordinator, full service community schools site coordinator, college ambassadors, case managers and family advocates.

The YPI Board of Directors has legal and fiduciary responsibility for the organization. The Board provides fiscal accountability by approving and monitoring the budget. It also helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, fundraising, and overseeing that resources are managed effectively. This goal is accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary, dismissing the Executive Director. Board meetings occur monthly and the location rotates between the YPI school sites and organization headquarters in downtown Los Angeles.

The primary role and responsibility of school leadership is to organize and operate a school for the educational achievement of local students and families. It sets and maintains the school's vision; selects, supervises, and evaluates the principal (with final approval from the superintendent); and approves the budget. School leadership will have faculty representation to ensure that teachers have a voice. It will also have parent representation. School leadership has the power to:

- Select and remove the officers, agents and employees of the school, prescribe powers and duties for them, supervise them, fix compensation, and review work load and compensation;
- Make rules and regulations for the conduct of the affairs and activities of the school;
- Borrow money and incur indebtedness for the purpose of the school and to cause to be executed and delivered therefore promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecation and other debt and securities;

As described above, school leadership will ensure that school operations occur in alignment with the vision, mission and values of the school. It monitors all aspects of school performance, provides guidance, resources and support for increasing academic achievement, and manages the

financial and operational aspects of the school according to gathered data and research. School leadership will set and maintain the school's vision; select, supervise, and evaluate the principal (with final approval from the superintendent); and approve the budget. It will have faculty and parent representation to ensure teachers and families have voice in school leadership.

A Curriculum Steering Committee will be created for each school. It will consist of subcommittees that meet quarterly and focus on school wide outcomes. The subcommittees will be made up of board members, administrators, teachers, staff, parents, and community leaders. The primary mission of the committee is to uphold school values prepare students to strive towards academic goals. The committee will make recommendations to grade level teams, subject area departments, and teaching teams.

The proposed schools will also have a Budget, Parent and Student Advisory Boards that meet monthly to support the school in achieving the service focus of the vision and mission. The teams will consist of administrators, teachers, staff members, parents, students and community members who have a special interest in involving youth in service. The Parent and Student Advisory Boards will help the school organize, identify resources, and opportunities for students to be involved in serving their school and community. The Advisory Boards will also help bring additional community resources to support the students and families of the school.

Interdisciplinary academic teams will develop instructional practices to improve teaching and learning; coordinate and develop curriculum; use protocols for discussion and peer observation; and, make proposals for school-wide changes based on their work. Additional committees, including an instructional leadership team, will be created in accordance with the school's vision and mission to enhance the school community and increase student academic achievement. Content-based teams will meet weekly to develop curriculum coherence within content area. They will research and identify best practices within the content area and support content area pedagogy school-wide. The Content-based teams will make recommendations to the Leadership Team for school-wide changes in curriculum and instruction based on their collaborative work.