

1. EXECUTIVE SUMMARY

The 100 Black Men of Los Angeles (100/BMLA) have collaborated on this proposed plan of school reform for Hillcrest Elementary School. We seek to develop a program of success which improves the academic achievement of all students in attendance. 100 BMLA is a 501c3 not for profit organization that, since 1981, have been involved in education, mentoring, economic development and health and wellness program that improve the quality of life in the Los Angeles community. 100BMLA is an affiliated chapter of 100 Black Men of America, Inc., who since 2004 has encouraged its chapters to seek a greater influence in reversing the poor educational outcomes of African American males. In 2004, its flagship chapter, and the first chapter of its 120 chapter network, 100 Black Men of New York, opened *The Eagle Academy*, a single gender school that focused solely on the achievement crisis of Inner City Boys. *The Eagle Academy* is a publicly funded charter school in the New York Public School District. The demographic breakdown of the school is 63% African American, 33% Hispanic, 3% White and 1% Native American. 85% of the student population are eligible for discount or free lunch. Yet, in five years, *The Eagle Academy* has become widely celebrated for its retention rates, rising test scores and parent-teacher commitment to academic success. An important aspect of *Eagle Academy's* pedagogical approach is using men teacher's to role model authority figures that most of the students do not have in the home. It has played significant in the building of the student's self-esteem, pride in their academic achievement and in renewing their interest in school. In six years, *The Eagle Academy* has expanded to all five boroughs in New York city, and the 100 Black Men charter school single gender initiative has grown to Atlanta, Memphis, New Orleans and Las Vegas. 100BMLA seeks to bring the success model of single gender schools to local school districts in an effort to improve educational outcomes in Los Angeles. As the Los Angeles Unified School District has passed a Public Choice Resolution to examine best practices to reverse low performing and failing schools, the Be The Change In Education Foundation (BCUE) and 100BMLA have come together to advance a charter school proposal that will seek to integrate cultural competent curriculum with single gender classrooms, in an effort to change the learning outcomes of the students at Hillcrest Elementary School in its conversion into a public charter school.

Statement of Need

In the city of Los Angeles, African American test scores are the lowest of all student populations. African American males have among the highest dropout rates in the Los Angeles Unified School District (LAUSD). The much publicized "achievement gap" in LAUSD has been sustained over several decades and has caused black community stakeholders to formulate an African American Learner's Initiative in the mid-1990s that has largely gone unaddressed. However, the growth and reformation of the Charter School movement nationwide has caused urban cities to look to alternative education models that have found success in similarly situated urban settings. In the past four years, both the Mayor of the City of Los Angeles, Antonio Villaraigosa, and the past two LAUSD School Superintendents, David Brewer and Ray Cortines, have taken very strong public positions against the perpetual failures of historically low performing schools. The recently passed Public Choice Resolution by the LAUSD Board of Education is a response to the success the charter reform movement, and the effort to include successful independent charter operators develop turnaround plans for failing schools. However, there has not be any policy efforts to address the most educationally deficit segment of the LAUSD student population, African American males. 100BMLA discovered in its college preparation program (Young Black Scholars) that takes 9th graders and make them college ready, found a great disparity between 9th grade males and 9th

grade females entering the program. It was because black males were dropping out before the ninth grade. 100BMLA started a mentoring program for 6th graders at Audubon Middle School three years ago (called the “See Your Future” Mentoring Program), where black male mentors made a long term commitment to these young boys, modeling for them while engaging them in a positive affirmative of what they could learn and what they could achieve. As grades improved, we therein discovered that the earlier you reach black males—preferably before the fifth grade—the better chance of nurturing his interest in school and the greater the possibility of retaining him as a student through high school. Thus, BCUE/100BMLA has selected Hillcrest Elementary School to implement its turnaround achievement strategy as its 2008-2009 API scores are low and reflect insufficient achievement growth. The student population (908 enrollment) is 51% African American, 47% Latino, and 36% English Language Learners. Most significantly, 92% of the student population is economically disadvantaged and eligible for free/reduced lunch. This school represents the typical profile of a failing school and the typical demography of students adversely (negatively) impacted by the achievement gap.

The approach 100BMLA used of positive, solution based engagement to teaching black males was not a coincidental engagement. Recent data suggests that black children do not enter school disadvantaged, but leave school disadvantaged when schools use educational policies and practices that perpetually engage a deficit model when working with black males (a model that focuses on problems versus solutions [Tucker and Herman, 2002]). A comprehensive review of academic literature on educational research methodologies and race and school achievement called for “student based inquiry” approaches to achievement research (Wiggin, 2007) that (a) expand the theoretical assumptions implicit in the work by employing strengths-based approaches and avoid having a narrow focus on risk factors; (b) eschew negative assumptions about African American youth and their families and (c) acknowledge the presence of white privilege and its contribution to the achievement gap (Toldson, 2008). Environment plays a significant role in education African American learners. Another study found that maternal warmth and acceptance was positively related to the early development of academic skills, while maternal hostility had a negative effect (Hill, 2001). Mastery of reading and math have been attributed to parents’ achievement expectations (Halle, et al., 1997) and afterschool programs have demonstrated effectiveness in improving school performance, specifically with black male students (Fashola, 2003). Lastly, school climate is a factor linking academic achievement among black students as students perceptions that school is a cohesive environment, that student-teacher relationships were important contributors to successful academic outcomes (Stewart, 2007). There are few support systems in LAUSD that affirm positive assumptions in black children. Moreover, negative assumptions are more likely to be associated with African American students, particularly males, undermine learning. Thus, the need to create learning environments where the barriers to learning can be overcome, and positive assumptions around African American learners can be embraced, not just for black children, but all children. If you formulate positive assumptions around the poorest learners, all children will learn as several recent studies showed evidence that a variety of factors, including family background, self-concept, teacher expectations and value orientations, increase the likelihood that African American males will achieve in school (Parham, et al., 1989, Stewart, 2007).

100BMLA sees a need in LAUSD that needs to be filled, and are prepared to address this need to improve learning in African American children.

Approach

100BMLA in partnership with BCUE will seek to set up single gender learning environments where male and female students can focus on learning without dealing with the social pressures associated with adolescence in mixed classrooms.

The role of the 100BMLA will supplement the curriculum efforts of BCUE by identifying resources to renovate and expand facilities capacity as well as offer grantwriting support and annual fundraising for the school. 100BMLA will be responsible for fundraising to provide the school the supplemental resources needed for afterschool programs that will enhance learning (tutorials, science and math, culture clubs). They will help recruit male teachers that will provide the classroom role modeling assistance needed to create positive self-perceptions. 100BMLA will help organize parent support and building a strong parent-teacher-child consortia that put the child's learning at the forefront of school communication, and building a community support system for the child. Lastly, 100BMLA will assist in helping to make Hillcrest Elementary a safe, secure environment.

a. Assurances:

- i. This proposal is submitted by the Be the Change in Education Foundation ("BCUE"), a California 501(c)3 non-profit corporation. Related documents are included in the Appendix section of the proposal. While BCUE is the legal name of the entity, the operational name or DBA of this proposal is 100 Black Men Eagle Academy (100BMLA).
- ii. 100BMLA assures that it will enroll the requisite number of students from the intended campuses that the new and underperforming school is intended to relieve, and that the students coming from the attendance areas of the designated overcrowded schools including students with disabilities will be served first and foremost. A signed statement of this assurance is included in the Appendix section of the proposal.
- iii. 100BMLA agrees that the student composition at each new and underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review mechanisms in place to reflect that of the overall school community. A signed statement of this assurance is included in the Appendix section of the proposal.
- iv. Please refer to the Budget section for related financial data.
- v. 100BMLA agrees to adhere to the terms, conditions and requirements of the Modified Consent Decree and other court orders imposed upon the District pertaining to special education. All public schools formed or approved by the District are required to use the District's Special Education Policies and Procedures Manual, an Integrated Student Information System ("ISIS") and Welligent, the District-wide web-based software system used for inline IEP's and tracking of related services provided to students during the

course of instruction. A signed statement of this assurance is included in the Appendix section of the proposal.

b. Student Population

The student population of 100BMLA (currently identified as Hillcrest Elementary School) is 60% Hispanic and 39% African American with nearly 43% identified as English Language Learner. 10% of the students are identified for Special Education services and 1% of the students are identified for Gifted and Talented Education. The total enrollment is 711 students with 95% qualifying for Free and Reduced Lunch. The API score for 2009 was 590 with 27% of the students testing at proficient or above in Math and 19.2% testing proficient or above in English Language Arts.

c. Vision, Mission and Philosophy

Our vision is to:

- i. Enable students to become lifelong learners, informed and responsible citizens, competent and successful members of the workforce, and thinking, fulfilled, caring individuals
- ii. Develop leaders of the 21st Century who have a well rooted culturally based self-concept as autonomous, productive, lifetime learners, who are part of a larger interconnected community
- iii. Serve as national model of culturally responsive teaching as a successful approach for closing the achievement gap

Flowing from this vision, our mission is to provide a student-centered, standards-based instructional program in a environment which is validating of the language and culture of the student population.

The specific objectives for 100BMLA are to first and foremost move the school out of Program Improvement status by meeting Annual Yearly Progress goals for 2010-11 and 2011-12. This would involve raising test scores an average of 30 points, per year, over that time period. In support of that primary goal, all operational and instructional decisions must be aligned with the objective of doing all that is necessary for the students to demonstrate proficiency in subject matter, including retraining teachers and staff. Reduced class sizes will play a significant role in providing students a proper teacher-student ration that offers the ability to give individualized attention to students with learning challenges. This includes providing parents educational plans for their children and tutorial strategies for improvement monitoring. Giving students individualized attention to address learning deficiencies will enhance the child's confidence in the student-teacher relationship.

The philosophical backbone of the curriculum at 100BMLA is differentiated instruction based on students' cultural behaviors. The methodology is a culturally and linguistically responsive hands-on approach where home culture and language are systematically validated and acknowledged in order to address the needs of a variety of learners and utilized to motivate students to learn and to achieve.

The foci of the curriculum is not driven by one specific structured program. Instead, teaching at 100BMLA will be driven by instructional strategies that are guided by the students' needs as individual learners, not a prescribed, one size fits all approach. The 100BMLA curriculum is rigorous, standards-based, and holistic. The curriculum is supplemented with instruction in visual and performing arts as well as technology. Habits of mind are explicitly taught alongside habits of heart, leading students to challenge themselves through self-reflection. 100BMLA asks the difficult question of how to differentiate instruction and support the cultural and linguistic needs of diverse learners while working toward learning and improved student achievement.

We believe that an educated person in the 21st century is one that is focused around being a producer of knowledge, not a consumer of knowledge; being beyond proficient in academic studies; and being balanced in terms of family, profession, and the academic quality of life.

We believe that Learning Occurs Best when there is:

1. Focus on Culture – validation of home language and culture as first teaching using the principles and pedagogy of culturally responsive teaching
2. Focus on Rigor – all teaching is directly aligned with the California state learning standards with an emphasis on conceptual thinking in the major content areas
3. Focus on the Whole Child – utilization of cultural and performing arts as part of the school curriculum through weekly enrichment courses
4. Focus on Professional Development – serves as a laboratory school and professional development center for educators interested in reaching underachieving students with culturally responsive pedagogy
5. Focus on Community – structured events throughout the year crafted to build relationships within the school community, and to connect with the community-at-large, locally and nationally
6. Focus on Technology – creating 21st Century learners through the integration of technology into the core curriculum.

d. Educational Plan

Our proposed educational plan is a comprehensive approach to teaching and learning which is aligned to our stated vision and mission. The objective being, to present a thorough educational program that will result in academic success for all students through a differentiated and personalized learning experience. The following are specific objectives of that provide and ensure equal access to the student population 100BMLA intends to serve:

1. View culture as a powerful variable that influences teaching and learning processes
2. Acknowledge the legitimacy of the cultural heritage of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum
3. Build meaningful bridges between home and school experiences as well as between academic abstractions and socio-cultural realities
4. Use a wide variety of instructional strategies that are explicitly connected to learning styles and learning strengths
5. Teach students to know and praise their own and each others' cultural and linguistic

heritages

6. Incorporate culturally responsive information, resources, and materials in all the subjects and skills

Based upon the foregoing, the foundational tenets of the educational program are as follows:

1. Create a complete educational environment conducive to learning at all times through a standards-based, academically rigorous curriculum
2. View student interest, curiosity, and choice as an asset and a contribution to the educational process, maintaining high expectations and using strategies for all students, including those at-risk
3. Affirm, accept and accommodate cultural and linguistic expression, behavior, and thought
4. Provide opportunities to learn how to think holistically
5. Emphasize foundational literacy and language skills
6. Differentiate instruction according to developmental-appropriateness
7. Apply a holistic approach to gaining knowledge - integrating subjective and objective experience and learning in all subjects
8. Establish a learning community that provides ongoing professional growth opportunities for teachers to expand, explore, and experience new ideas, concepts, and teaching methodologies
9. Create meaningful home-school connections that impact learning for all students
10. Create meaningful community-school connections that positively influence the perception of schools and their functionality in the local community

e. Community Impact and Involvement:

100BMLA's rationale for selecting the proposed community is rooted in an analysis of the available student data, which indicates a trend of dropping scores and significant underachievement for African American students in particular. One of the strengths of our program is that 100BMLA has a 29 year relationship with the proposed community, 25 of those years working with schools in the community to identify students with college ambitions and worked to improve test scores and SAT scores to improve minority student learning that has caused over 19,000 students to be admitted to college. Included in the college prep program are modules by which parents are educated on how best to prepare their children for higher education success. 100BMLA is experienced in mobilizing parents and mobilizing communities around empowerment issues. 100BMLA's mentoring efforts at one of the school's feeder schools (Audubon Middle School) has proven successful in improving the grades of 25 sixth to eighth grade males and has changes the way these young men view themselves and their life plan options, in terms of what they can be and what they can achieve.

f. Leadership/Governance

The current (advisory) leadership team consists of Dr. Anthony Samad, Mr. Jewett Walker, Mr. Frank Harris, Mr. Curtis Fralin, Mr. Ron Goodall and Mr. Donald Lancaster. Each of these individuals have been involved in studying the effects single gender schools have on black males. These persons will meet regularly with the BCUE leadership team to execute the staffing plan and support needs for the school.

g. Fiscal Plan

Under the Charter School Option, 100BMLA will receive funds directly from the State via the County Office of Education. 100BMLA will also coordinate and implement annual external fundraising strategies to supplement the curricular and extra-curricular activities of the school.

Working from a starting point of zero-based budgeting and establishing a list of priority investments and expenditures staffing decisions and purchases will be aligned to the proposed instructional program focuses on reform and student achievement. The fiscal plan aligns with the mission, vision and overall strategic development of the proposed changes to the existing school by supporting reflective change, an investment in professional development and capacity building, an investment in community engagement and parent involvement and a commitment to culturally responsive, data-driven standards-aligned instructional practice.

2. Curriculum and Instruction

a. Summary

100BMLA seeks to provide an instructional approach that is centered around a research-based body of strategies and activities that represents an alternative curriculum to the traditional curriculum. The philosophical foundation and theoretical framework of this approach is culturally and linguistically responsive teaching and learning or CLR. CLR is going to where the students are culturally and linguistically for the aim of bringing them where they need to be academically. Metaphorically, CLR is the opposite of the sink and swim approach to teaching and learning or traditional schooling. It is jumping in the pool with the learner, guiding her with the appropriate instruction, scaffolding as necessary, and providing the independence when she is ready. At the core, CLR is ultimately differentiated instruction.

CLR impacts all facets of the curriculum and instruction. CLR is a way of thinking about how to instruct, how to create an instructional experience for the students that validates, affirms, illuminates, inspires, and motivates who they are culturally and linguistically as forethought, not an afterthought. The formula for instructional success with our identified population of students will be instructional strategies, which are aligned to state standards and differentiated to meet the need of all learners. The curriculum for CLAS – HYDE PARK, seeks to establish instructional practices with effective strategies, verses instructional programs, by infusing culturally and linguistically responsive teaching methodologies into all of the following curriculum components through the lens of literacy and language, which acts as the gatekeeper to academic success in all areas.

We have identified five broad pedagogical areas that can be infused with CLR strategies and activities. The five pedagogical areas are: Classroom Management, Use of Text, Academic Vocabulary, Situational Appropriateness, and Learning Environment. Each of these categories is headed by the term *responsive* to note the angle of culturally and linguistically responsiveness. The pedagogical areas become the general categories that we think by definition all classrooms, regardless of grade level or content area, should have in place effectively and efficiently and therefore become the basis of any successful

curriculum.

Curriculum Map

Core Subjects

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

Academic Reading (Comprehensive Reading Instruction) - bringing students' reading levels to grade-level expectations and demonstrating use of reading strategies to understand new and difficult written material.

- Oral and Written Self-Expression (English/Language Arts) - bringing students' writing and speaking levels to grade-level expectations and demonstrating ability to express ideas and feelings in written form, as well as other media.
- Mathematical Reasoning - bringing students' mathematical skills to grade-level expectations and demonstrating the ability to apply data analysis and mathematical generalizations to problems.
- Research in Science and History/Social Science - combining the above skills to produce thoughtful research papers and performance-based projects, particularly in science and social studies
- Focus on the whole child through the arts as part of the core, in-school program particularly dance, music, theater, visual arts
 - Learning through active practice, rehearsal, and creation or performance works in the arts
 - Reading about the arts and artists
 - Researching, writing, and communicating about the arts
 - Reflecting on the arts in thoughtful essays or journal writing on one's observations, feelings, and ideas about the arts.
 - Participating in arts criticism on the basis on observation, knowledge, and criteria
 - Understanding the multicultural significance of the arts
 - Make connections between concepts in the arts across subject areas
 - Connect and apply what is learned in the arts to other art forms and subject areas and to careers
- Focus on nutrition and physical fitness
- Focus on Language Learning as there will be a special emphasis on second language learning at 100BMLA. There will be periods of the day where students will be exposed to second or even third language learning opportunities. All speakers of all languages will be highly valued.

Learning Spans

One would be hard-pressed to find disagreement with the fact that some students learn at a faster pace while other students need more time. In place of traditional grade levels, 100BMLA will employ learning-spans (differentiated instruction and looping). Learning

spans take the approach of developmentally appropriate placement of students rather than age-number appropriate placement. Developmental appropriate placement involves the acquisition and demonstration of particular abilities and knowledge based on where the student is experientially versus an age-number. Research findings indicate that students who participate in multiage classes experience significant achievement in language and mathematics and have higher attendance over traditionally grouped students (Kinsey, 2001). Though learning spans can be roughly equivalent to grade levels and ages, it is possible for younger students to move on to the next learning span once all the requirements for the earlier spans have been met (Delphi Schools).

Learning spans at 100BMLA provide students an opportunity for learning in the subject areas of reading and math without the pressure of progressing at exactly the same pace. Each student is approached as an individual learner, with his/her learning needs served as such. No student is placed in a span beyond two years of his/her age. The learning spans are as follows (traditional grade levels with ages are noted in parenthesis): Novice I (K-1 grade levels, ages 5-7), Novice II (2-3 grade levels, ages 6-8), Apprentice I (grade levels 4-5, ages 9-10)

Novice (Kindergarten/First Grade)

Academic Reading (Comprehensive Reading Instruction) - bringing students' reading levels to grade-level expectations and demonstrating use of reading strategies to understand new and difficult written material.

Oral and Written Self-Expression (English/Language Arts) - bringing students' writing and speaking levels to grade-level expectations and demonstrating ability to express ideas and feelings in written form, as well as other media.

Core English/Language Arts State Standards

- Identify, think about, and manipulate individual sounds in words (phonemic awareness)
- Print uppercase and lowercase letters correctly and with ease
- Match sounds to letters and letters to sounds
- Read stories and poems with one-syllable words and words with as many as five sounds
- Write words and short sentences from dictation
- Knows the parts of a book and their functions
- Reads familiar texts emergently, i.e., not necessarily verbatim from the print alone
- Recognizes and can name all uppercase and lowercase letters
- Extend introductory reading skills and increase confidence and fluency
- Print legibly and confidently
- Spell frequently used words with basic word patterns accurately
- Write accurately and confidently from dictation
- Read stories and short chapter books independently
- Independently writes many uppercase and lowercase letters
- Writes own name (first and last) and first names of some friends or classmates
- Writes to express own meaning
- Writes most letters and some words when they are dictated

- Composes readable first drafts using appropriate parts of the writing process
- Uses basic punctuation and capitalization
- Produces a variety of types of compositions (e.g., stories, descriptions, journal entries), showing appropriate relationships between printed text, illustrations, and other graphics
- Expresses ideas openly
- Follows directions
- Speaks with audience in mind

Primary Instructional Materials

- Keys To Reading Success – Beginning Reading Program developed by Ricki Linksmann
- Open Court – Green Section Only
- Learning and Reading A-Z instructional materials
- Signature Literature List (Core Literature)

Core Math State Standards

- Understand the relationship between numbers and quantities
- Compare numbers and sets of objects
- Understand and use numbers to 31
- Sort and compare objects according to common attributes, and learn to identify and extend simple patterns
- Apply understanding of counting and numeration to time and money
- Understand simple addition and subtraction by using concrete objects to model problems
- Apply problem-solving strategies
- Understand relationship between symbols and quantity; number sense
- Do simple addition and subtraction
- Understand the concepts of addition and subtraction (using both numeric equations and currency and coins), greater than, less than, and equal to, how to make reasonable estimations of numbers and amounts, and how to use shapes represent fractional portions (half, third, quarter)
- Understand place, value, and 1s and 10s
- Develop estimating and counting skills
- Learn to identify, count, and form numerals (by 1,2,5,10) to 100, and to distinguish between odd and even numbers
- Learn to solve simple equations and the terminology needed to communicate their understanding of these concepts
- Measure simple units, describe data and objects and solve simple problems
- Develop classification skills, be able to sort and recognize patterns and shapes
- Understand units of time and measurement
- Develop methods of solving problems in reasonable ways
- Make decisions about how to set up and solve problems, and justify their reasoning
- Achieve a proficiency in reading, writing, comparing, and ordering whole numbers to 100
- Develop a more formal understanding of addition and subtraction and know the basic facts to 18
- Begin to understand and use place value (ones and tens) by adding, subtracting, and comparing two- digit numbers
- Continue to apply numeration skills to time and money
- Explore plane and solid figures and their attributes

- Measure objects using nonstandard units and some simple standard units
- Apply targeted problem-solving strategies

Primary Instructional Materials

- Everyday Mathematics series
- Various Supplemental Materials

Core Social Studies State Standards

- Develop a wide-ranging interest in the world and its people through stories, art, music, discussion, and more
- Understand how geography influences the way people live, and develop spatial sense through regular work with maps and globes
- Recognize how people and animals adapt to various environments
- Recognize important figures in American history and appreciate their contributions as models of virtue and conduct
- Identify self and family in relation to community and world
- Develop an understanding of the needs of people in different times and places around the world
- Develop an understanding of the rights and responsibilities of individual and of groups
- Develop basic knowledge of the U.S. and world geography
- Understand how geography influences the rise of civilizations, and develop spatial sense through regular work with maps and globes
- Explore the recurrent themes of civilization: settling down and surviving, innovating and inventing, building cities and empires, establishing laws and government, and preserving knowledge and works of the imagination
- Become familiar with mythologies, traditions, and belief systems of various cultures
- Identify important figures, events, and concepts related to the historical origins of major world religions
- Recognize lasting contributions in ideas (for example, democracy, republican government, civil service) from various civilizations

Primary Instructional Materials

- History Alive Series
- Teacher-created materials

Core State Science Standards

- Learn how scientists make observations by asking meaningful questions and conducting careful investigations
- Communicate observations orally and through drawings
- Observe and describe properties of common objects using the five senses
- Know that water can be a solid or a liquid and can change back and forth from one state to the other
- Understand that the Earth is composed of land, air, and water through a study of land and water forms
- Observe daily weather changes and know that weather changes across seasons, and how those changes affect Earth and its inhabitants

- Identify resources used in everyday life and understand how these resources can be conserved
- Describe the characteristics of living things
- Identify the basic needs of plants and animals
- Use inquiry techniques and the scientific thinking process of observing, communicating, comparing, ordering, categorizing, relating, inferring, and applying
- Observe common objects using the five senses
- Describe the properties of common objects
- Appreciate the natural world and explore and investigate its attributes
- Compare and sort common objects based on one physical attribute
- Communicate observations orally and in drawings
- Learn that scientists ask meaningful questions and conduct careful investigations
- Perform experiments
- Record observations using pictures, numbers, graphs, or written statements
- Learn the metric system of measurement
- Identify matter as a solid, liquid, or gas, and know that each has different properties
- Demonstrate that properties of substances can change when mixed, cooled, or heated
- Understand the basic needs of both plants and animals
- Know that different plants and animals inhabit different kinds of environments and have physical adaptations that help them survive and thrive in their respective habitats
- Learn that animals rely on plants and other animals for food and shelter, and infer what animals eat from the shapes of their teeth
- Know that roots take in water and nutrients, and that leaves use sunlight to make food
- Use simple tools to measure weather conditions and record daily changes
- Understand seasonal weather changes

Primary Instructional Materials

- Inquiry based science
- FOSS Kits

**Novice II Skills
(Second/Third Grade)**

Core English/Language Arts State Standards

- Extend reading skills and discuss literature from a variety of genres
- Listen to, memorize, and recite poetry from classical and contemporary authors
- Legibly write and properly space words and sentences
- Write sentences and paragraphs from dictation
- Compose paragraphs that follow the conventions of mechanics and usage
- Solve and create analogies
- Match vocabulary words and their meanings
- Develop habits of analytical thinking: identify problems, use inference, ask pertinent questions, and draw conclusions
- Understand and appreciate literature through writing, dramatization, and art activities
- Comprehension skills and strategies

- Literary responses
- Listening and speaking strategies
- Analysis of oral and written communications
- Grammar, mechanics and usage
- Composition skills
- Vocabulary and word study
- Spelling

Primary Instructional Materials

- Keys To Reading Success – Beginning Reading Program developed by Ricki Linksmann
- Open Court – Green Section Only
- Learning and Reading A-Z instructional materials
- Signature Literature List (Core Literature)

Core Math State Standards

- Read, write, compare, and order whole numbers to 1,000
- Add and subtract two-digit numbers
- Work with patterns and sequences
- Study properties of basic shapes
- Identify place values to 1,000
- Make measurements with standard units
- Identify lines of symmetry and create simple symmetric figures
- Place value
- Addition and subtraction
- Multiplication and division concepts and facts
- Statistics and probability
- Measurement and time
- Geometry
- Fractions
- Decimals

Primary Instructional Materials

- Everyday Mathematics series
- Various Supplemental Materials

Core Social Studies State Standards

- Understand how geography influences the rise of civilizations, and develop spatial sense through regular work with maps and globes
- Explore the recurrent themes of civilization: settling down and survival, innovation and invention, building cities and empires, establishing laws and government, and preserving knowledge and works of the imagination
- Become familiar with mythologies, traditions, and belief systems of various cultures
- Identify important figures, events, and concepts related to the historical origins of major world religions
- Recognize lasting contributions in ideas (for example, democracy, republican government, civil service) from various civilizations
- The Renaissance - background, Italian, and global

- The Reformation
- The Age of Discovery
- The world - South America, Spain, Portugal, The Indies, Japan
- The American Revolution

Primary Instructional Materials

- History Alive Series
- Teacher-created materials

Core State Science Standards

- Learn to make observations by asking meaningful questions and conducting careful investigations like real scientists do
- Communicate observations orally and through drawings
- Observe and describe properties of common objects using the five senses
- Know that water can be a solid or a liquid and can change back and forth from one state to the other
- Understand that the Earth is composed of land, air, and water through a study of land and water forms
- Observe daily weather changes and know that weather changes across seasons and how those changes affect Earth and its inhabitants
- Identify resources used in everyday life and understand how these resources can be conserved
- Describe the characteristics of living things
- Identify the basic needs of plants and animals
- Weather
- Classification of vertebrates
- Ecosystems
- Properties of matter
- The human body
- Energy and light
- The solar system and beyond

Primary Instructional Materials

- Inquiry based science
- FOSS Kits

**Apprentice Skills
(Fourth Grade/Fifth Grade)**

Reading

- Identify literary elements such as theme, plot, setting, and characters in literature
- Understand literary devices such as similes, metaphors, and personification
- Build understanding of word types and relationships while expanding vocabulary
- Listen and respond to oral communication
- Deliver oral presentations organized around a coherent thesis statement
- Compose written works of various genres

- Conduct research using resource materials and citing them appropriately
- Expresses ideas openly
- Follows directions
- Speaks with audience in mind
- Reading literary and informational texts from a variety of genres, Grade 5 literature students learn to describe and connect ideas, arguments, and perspectives, and make connections between literary works. They develop an understanding of how texts are structured and organized, and understand the author's purpose.
- In the Language Skills program, students learn about word origins and relationships, and use literary and historical clues to determine the precise meaning of vocabulary words. Employing Standard English conventions, they create compositions that contain formal introductions, supporting evidence, and conclusions, focusing on a specific audience and purpose.

Primary Instructional Materials

- Signature Literature List (Core Literature)
- Various Supplemental Materials

Mathematics

- Use place value in rounding and working with money
- Apply addition and subtraction concepts
- Estimate sums and differences
- Divide and multiply by one and two digits
- Identify standard and metric measurements
- Use statistics and probability
- Add and subtract fractions
- Use geometry to determine volume, perimeter, and area
- Operations
- Problem Solving: Mixed Problems
- Problem Solving: Addition, Subtraction, Multiplication, and Division
- Number Theory and Fractions
- Fractions: Addition and Subtraction, Multiplication and Division
- Decimals: Addition and Subtraction, Multiplication and Division
- Ratio, Proportion, and Percent
- Problem Solving: Number Systems
- Probability and Statistics
- Geometry
- Measurement Topics
- Metric Measurement, Area, and Volume

Primary Instructional Materials

- Everyday Mathematics series
- Various Supplemental Materials

Social Studies

- Continue and conclude the chronological and geographical survey from roughly the Stone Age to the Space Age.

- Focus on major events from the Enlightenment to recent times.
- Develop historical analysis skills.
- Work with maps, globes, and other geographic tools to develop spatial sense.
- Explore the roots and basic principles of American democracy, and
- Develop an understanding of what it means to be a good and responsible citizen.
- Become familiar with people, places, and events of the past
- Connect the past to the modern world.
- Understand the huge strides made in medicine, communication, technology, and government in the last 300 years.
- Recognize that war led to the collapse of colonialism and the birth of new nations.
- Use the Geography Essentials program to learn about map reading, topological features, map scales, time zones, climate, trade routes, transportation, and U.S. geography.
- Identify self and family in relation to community and world
- Develop an understanding of the needs of people in different times and places around the world
- Develop an understanding of the rights and responsibilities of individual and of groups
- Develop basic knowledge of the U.S. and world geography
- European Exploration
- The Thirteen Colonies
- Road to Revolution
- The American Revolution
- The Constitution
- The New Nation
- A New Age and New Industries
- Americans Take New Land
- Reform and Reflection
- Slavery and Sectionalism
- The Road to Civil War
- The Civil War
- Reconstruction

Primary Instructional Materials

- History Alive Series
- Teacher-created materials

Science

- Understand the interdependence of life in ecosystems.
- Understand plant and animal interactions.
- Describe population factors.
- Identify behaviors and inborn or learned.
- Identify mixtures, solutions, and solutes.
- Identify invertebrates
- Understand magnetism and electricity.
- Identify properties of rocks and minerals.
- Understand weather.
- Understand the Earth's history using the fossil record.
- Use inquiry techniques and the scientific thinking process of observing, communicating, comparing, ordering, categorizing, relating, inferring, and applying

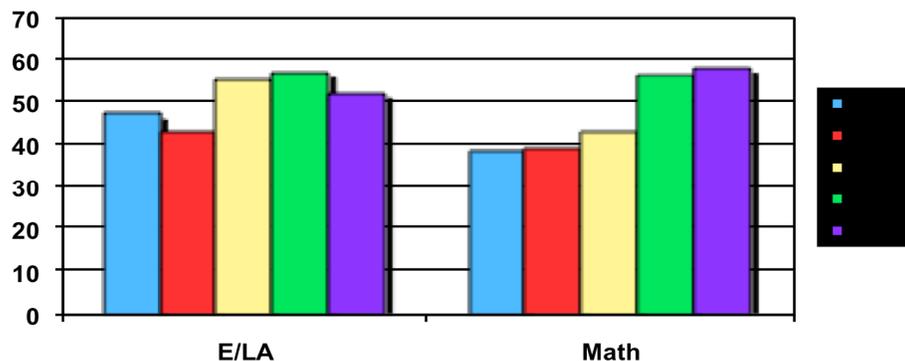
- Observe common objects using the five senses
- Describe the properties of common objects
- Appreciate the natural world and explore and investigate its attributes
- Compare and sort common objects based on one physical attribute
- Communicate observations orally and in drawings
- The World's Oceans
- Earth's Atmosphere
- Forces of Motion
- Chemistry
- Cells and Cell Processes
- Taxonomy of Plants and Animals
- Animal Physiology

Primary Instructional Materials

- Inquiry based science
- FOSS Kits

b. Track Record of Proposed Curriculum:

The proposed curriculum is taken from that used by The Culture and Language Academy of Success (CLAS), an independent charter school in Los Angeles. CLAS has become a school wide model of cultural and linguistic responsive pedagogy. CLAS (www.cultureandlanguage.org) is one of the few models in the nation to demonstrate what CLR looks like in practice and where instruction has been transformed by the use of strategies and the activities prescribed by the approach, based around a positive mindset about the student's culture and language. As a bonus, CLAS has maintained high achievement data according to the California Standards Test and the Academic Performance Index, specifically in English/Language Arts when compared to the local district and the state. The 2009 API score was 759 with 43.1% of the students scoring as proficient or above in Math and 49.1% scoring as proficient or above in English Language Arts.



Theoretical Underpinnings

The 100BMLA curriculum identifies with six research-based approaches, much of which is founded on forty years of linguistic and culturally relevant research. This well-developed and well-documented knowledge base fully supports the teaching of students from cultures and languages of color as a means of promoting academic achievement. The six critical instructional approaches are second language acquisition methodology, comprehensive literacy approach, culturally responsive teaching, building on learning styles and strengths, linguistic awareness and infusion, and classroom learning environment. The research (outlined below) asserts that the combined use of these six instructional approaches through key instructional strategies can be the instructional difference for students of color and, indeed, all students.

1. Second language acquisition methodologies (Peitzman & Gadda, 1991) speak to the misnomer that the structure of a nonstandard language directly mirrors Standard American English. The instruction must recognize that the common vocabulary of non-standard language (NSL) and Standard English often veils the complex phonological, syntactical, and pragmatic differences between the two languages and masks the difficulties that some students have with Standard English forms. These “language differences” call for a consistent, daily use of second-language acquisition methods or specialized-design academic instruction in English (SDAIE) to support the language and literacy learning.
2. Comprehensive literacy approach (Au, Carroll & Scheu, 1997) involves the provision and use of the necessary instructional strategies for reading instruction. In some instances this may mean more of an emphasis on phonemic awareness and phonological principles, while in other cases it might warrant a meaning construction view. The important point is to view “comprehensive” in terms of what is skill-level appropriate and needed by the learner.
3. Culturally responsive teaching (Ladson-Billings, 1994) is defined as a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural and historical referents to convey knowledge, to impart skills, and to change attitudes. Ladson-Billings reports that teachers practicing culturally relevant teaching know how to support learning in these students by consciously creating social interactions to help them meet the criteria of academic success, cultural competence, and critical consciousness. Teachers must develop culturally consistent ways of interacting with students from cultures different than their own and they must learn to adapt instruction.
4. Building on cultural behaviors (Hilliard, 1999), confronts the important dynamics in the classroom that impact instruction overall. Teachers should become familiar with the learning styles and strengths that students bring to the classroom. Hilliard has empirically defined the learning styles of African and African American students. He found that African American students view their environment as a whole rather than in isolated parts; prefer intuitive rather than deductive or inductive reasoning; approximate concepts of number, time, and space; attend to social stimuli rather than

object stimuli, and rely on nonverbal as well as verbal communication. However, African American students, he contends, are asked to function in the cultural style of most European Americans. Therefore the differences in the learning styles and behavioral styles of these students and the style expected and preferred by teachers often contributes to lowered expectations on the part of educators resulting in lowered academic performance by the students. Hilliard's work is not specifically limited in its applicability to African American students. His findings and suggested strategies are of benefit to all students, particularly students of color.

5. Linguistic awareness and infusion is the most crucial (Adger, Christian & Taylor, 1999) component. First, nonstandard language speakers and traditional second language learners must come to understand that their home language and the language of school differ. As students learn to recognize the sometimes subtle differences between standard and non-standard language forms, they become better able to edit their writing for differences in grammar, syntax, and vocabulary, and to use Standard English structure proficiently in its oral and written form.
6. Understanding the environment-behavior relationship enables teachers to organize and equip the classroom so that successful learning behaviors are likely to occur. All arranged environments influence learning behavior, therefore, all spaces organized through furniture placement, all learning materials selected and placed in the environment and the arrangement of those materials for the learner's use can have a profound impact on student achievement by sending strong messages that encourage them to act in particular ways.

These six critical approaches are the philosophical foundation of the 100BMLA instructional program. This approach serves to support and encourage the student's development of cultural and linguistic knowledge and awareness of themselves, their community, the nation, and the world as an entrée to a standards-based, academically rigorous and intellectually stimulating curriculum.

c. Addressing the Needs of All Students:

English Language Learners

100BMLA will implement a balanced literacy program for English Learners that emphasizes bi-literacy in English and Spanish. With a minimum of 60% of the students coming from homes where Spanish is the primary language, students would have varying degrees of proficiency in English. It is acknowledged that most would likely require ongoing support in order to master English. As such, students will be provided a scaffolded English language arts program as well as an English language development program based on their language acquisition level. Furthermore, students will also continue to study and develop their listening, speaking, reading and writing skills in Spanish in order to capitalize on their potential to become bilingual and bi-literate in Spanish and English. To prepare students for the complexities of a diverse and multicultural global world, 100BMLA will emphasize the strength of being bilingual and multicultural.

Helping educators work successfully with English Learners requires a systematic approach that relies on building the capacity of classroom teachers to deliver both high-quality language and content instruction in a culturally responsive manner. One of the best research-based models to facilitate high-quality language and content instruction is the Sheltered Instruction Observation Protocol (SIOP) Model. The SIOP Model has proven effective in addressing the academic needs of English learners throughout the United States. In addition, SIOP-based teaching has proven to benefit all students, not those just learning English as a second language but Standard English Learners as well. The SIOP Model consists of eight interrelated components: 1) Lesson Preparation; 2) Building Background; 3) Comprehensible Input; 4) Strategies; 5) Interaction; 6) Practice/Application; 7) Lesson Delivery; and 8) Review/Assessment.

Using instructional strategies connected to each of these components, teachers are able to design and deliver lessons that address the academic and linguistic needs of English learners. The SIOP Model as realized in daily content instruction elevates language teaching to the status of content teaching and resolves the marginalization of language teaching that is critical for English Learners to access content.

100BMLA will offer the core content areas of the curriculum following pedagogy such as SIOP and Specially Designed Academic Instruction in English (SDAIE). The program will also use tools such as the California English Language Development Assessment (CELDT) to determine individual student level, and to assess student progress in acquiring English proficiency. Listening, speaking reading, and writing skills will be assessed.

Structured English Immersion Program

100BMLA will employ a Structured English Immersion Program providing nearly all classroom instruction in English with curriculum and instruction designed for English learners. English learners will receive instruction to acquire the academic English they need to meet grade-level content standards, with the goal of developing the ability to understand and use English for a variety of social and academic purposes. Students will be grouped by their proficiency level for a daily English language development lesson.

Teachers will use SIOP along with SDAIE strategies and instructional programs such as *Into English* to teach grade-level concepts and skills. The teaching methods will help English learners meet the content standards for their grade-level in language arts, math, science, social science, and other subjects.

English Language Development Standards

The California English Language Development (ELD) Standards form the pathway to the state's English Language Arts Grade-Level Content Standards. Each ELD level includes listening, speaking, reading and writing skills as follows:

- ELD 1: Beginning: The student is required to respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and text

- ELD 2: Early Intermediate: The student is required to respond in English using acquired vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situation with increasing independence.
- ELD 3: Intermediate: The students is required to respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.
- ELD 4: Early Advanced: The student is required to respond in English using complex vocabulary with greater accuracy; demonstrates detailed understanding of social and academic language and concepts with increased independence.
- ELD 5: Advanced: The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

Students will be expected to advance a minimum of one level each year. Progress in English will be recorded on an ELD Assessment Portfolio.

Special Education

Central to providing this appropriate educational experience is 100BMLA's use of an inclusionary model in both identifying and serving the needs of all students. We recognize that students will come to the school with a full range of learning strengths and weaknesses. 100BMLA is committed to the appropriate identification of these needs and where feasible, the adaptation of the curriculum to allow for every student to experience success. Our goal is not to label the child, but to label phenomena with which any of our students may be contending in order to provide appropriate learning opportunities and access to curricula.

Special Education Strategies for Instruction and Services

Students must be educated with their non-disabled peers to the maximum extent appropriate. Because each student may require different kinds of tasks for instruction and services, the educational strategies should be built around the student's needs and how these fit within the general educational program of the school.

Assurances

100BMLA provides the following assurances with respect to the education of its students:

- That it will comply with all legal requirements, including IDEA, Section 504, ADA, OCR, and AB 602, the Chanda Smith *Modified* consent decree, and will otherwise develop policies and school processes that bring together the parent/guardian, student, and school personnel to address any problems that interfere with a student's success in school.
- That all students with disabilities will be accorded a Free, Appropriate, Public Education (FAPE) in the least restrictive environment (LRE).

Special Education Responsibilities

100BMLA will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and federal and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). 100BMLA will also ensure that no student otherwise eligible to enroll in the school will be denied enrollment.

100BMLA will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the school.

100BMLA will adhere to all Los Angeles Unified School District policies and procedures regarding special education.

100BMLA will adhere to the requirements of the Modified Consent Decree (MCD) and court orders imposed upon LAUSD pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings.

100BMLA will operate under policies and procedures established by the LAUSD Special Education Local Plan Area (SELPA). To this end, the school will use District forms to develop, maintain, and review assessments and IEPs in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The school will maintain copies of assessments and IEP materials for district review. 100BMLA will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

100BMLA will participate in the state quality assurance process for special education, i.e., District Validation Reviews (DVR), coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan.

100BMLA is responsible for the management of its special education budgets, personnel, programs and services. The school will ensure that its special education personnel or contracted personnel is appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

100BMLA will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the school. 100BMLA may request related services (e.g., Psychological assessments, Counseling, Occupational Therapy, Adapted P.E., Nursing, etc.) from the District, subject to availability and on a "fee-for-service" basis, by submitting written requests to LAUSD. 100BMLA may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

For students transferring to 100BMLA from District schools or District affiliated charter schools, 100BMLA will provide those related services required by the students' IEPs upon the students' enrollment.

For students transferring to 100BMLA from other school districts, 100BMLA shall provide related services required by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with state and federal law.

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations, and modifications, and to recommend further interventions as appropriate. 100BMLA will identify and refer students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

Upon parent consent for special education eligibility assessment, 100BMLA will be responsible for the development of an assessment plan for students with suspected disabilities. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessment will be conducted, within legal timelines, after receiving the parents' written consent. 100BMLA shall conduct an Individualized Education Program (IEP) team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. 100BMLA will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

100BMLA will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The school's general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in 100BMLA. Assessment and standardized testing procedures shall be implemented, including guidelines for variations, accommodations, and modifications to monitor student progress.

100BMLA shall provide planned staff development activities and participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

100BMLA will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP. The school will maintain responsibility for monitoring progress towards IEP goals for the student with special needs.

100BMLA will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. Prior to recommending expulsion for a student with disabilities, the school will convene a manifestation determination IEP. 100BMLA will collect, maintain, and analyze data pertaining to the number of special education students suspended or expelled.

Due Process and Procedural Safeguards

The District may invoke dispute resolution provisions (both informal and formal), initiate due process hearings, and/or utilize other procedures applicable to 100BMLA if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

d. Accelerated Learning:

Gifted and Talented

100BMLA will implement a screening and enrichment program to support gifted and talented students. Criteria for participation will be as follows:

Gifted/High Ability Program

Students in grades 3-5 who are verified as meeting one of the following the criteria:

(1) Demonstrated ability in each of four critical-thinking and problem-solving skills in their primary language.

- Explain meanings or relationships among facts, information, or concepts that demonstrate depth and complexity.
- Formulate new ideas or solutions and elaborate on the information.
- Use alternative methods in approaching new or unfamiliar mathematical problems.
- Use extensive vocabulary easily and accurately to express creative ideas or demonstrate creative ideas nonverbally.

(2) Percentile scores of 85 or above in *both* total reading *and* total mathematics on standardized norm-reference tests; *or* Scaled scores on the California Standards Test (CST) as follows:

- A scaled score of 425 or above in English-Language Arts, grades 2-4 **and**
- A scaled score of 450 or above in mathematics, grades 2-4

(3) Identification as gifted in any of the categories by an LAUSD school psychologist.

Screening in the Primary Grades

100BMLA will implement a primary screening program in Grades K-2 as a means of developing the talents and abilities of primary students. Students who appear to have

potential will be clustered for instruction and intervention. The intent of the screening program is as follows:

- To screen and provide documentation of abilities for students from underrepresented populations, e.g. EL, underachieving, females, highly gifted, etc.
- To develop basic skills at a rate appropriate to the participants capabilities
- To strengthen each child's potential for creative thinking, critical thinking, and problem solving
- To recognize and nurture intellectual, physical, social, and emotional needs of potentially gifted/talented students
- To involve parents in the observation and assessment process and have them participate in program planning and evaluation.

Able, Underachieving Students

100BMLA will implement a screening program for students in Grades K-3 who are able, but are not achieving because of educational, cultural, linguistic, or socioeconomic factors. This program will provide selected students with supplemental services such as intervention, direct instruction, or participation in special arts-related activities. This program is not intended to serve the student who is achieving, but is designed to serve the student in need of specific attention to tap into their unique skills, talents, and/or interests.

Criteria

These students exhibit high levels of cognitive potential, such as rapid insight into cause/effect relationships or the ability to absorb information rapidly, but are not achieving for one or more of the following reasons:

- Lack of basic skills
- Little exposure to higher-level thinking strategies
- Inconsistent pattern of school attendance
- Limited second-language acquisition skills
- Minimal exposure to social, cultural, or educational resources
- Limited opportunity to develop oral and written communication skills.

Creative Talent

In recognition of a student's multiple intelligences according to the research of Howard Gardner, talent and ability in the arts are viewed with equal importance to academic skills. Thus, 100BMLA will also screen students in the following areas:

Performing Arts Ability: Dance, Music (voice), or Drama

Candidates will select one discipline per audition, but will not be limited in the number of auditions they participate in. Benchmarks include:

- Students who originate, perform, produce, or respond at exceptionally high levels in either dance, music (voice), or drama

- Evidence of quality participation, great interest in the arts; creativity; divergent thinkers; awards of outstanding achievement and recognition.
- Documentation of outstanding ability or the potential for such ability as evidenced by parent and student questionnaires, **or**
- A pattern of creative ability or an indication of the potential for such advanced ability.

Visual Arts Ability: Drawing and Painting

- Students who originate, perform, produce, or respond at exceptionally high levels in drawing or painting
- Evidence of quality participation, great interest in the arts, creativity, divergent thinkers, awards of outstanding achievement and recognition
- Documentation of outstanding ability or the potential for such ability as evidenced by parent and student questionnaires, **or**
- A pattern of creative ability or an indication of the potential for such advanced ability.

Classroom Instruction/Intervention

Classrooms instruction will present a program of differentiation designed to meet the needs of all students within the classroom. Engaging activities designed to provide students with opportunities to explore their individual skills and talents are the starting point. The instructional program is designed to utilize higher order thinking skills, independent investigation, collaboration, and student choice. Recognizing that a full range of abilities may be represented in a classroom, the teachers are knowledgeable about differentiation strategies, and are adept at making modifications in their instruction based on assessment of student work to meet the needs of all students within the classroom. Each teacher will be instructing from a standards-based curriculum differentiated to meet learning needs and address learning styles of participating students.

GATE Staff Development

Opportunities will be provided for all teachers to participate in ongoing staff development activities relating to the instruction of GATE students. Teaching staff will be in-serviced on standards-based instruction, multiple intelligences and learning styles, differentiation techniques, strategies for enriching classroom instruction, how to identify and work with gifted and talented students as well as how to work with underachieving students, etc.

GATE Parent Participation

Parents of GATE and able, but underachieving students will be encouraged to participate in parent workshops in order to learn more about how to support and enrich their student's educational experience. Workshops and town hall meetings will be held to provide a forum for discussion, community building, advocacy, and growth.

GATE Student Outcomes

- Continuous progress based on ability and performance
- Accelerated student performance
- Development of independence and self direction

- Acceleration in a discipline or across disciplines
- Increased use of technology for research and multi-media presentations
- Increased participation in state and national tests and competitions

GATE Outcomes for Administrators/Teachers

- Increased knowledge of cognitive and social emotional needs of gifted students
- Increased knowledge and use of program options and strategies for teaching gifted students
- Improved professional development leading to teacher certification
- Alternative assessment procedures (recognizing individual differences)
- Increased use of resources for working with gifted students
- Alternative evaluation processes

GATE Parent Education Outcomes

Parents will have access to monthly parent education workshops where the following topics will be included:

- Increased knowledge of the characteristics, strategies, resources and programs parents can use to foster and promote the cognitive, social-emotional and developmental needs of gifted students.
- Awareness of organizations, associations, programs which serve as a resource for parents of gifted students
- Access to specific curriculum examples and projected strategies
- Intersession/summer preparation strategies

Counseling and Guidance Outcomes

The guidance/counseling process is a product of the collaborative efforts of teachers, administrators, support personnel, specialists, and parents. Everyone who lives or works with the gifted child often serves one or more functions in the guidance/counseling program for maximal effectiveness. These functions may include: mentor, facilitator, listener, advocate, consultant, instructor, role model, and program coordinator. The guidance/counseling services will be differentiated for the gifted student to include:

- Orientation of individual gifts and talents to special programs/services
- Information services about giftedness, summer and extra curricular enrichment, scholastic services/scholarships
- Placement in program options and educational alternatives

e. Instructional Strategies

The cultural and linguistic pedagogy is based on an instructional formula that any teacher can use after a foundational understanding of the theory. The formula is in three parts:

- focusing on a general pedagogical category,
- establishing the quantity and the quality of the pedagogy in the classroom, and
- infusing the CLR elements (strategies and activities) into the teaching.

The *how* of methodology comes in two parts. The first part is the strategy and the second part is the activity. The term *strategy* is used as a verb, in the sense that the instructional activities must be strategically and deliberately determined. Teachers must weigh several factors, including outcome, purpose, standards-based relation, time allotted, resources, student’s background knowledge, environmental space, assessment methods as well as a host of other variables. Considerations of these factors will in effect determine the strategy or the activity to be utilized. The activity is what carries forth the strategy, putting the strategy to action. Activities can range greatly. The difference in a strategy and activity can be summed up metaphorically in how we play chess. Skilled players come to the match with a strategy in mind, a game plan, and a pattern of attack. The players then carry out a plan through movement of the players or activities, if you will. CLR, therefore, involves having a game plan and then a series of moves to implement that plan.

We have identified five broad pedagogical areas that can be infused with CLR strategies and activities. The five pedagogical areas are: Classroom Management, Use of Text, Academic Vocabulary, Situational Appropriateness, and Learning Environment. Each of these categories is headed by the term *responsive* to note the angle of culturally and linguistically responsiveness.

INFUSING CLR INTO EDUCATIONAL PEDAGOGIES					
RESPONSIVE CLASSROOM MANAGEMENT			RESPONSIVE USE OF TEXT		
WAYS FOR RESPONDING	WAYS FOR DISCUSSING	ATTENTION SIGNALS	READ ALOUDS STORYTELLING	SUPPLEMENTAL TEXT SELECTIONS	INTERACTION WITH TEXT STRATEGIES
RESPONSIVE ACADEMIC VOCABULARY			RESPONSIVE CODESWITCHING		
FOCUS ON COMMON STRATEGIES	BUILDING ON STUDENTS' WORDS (Personal Thesaurus)	FOCUS ON LOW FREQUENCY WORDS (PERSONAL DICTIONARY)	Contrastive Analysis	Revision Process	Role-Playing

Responsive Classroom Management

No one can argue against the need for an effectively managed classroom. Students need to function optimally and to learn in a safe, secure, positive learning environment conducive to learning. Under the pedagogical area of classroom management, there are three subcategories: ways of responding, ways of discussing, and attention signals. On the whole, what the subcategories represent is what *all* classrooms should have effectively and efficiently in this pedagogical area. Every classroom should have effective and efficient ways of having students respond to questions and to prompts and to discuss topics. Every classroom should have effective and efficient attention signals for when the teacher needs to bring everyone back after conducting a discussion in groups.

Responsive Use of Text

The next general category is utilizing responsive use of text, fiction and non-fiction. Having strong literacy skills, in reading, writing, speaking, and listening is the gatekeeper to success in most content areas. Students who are strong readers and writers tend to be strong in math, science, and social studies. Think about it. Have you every seen a student in a basic reading class and in and Algebra 2 class. The answer is generally no. Thus, the use of text is a very important area for infusing CLR. The recommendations are for CLR teachers to strategically use reading aloud, as a form of storytelling and therefore a cultural base for their students. A variety of read alouds are highly promoted in CLR. Also promoted is bringing in supplemental text selections to the core text. This means that the science teacher, while reading the state mandated book, will include supplemental articles, stories, and facts to co-exist with the standards-based topics covered in the book. The purpose of supplementing the book is to add a perspective that might be more relevant to the lives of the students, particularly culturally and linguistically. Finally, we encourage the use of engaging literacy strategies, many of which are connected to oral and written language development.

Responsive Academic Vocabulary

With vocabulary, the focus is building on the words as concepts that students bring to the classroom as their own. Many of these words come from their cultural backgrounds, from their lives at home and in their communities. Conceptually, these words are conceptually connected to academic vocabulary. Missing are the academic labels. So, the students have the meanings conceptually, they simply do not have the words. In the area, CLR teachers focus on use of effective common vocabulary strategies: wide and abundant reading, contextualization and conceptualization of words, knowledge of word parts, and utilization of synonyms. The teachers build on the students' words using a tool we have developed called the personal thesaurus and focusing on content-specific words in what Isabel Beck calls Tier 3 words or words that have low frequency in text.

The personal thesaurus is used to have students expand their academic vocabulary by building on the word that they bring the school. These are words that they own based on home and community experiences. The premise is that the students have conceptually knowledge of the words and their words but they are in need of the academic labels. Through a process of synonym development, students are connecting the conceptual words they have with the academic labels they are exposed to, therefore expanding their vocabulary. With the Tier 3 words, which are in many cases content-areas specific words, we have developed another tool called the personal dictionary based on the Frayer Model.

In brief students create their personal dictionaries using words learned commonly in math, science, social studies, and other areas.

Responsive Codeswitching

The last category involves the CLR teacher working with the student and a process of codeswitching through the instructional experience in the classroom. The experience involves an age old second language methodology known as contrastive analysis, which entails having students look at linguistic forms in their home language and then translate those forms into their target language. Contrastive analysis can be used with written and oral language. In particular, when using the writing process, this type of analysis can be used during the revision and the editing stage. The idea is that instead of having students “correct” their language, educators would have the students codeswitch to the language of school. The final subcategory in responsive codeswitching is situational role-playing. Having students practice situational appropriateness by role-playing is fun for students. These roleplays entail students making language and behavioral considerations based on the audience and the purpose of the communication.

How this plays out in the classroom comes in a variety of forms. Students can practice codeswitching or contrastive analysis by participating in sentence lifting exercises, doing situational role playing, or providing in the moment translations from their home language to the target language. An example would be if you had a student respond to a question in his/her home language. Let's assume the response was correct. You would then have him/her translate that from their home language into the Standard English or Academic Language. Doing codeswitching on a regular basis can be empowering for the student over time because their linguistic behaviors are validated and affirmed while the learning the benefits of speaking and writing in Standard English and Academic Language.

Responsive Learning Environment

Although responsive learning environment does not appear on the figure, it is an important aspect of the pedagogy. A culturally and linguistically responsive room environment is key in understanding the environmental-behavior relationship that enables teachers to organize and equip the classroom so that situational behaviors are likely to occur. All arranged environments can influence behavior, therefore, how spaces are organized through furniture placement, how learning materials are selected and placed in the environment and the arrangement of those materials for the learner's use can have profound impact on the student achievement by sending strong messages that encourage them to act in particular ways. Students in general thrive in environments that stimulate language development and literacy acquisition by surrounding students with a language rich environment rife with symbols and print. The arranged environment creates the spatial context in which movement and learning activities takes place. Also, the classroom environment has to provide resources rich in context, in terms of instructional materials, that includes relevant, validating and affirming high interest instructional resources that enhance student engagement in the learning process.

3. School Culture and Climate

a. Description of Culture

The culture of 100BMLA is one of a professional learning community, nurturing high academic success through a progressive student-centered, rigorous standards-based curriculum, which infuses the innovative use of technology. The culture is built upon the active full participation of the K-5 student body, committed staff, faculty, families and school community. Discipline and respect will be at the center of building core values in young men. Manners and respect will be at the center of building core values for young ladies. Uniformity will be the dress code. Teachers and staff will be asked to relate to the child's cultural needs as a basis to connect with the child. Parents will be encouraged to visit their child's classrooms and schedule regular appointments with their child's instructors.

b. College and Career Readiness

Suggested strategies include grade-level articulation of teaching standards (anticipating continuity with feeder schools), real world application of instructional activities, use of role models and mentors including college pen pals, career day, virtual field-trips to area colleges and universities, classroom discussions, student visioning projects and parent education meetings. Existing college preparatory programs in the community, including 100BMLA's Young Black Scholar's program, will offer after-school and weekend classes for fifth and sixth graders who express and interest in a college career.

c. School Calendar/Schedule

The school will operate on a single-track schedule, to reduce disruption in the flow of learning, with a winter, spring, and summer break. The 100BMLA school calendar and daily schedule will meet California Department of Education's minimum requirement of 175 days for charter schools and instructional minutes as provided in California Educational Code Section 46201(a)(3). The proposed calendar for the 2010-11 school year is as follows:

2010

First Day of School	September 8, 2010
School Community Gathering	October 16, 2010
Veterans' Day (No School)	November 11, 2010
Thanksgiving Holiday (No School)	November 25-26, 2010
Winter Break	Dec. 20, 2010 –Jan. 7, 2011

2011

School Resumes	January 10, 2011
Martin Luther King, Jr. Day (No School)	January 17, 2011
President's Day (No School)	February 14, 2011
Spring Break	March 16-20, 2009
Memorial Day (No School)	May 30, 2011

Sample Daily Schedule

8:15-8:30 (15)	Morning Affirmations (proverbs, affirming and inspirational poetry)
8:30-9:45 (75)	Language and Literacy Learning (reading)
9:45-10:00	Recess
10:00-11:15 (75)	Language and Literacy Learning (reading and language arts)
11:15-12:30 (75)	Mathematics/Science
12:30-1:00	Lunch
1:00-1:15 (15)	Meditation (Writing)
1:15-2:15 (60)	Social Studies/Cultural Infusion
2:15-3:00 (45)	PE, The Arts, Foreign Language (rotation)
3:00-3:20 (20)	End of the Day Reflections
3:30-5:00 (90)	Study Hall

d. Athletics/Extracurricular programs

Athletics and extracurricular programming will be an important aspect to our holistic instructional approach. Opportunities will be offered through LA's Best, Jeopardy Program, Teacher-led clubs, Computer club stressing academics and media arts. Extended library hours, etiquette classes and team sports.

e. Student Discipline

As a precautionary measure and in order to establish an environment of cooperation and mutual respect, 100BMLA will employ a character development program throughout the school. All students will abide by norms of respect and open communication so as to help students learn how to appropriately express their needs and effectively solve minor problems. Conferencing, peer conflict resolution, and self-reflection will be the first line of defense when addressing behavioral issues. Teacher communication with students' families will be of primary importance as we work together to create and maintain a self-sufficient and healthy community.

f. Health Mandates

100BMLA will meet the health mandates and health care needs of chronically ill students, including students who have Section 504 Plans and IEPs.

g. Nutritional Needs

100BMLA will meet the nutritional needs of all students through the provision of healthy meals under the National School Lunch Program

4. Assessments and School Data

a. Educational Goals and Metrics

These metrics will be used to monitor school-wide programs on an annual basis. Instructional programs and strategies will be modified as needed to improve instruction based on the listed targets.

Students Assessment Plan

We strongly believe that the sole use of traditional, standardized multiple-choice tests is inadequate to the task of providing an authentic, complete picture of student learning and achievement. We propose to use performance-oriented instruments and the types of authentic tasks that will demonstrate students' competencies. A comprehensive assessment system will be implemented which will track the success of our students and ultimately the success of 100BMLA. With measures matched to our philosophy and instructional intents, we will implement a system that will enable us to systematically collect and analyze information about students' performance using (1) performance-based assessments, (2) criterion-referenced tests, and (3) norm-referenced tests. The performance measures we plan include both standardized tests and on-going assessments in the various curricula areas (language arts, math, science, literature, and social studies) and curriculum-embedded portfolio assessments.

Our assessment strategy is to use a multiple set of tools that measure academic as well as non-academic skills. What follows is an assessment skeleton that we expect to grow and modify with the development of our curriculum.

Instructional/Assessment Goal #1

Achieve academic competence (grade-level) in all subject matter areas – language and literacy, mathematics and science, social studies, foreign language and the arts

Objectives:

- Develop receptive language in Standard English
- Engage in the processes of language through interactions with reading and writing
- Expand personal thesaurus of conceptually coded words
- Develop an awareness of Standard English conventions and their functional use in oral and written form
- Demonstrate proficient use of Standard English in oral and written form
- Acquire foundational reading and writing skills
- Read, infer, and interpret a variety of printed material, i.e. literature, poetry, newspapers, reference sources, texts, graphs, application
- Communicate clearly to effectively transmit facts, ideas, emotions, and opinions using oral, written, and visual language
- Discern mathematical relationships, reason logically, and use mathematical techniques effectively in practical application
- Understand and apply the major strands of scientific thought, methods, facts, hypotheses, and theories
- Apply the knowledge they acquire to understand and see the connection between

the ideas and behavior, between the values and ideals that people hold and the ethical consequences of those beliefs

- Use technology effectively to access, compose and communicate data, ideas, graphics, sounds and music
- Use the fine and applied arts for creative expression across curricular strands

Instructional/Assessment Goal #2

Acquire knowledge of and develop appreciation for linguistic and cultural diversity

Objectives:

- Demonstrate an awareness and appreciation of home language and culture in the context of general social and historical concepts
- Demonstrate an awareness of and appreciation of languages and cultures in the context of school, the local community, city, state, and nation
- Recognize the linguistic features of the home language
- Demonstrate an awareness and appreciation of diverse languages and cultures from around the world

Instructional/Assessment Goal #3

Communicate effectively in cross-cultural environments

Objectives

- Compare and contrast the linguistic differences between home language and Standard English
- Recognize the language requirements of different situations
- Communicate effectively in academic, social, and work settings

Assessment System

The following is a listing of the variety of assessment tools 100BMLA will utilize to analyze and monitor student performance and academic achievement.

Pre-assessments

Key to implementation of our instructional plan will be that students are appropriately placed in the learning spans. Therefore, each child at 100BMLA will be given a pre-assessment to determine their reading, math, and critical thinking skills level. The outcome of these pre-assessments will not be used to track students, but to give the teachers a general sense of where the child is on the learning continuum and better yet, provide the teacher with an instructional compass for guiding the direction of the instruction.

Primary Learning Records (PLRs)

A collection of observations, interviews, work samples, and teacher responses over the course of the year.

Portfolios

A collection of work over the year will be divided by subject area (math, languages, history/geography, science, art). Two to three times per year the child reviews his/her work, reflects on its contents, and what it tells about him/her as a learner. Self-evaluation is a key feature of performance assessment; the portfolio will serve the students as a benchmark set of examples of things they have mastered, providing them with a crucial foundation upon which to build. Portfolios can be assessed on a variety of criteria, such as number of entries; richness of entry; degree of reflection shown; improvement in technical skill; achievement of one's goals; interplay of production, perceptions, and reflection; responsiveness to internal and external feedback; and development of themes. Thus, portfolios also contain drafts, revisions, and works in progress. They are instruments of learning as much as showpieces of final accomplishment and serve as a convenient means of collecting information relevant to the growth of students over time.

Student Collection

A sampling of approximately 5 pieces will be selected from the student's portfolio each year. As they pass through the school, they will accumulate work that they will review and evaluate themselves at the end of fifth grade.

Teacher Narratives

Two to four pages written on each student based on their work, actions, and conversations over time. The PLRs and portfolios will be used as a basis of this information, with additional assessment of the child's attendance, participation, physical health, personal and social adjustment and satisfaction. Parents will respond with input on this evaluation.

Student Led Conferences

In the Spring conference, the teacher, parents and students gather to review the students' work over the year and celebrate their accomplishments. The student presents or exhibits selected pieces from their portfolio and the teacher prepares a written narrative.

Parent/Teacher/Student Conferences

We will begin the year with a pre-conference to identify the student's strengths, concerns and questions. A second conference will be held to review progress and discuss concerns. Then, a third conference will be held at the end of year to celebrate the child's progress

Student Work Studies

In Teachers' Council meetings, we will examine one piece of each child's work in depth. We will discuss what we see in the work and its implications for future growth of the student.

Periodic Assessments

Periodic assessments are conducted every 6 weeks. These assessments include teacher created , textbook-based, as well as a school wide assessment, such as Standards Plus.

Internal Tests

Tests will be based on internally developed rubrics and aligned to State standards. Test questions that reflect diagnostic testing can be used to assess the students' increased mastery over time and to adjust curriculum offerings. Test questions that reflect the teacher's curriculum, including a mix of open-ended and multiple choice questions can be pulled from nationally recognized tests such as the National Assessment of Educational Progress (NAEP) and the Third International Math and Science Student (TIMSS), or similar instruments.

Presentations

Students share their work with the community – unveil murals, plays, and other demonstrations based on classroom work.

State Mandated Tests

We will administer the California Achievement Test and all other state mandated tests to all students second grade and above.

Data Analysis

We will collect data throughout the year, which will allow for continual analysis in order to make the information useful for curriculum revision, individual intervention and aligning the curriculum with State standards. Teachers will track individual student's exposure to each teacher event and objective as well as track each student's mastery of each objective.

100BMLA'S continued measures include internal standards-based school-wide assessment system. The results from these assessments will be used to modify instruction accordingly to make sure that students are on track to reach and to exceed standards every reporting period.

Culminating performance-based assessments will include (but are not limited to) the following:

- Apprentice II students will be asked to present an exhibition to a panel composed of teachers, parents, peers, and community members during the last six-weeks of each school year
- Exemplary work from the year will be profiled
- Students will identify their own strengths through reflection and metacognition
- Students will develop a sense of empowerment and accomplishment
- Students will identify personal and educational goals for upcoming year in school

Assessments and the use of data play a central role in assuring the education of all students to high standards. The school will establish an assessment system that collects, analyzes, interprets and shares the data. In order that all stakeholders may obtain essential information, results will be reported to students and parents on a monthly basis.

Monitoring Student Progress Regularly

Daily, the teachers will monitor student progress using a variety of authentic, performance-based measures of achievement, both formal and informal (August & Hakuta, 1997). The assessment results will be used to enhance instruction and aid in instructional improvement. Some of these multiple measures are described in various district handbooks and include:

- Performance assignments and assessments (clipboard assessments, observational checklists, end of unit projects, etc.)
- Publisher-designed assessments within the selected ELD and ELA programs
- Project-designed and teacher-designated assignments and assessments

Student performance on assessments will provide diagnostic information to, “identify variables in the learning environment such as programs, staffing, curricula, and materials which may be contributing to a student’s lack of success” (Cummins, 1986) and use this information to “upgrade and restructure teaching and learning” based on best instructional practices (Garcia, 1994). That is, if students are not successful on the various assessments given, the teacher will seek alternative ways of delivering the instruction. Other avenues for determining the effectiveness of instructional programs will also be utilized: teacher self-reflection, observation by mentor teachers, administrators, and when possible, instructional coaches and specialists.

Furthermore, the school will utilize results of state and district assessments to monitor student improvement and refine instructional delivery, such as redesignation rates of EL students, ELD advancement in portfolio records, CAT scores, and API.

High Stakes Testing

Students in Grades 2 through 8 who are eligible for testing in English will be assessed with the California Achievement Test (CAT) or other state required tests on a fall-to-fall cycle. The results will be disaggregated by sub-groups (e.g., Title I, I/RFEP, ELL, GATE, gender, ethnicity, etc.).

Compliance Review

The information collected from the annual evaluation of program effectiveness and the monitoring of pupil progress will be used to satisfy any necessary reviews, such as a Coordinated Compliance Review. The information will also be used as part of the needs assessment data to revise the School Plan from year to year.

We will make use of external review to ensure that we are measuring up to our states goals and State standards. We will aim to desegregate external test data to provide teachers with specific information on students’ strengths and weaknesses. Teachers will

be able to compare these data with those from authentic assessments and identify any contradictions between them.

Evaluation of Assessment Methods

The school will utilize a Program Evaluation Committee to evaluate the success of the program. This committee will convene each March to design and disseminate the Program Evaluation Questionnaires. Changes will be made to the evaluation questionnaires, if necessary, based on the previous year's experience in terms whether the question was understandable, whether it was a good question giving the information sought, and/or whether there are new questions to be added or old ones deleted. The evaluation results will be turned over to the Curriculum Committee to determine what, if any, changes are to be made to the program for the coming year.

100BMLA will utilize its data to adjust instruction and set agenda for professional development. Professional development can be done by internal expertise, such with instructional leadership or teachers who have been sent to training or by bringing in external expertise around the needed areas of mathematic, cultural studies or classroom management.

- b. Data Team and Instructional Team**

Data Teams will occur on school, grade and/or content levels. At the grade or content level, teachers collaboratively analyze data from multiple data sources that include State Assessments, DIBELS, and formative assessments. This process identifies strengths and obstacles to address student learning and helps to determine research-based instructional strategies that will best meet the learning needs of students. Teachers reconvene to analyze the effectiveness of the instructional strategies selected and implemented at the previous data team meeting by examining student performance data that was measured using common assessments. Findings and results from this analysis will inform programmatic adjustments, operational and instructional decisions as well as modifications to curriculum and professional development.
- c. Data Systems**

100BMLA will utilize the Integrated Student Information System ("ISIS") to track student records and indentify services as required by the Modified Consent Decree.
- d. LASUD School Report Card**

100BMLA will track the same information presented in ALUSD School Report Cards.
- e. Research and Evaluation**

100BMLA agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations.

5. Professional Development Program

School-Wide Professional Development Plan

100BMLA is committed to extensive staff development before, during, and after each school year. In order to be seen as a genuine model for students, teachers must be seen as active learners. Further, given the approach of differentiated instruction, which 100BMLA embraces, staff members will need education beyond that which is obtained in most teacher preparation programs.

Professional development will be data driven, research-based and centered on identified student needs. A professional learning community will be build where teachers and staff are fully involved in a self-reflective process of improvement, impacting student success using models of peer coaching and mentoring resulting in greater teacher efficiency and capacity.

Prior to each school year, a professional development program will be held for staff. During this time all new staff will receive assistance in the areas listed below. For continuing staff this will be a time of either further developing and refining their work in these areas or, actually leading the professional development workshops as it is 100BMLA'S aim to create a learning community for all stakeholders. The topics to be covered include, but are not limited to the following:

- Child and adolescent development
- Research on teaching and learning
- Strategies for carrying out effective advisory programs including interpersonal skills and conflict-resolution training
- Culturally relevant pedagogy
- Portfolio and exhibition development with students
- Pedagogic tools including Socratic Seminars, Reciprocal Teaching, project and thematic-based teaching, and narrative assessment
- Curriculum development focusing on integrated curriculum
- Connections between teachers, communities, and families
- Specific training in core content areas

During the school year there will be additional sessions on these and other topics further refining teacher practice as the year unfolds. Additionally, occasionally during the day there will be faculty study time. At this time students will be given time to study or read while their teacher reads or does research in their presence. Again, 100BMLA'S goals include not only faculty development but students having role models of adults as learners as well.

Our intention is to work directly in classrooms and establish relationships with teachers over an extended period of time to produce real, sustainable results in increasing academic achievement for underperforming students in a way described by Michael Fullan (2009) as learning while doing the work, not while sitting in professional developments In general, professional development success is directly tied to high levels of implementation and fidelity with the program or innovation. We strongly believe that our approach to professional development, which is the infusion of culturally and linguistically responsive strategies and activities into the core academic program, increases those chances of attaining high levels of implementation and student success.

Our comprehensive professional development program is designed to accomplish three objectives:

- 1) Build teachers' background knowledge in the cultures and languages of underserved students

- 2) Build teachers' skill level in five specific instructional strands
- 3) Create exemplary classroom models at school sites for emulation.

In order to meet our objectives, the professional development package is presented in three levels, each layer acting as a scaffold to full implementation.

Level 1 – Builds Teachers' Knowledge

This layer involves four full day sessions (four day summer institute) of knowledge and content building. For most participants, culturally and linguistically responsive teaching (CLR) is a new concept that has been misunderstood and/or misconstrued. After experiencing these four sessions, participants will have a solid understanding of the socio-historic connection to present-day systemic failure and why culturally and linguistically responsive teaching is necessary.

Level II – Build Teachers' Skill Level Capacity

Our second level is Building Teachers Skill Level Capacity, focusing on classroom instruction through a series of workshops. Level two emphasizes the how-to of the instructional strategies and activities. In this tier, educators are provided with specific, detailed instruction on how to infuse Culture and Linguistically Responsive (CLR) strands on a day-to-day basis. Although culturally and linguistically responsive teaching is not a curriculum, there are steps classroom teachers can take each day to impact learning for their Standard English Learners or underserved students. Delivered by the real experts, classroom teachers with a practitioner's focus, each of these workshops is 90 minutes to 2 hours to a full day in length and can be combined into full days of training.

Level III – Direct School/Classroom Support

Level III, Creating Exemplary Classrooms, brings the professional development directly to the classrooms through demonstration lessons with actual students and a coaching component to provide critical feedback.. When educators receive direct support at schools, consistent and deep implementation of instructional innovations occur. Direct school support comes in three forms – demonstration lessons by experts, coaching with an expert, and lastly establishing a critical friends group.

b. Teacher Orientation

All new teachers will participate in the program as described above and below

c. PD Calendar

4 Days of Foundational Training July 2010

10 Capacity Building Workshops August 2010-June 2011

8 In-Class Demonstration/Coaching Cycles September 2010-April 2011

d. Program Evaluation

The PD program will be evaluated in three ways: 1. Participant evaluations and surveys 2. Focus group discussions by grade levels spans 3. Third party evaluation will be conducted on an annual basis

6. Professional Culture

- a. **Professional Culture:** Describe the professional culture of the new school and how it will contribute to teaching. Discuss how faculty and staff will be centrally involved in school-level decisions and in developing new initiatives. Identify opportunities for teacher collaboration and mentorship (leadership development). Describe how teachers will be included in the process.

Using the theoretical framework of Michael Fullan's "Six Secrets", 100BMLA will develop a culture that is built on the foundational principles of professional collaboration, community, and competency. Fullan's Six Secrets provide a model for organizations to follow in order to increase the chances of those principles become actions that are commonplace the Secrets are Love your employees, Connect peers with purpose, Capacity building prevails, Learning is the work, Transparency rules, and Systems learn. Each of these secrets will transfer into overall professional culture that leads to school success - student achievement.

- b. **Evaluation:** Discuss how school leadership will monitor faculty and staff performance. Describe structures or tools that will be used for conducting evaluations and delivering feedback. Clearly state how the school will support individuals who are having challenges in helping students achieve.

Each teacher at 100BMLA is responsible for developing a customized, personal professional development plan in collaboration with the instructional leadership.

The Professional Growth Plan, commonly known as the PGP, serves two purposes. One is to inspire professional growth, through reflection and collaboration. It assumes that the classroom teacher, as a professional is interested in making whatever they are doing better, no matter how good they already are. It assumes that the teacher desires to increase their knowledge in the various areas that are the foci of the work. It assumes a commitment to change, not just professionally but personally. The second purpose of the PGP is evaluation. Used as a summative assessment, it determines growth from year-to-year and the capacity for which the teachers are to continue to work at 100BMLA.

The PGP is divided in to five categories. Each is meant to stimulate a process of reflection, collaboration, and evaluation.

1. Increasing Our Knowledge Base and Being Professional - Building knowledge in the areas of instruction in general, culturally and linguistically responsive teaching and learning, literacy and language, technology, content area, education psychology, and other issues.

2. Focused Instructional Planning - We pride ourselves in intense, focused, structured instructional design. Excellent teaching is always based in thorough preparation and careful thought.
3. Contribution to the Community - Think of one's contribution to the community as a legacy to 100BMLA. This contribution is something that one can look back on as say, "I started that, I created that, and I made that difference."
4. Student Achievement - High stakes is the name of the game in education today. We live/die by our test scores, whether we like it or not, regardless of fairness. Thus, our focus has to be high stakes teaching.
5. Taking the Whole Self - An unhappy person makes for unhappy teaching. An unhealthy person makes for unhealthy teaching. An unkempt person makes for unkempt teaching.

- c. **Feedback:** Create a confidential process by which feedback is collected and delivered to administrators (e.g. surveys, rating, etc.) Explain how feedback will be used to further develop teachers and other staff.

7. **Serving Specialized Populations**

Refer to section 2c.

8. **Family and Community Engagement Strategy**

The leadership team believes that schools themselves are communities and should at all times seek to reinforce their identity as communities through deliberate practices. Engagement in community building practices takes place frequently to strengthen this identity.

100BMLA will engage in community development practices on three distinct, yet interwoven, levels. Firstly, 100BMLA will act through practice to develop kinship with those on whose behalf they advocate—the students. This is the first order of developing a school community—connecting with students in a manner that touches their hearts and souls, establishing a purposeful foundation within the school for ways of being and doing, or more simply put, a meaningful reason for being there. Next, 100BMLA will engage in collaborative practice and professional development among all faculty and staff to strengthen the sense of purpose and commitment to students and their families and the mission of effectively educating them and developing them socially and emotionally. Thirdly, 100BMLA will seek to communicate and collaborate on a deep level with their students' parents/caregivers and families to ensure that their students understand that

education is rooted in firm partnerships and warm, caring relationships between school and home.

The 100BMLA administration, working in partnership with the School Site Council and the Community Parent Organization will actively work to establish critical community development structures and steer major community development activities throughout the year. These structures—and through them, the activities,—will provide numerous and powerful opportunities to strengthen bonds between all stakeholders.

Technology is one such structure. As a 21 Century community, technology will play a vital role in family engagement and community development at 100BMLA just as it will in instruction. 100BMLA will establish an interactive web presence in which “anytime, anywhere” access to information of importance to the community is always available. The website will be developed using the modular architecture of a content management system (CMS) that allows various authorized stakeholders in the community to create, modify, and publish content relevant to particular segments of the community on the web.

Because of the heightened importance that technology will play in communication among the school community, 100BMLA will survey families to determine how many families will be able to immediately take advantage of technology driven communication channels. To support those that do not possess the means to access Web technologies and email, 100BMLA will establish a parent and community computer lab made available in the evening and certain weekends to increase access to such technologies and to train parents in their use as community empowerment and development vehicles.

E-mail and a weblog (blog) will be further utilized to effectively and efficiently communicate with families, taking advantage of asynchronous aspects of such communication but also providing a written record of meaningful interaction within the community characterized by honesty, openness, and transparency. E-mail blasts will support communication between all stakeholders and while not entirely replacing traditional paper-based communication, will ultimately be a primary means of exchanging important information between all stakeholders in the community

To facilitate the use of technology among the larger school community, 100BMLA will provide email addresses free-of-charge to all families along with training through parent and community education workshops to support understanding of how e-mail and web technologies foster an online (virtual) sense of community that mirrors and strengthens the actual school community and empowers families to be actively involved in their child's education..

Understanding that technology should support but never replace meaningful face-to face stakeholder interaction, 100BMLA will establish additional structures in the form of community meetings through the school site Council and the Community Parent Organization. These meetings will allow community members to actively participate and engage with one another—celebrating strengths, expressing concerns, identifying challenges, and generating solutions and ideas that only further develop and strengthen the community.

In addition to these formal, compliance driven structures, 100BMLA will establish innovative community events that bring the school as a whole together in non-traditional settings to communicate and conduct business but also to network, fellowship, and have a great time. For example, an annual Hyde Park Community Gathering will bring the entire school, friends of the school, and local businesses together in a Saturday Bar-B-Q at the park setting to celebrate the beginning of each school year, while conducting initial parent conferences alongside games and activities for all ages. Additionally, 100BMLA Parent Education Workshops will be held on Saturdays to provide parents and caregivers the opportunity to go to school to increase their knowledge of curriculum, technology, pedagogical approach, parenting, nutrition, and any other aspect of the 100BMLA experience. Annual Fall festivals will bring the community together to bask in fun, affirming activities that celebrate and champion the cultures present in the school community and their rich intellectual heritages and artistic traditions. Each of these activities is strategic, purposeful, and deliberate as community development practices and are explained in greater detail below:

Community Gathering

The 100BMLA Community Gathering brings together all of the 100BMLA community—families, friends, staff, and local businesses and vendors—in a fun, casual park festival setting. This beginning of the school year event takes on the flavor of a family reunion where stakeholders can communicate about school and student progress while concurrently engaged in good food, fun, and fellowship. The Community Gathering provides an opportunity for students enrolled at CLAS – HYDE PARK to witness the adults in the community coming together on the students’ behalf, to celebrate their children and their role of primary importance within the community. The Community Gathering sends a powerful message to the students—that the community is engaged and mobilized to serve them.

Fall Festival

The 100BMLA Fall Festival takes place on at the end of October and is a celebration of cultural heritage and the traditional harvest celebrations found in Latin America, West Africa, and other regions of the world. A school-wide event , the Fall Festival will bring all of the school community Scribes together for a fun-filled afternoon on the school site.

The 100BMLA’s Fall Festival also serves to make an annual statement by the school community against the commercialization and superficializing of cultural events by the mainstream culture. Students are asked to focus on cultural and historical costume alternatives to traditional “Halloween” and mainstream costumes, while celebrating their cultural heritage and history.

Parent Education Workshops

Beginning in the fall and occurring periodically throughout the school year, 100BMLA Parent Education Workshops provide our families with an opportunity to broaden their understanding on a variety of topics related to strengthening the home-school connection, parenting, cultural studies, technology and other areas of interest. Crucial to the

development of 100BMLA 's identity as a community of learners is the idea that parents must also see themselves as learners, continuously engaged in building their knowledge regarding how best to support their child's educational achievement. Parent Education Workshops provide meaningful opportunities for the parents and caregivers in the community to grow and change along with their children.

Winter Heritage Celebration

Heading into the holidays, 100BMLA will celebrate its cultural heritage through a student-led musical theater performance. Each year, CLAS –HYDE PARK will come together as a community to celebrate its cultures, its history, its heritage, and most importantly, the students through song, dance, music, and acting. The Heritage Celebration will be a staple and tradition at 100BMLA. It has three objectives: 1.) To teach culture, history, and heritage to our students through the performing arts; 2) To build our students confidence in who they are and who they can become by giving them experiences and exposure in various ways; and 3.) To highlight the skills and the talents of the students – individually and collectively.

Technology Showcase

Given the role that technology will play in developing community within 100BMLA, the technology showcase brings the community together on a Saturday in the spring to increase its understanding of "Innovation and Integration" or how weaving technological innovations into the fabric of instruction and school operations facilitates allowing students and the school to flourish.

Auction

The 100BMLA Auction culminates the school-based fundraising season on a Saturday evening in a swank, adults only setting off site. Featuring both live and silent auctions and live entertainment, attendees bid on high-quality items, have major fun, and in the process raise big dollars for the school.

Step Up Ceremony

The 100BMLA Step Up Ceremony is an annual end-of-year, passing-of-the-torch ritual in which students at each grade level dedicate and present something memorable—an artifact, poem, song, performance—to the students who are promoting to that grade level the following fall. Taking place on the first Saturday in June, it is the last school community-wide event of the year and reinforces the validation and affirmation that students have been experiencing all year long. It provides an articulated sense of belonging for both students and parents, allowing them to relive their experiences in past grades, reflect on the current year that is coming to a close, and anticipate the future and what it holds for them as members of strong and empowered community.

c. Key Community Partnerships:

Both the School Site Council and Community Parent Organization will be tapped to assist in developing and implementing the development strategy for 100BMLA. However, instead of viewing this development work in the narrow sense of achieving fundraising goals,

development in the 100BMLA sense will mean a broader and true community development strategy that engages community partners in ongoing service activities. This strategy includes leveraging key relationships and contacts within and outside of the surrounding business, philanthropic, and spiritual communities to ensure meeting development goals, which include the creation and implementation of annual development plan and strategy; leading and managing, (in conjunction with the director of development) 100BMLA's overall development efforts: training and leading other staff to support development and partnership efforts; cultivating and nurturing relationships with current and potential community, clergy, corporate & foundation partners, and individual donors; writing grant proposals and reports to civic, corporate, foundation, and government funders: developing and growing an individual donor base;; and managing an annual giving campaign.

Engage, Educate, and Empower (E³)

To complete the community development circle, 100BMLA will enroll the broader local community in which the school resides, communicating and collaborating with residential neighbors to know how it is that 100BMLA can assist them and reciprocally, they can assist 100BMLA. Additionally, 100BMLA will establish reciprocal partnerships with local businesses, spiritual centers, and community organizations to spur collaboration, stimulate activism, and develop leadership.

One particular area in which 100BMLA will marshal its resources and expertise to engage, educate, and empower the broader community is in the area of gang intervention. The area surrounding 100BMLA is known as a hotbed of gang activity with at least three competing factions operating in close proximity to the school site and each other. This presents a community in constant crisis, making students' morning treks to school and afternoon walks home potentially unsafe on any given day. Given the sense of the community being under siege and often unsafe, administration, faculty, and staff efforts to interact in the community, visit students' homes, perform service learning in and around their homes and local businesses, and otherwise "be present in the neighborhood" is severely inhibited.

To create a school climate and culture both inside the school and in the surrounding community where the school is seen as an oasis—a safe zone immune to the challenges that envelope surrounding neighborhoods—explicit and deliberate outreach must occur to the community, including gang leaders, where respect is cultivated and reciprocated.

100BMLA will work with local authorities, community leaders-civic and local government, grass-roots activists, and clergy—to promote the idea of the school as a safe zone and ultimately to develop the school as a hub around which organizing a genuine and permanent truce among warring gangs is accomplished.

9. School Governance

The Proposed School governance structure is Local School Site Council and Board of Directors

10. School Leadership & Staffing Plans

a. Leadership Team Capacity

The current (advisory) leadership team will be expanded to include parents, teachers, counselors and key community stakeholders.

b. Staffing Model for School Leadership and Team beyond the Principal

One of the priority considerations in filling the staffing needs of the school is to ensure that positions are filled with professionals who are in agreement with the stated vision and mission and are willing to commit to the training and time requirements necessary to bring about change and student improvement at the school site. Staff will be recruited from the current staff of Hillcrest elementary, other LAUSD schools and local colleges and universities

b. Compensation

We will utilize the LAUSD salary table.

11. Operations (This section may be updated by the Workforce Stability Taskforce)

a. We will continue use all existing LAUSD operational services provided at the school site and follow Collective Bargaining Agreements.

b. **Master Service Agreements:** We will agree to enter into discussion regarding the viability of master service agreements;

12. Finances

a. Funding

Under the Charter School Option, 100BMLA will receive funds directly from the State via the County Office of Education.

Working from a starting point of zero-based budgeting and establishing a list of priority investments and expenditures staffing decisions and purchases will be aligned to the proposed instructional program focuses on reform and student achievement. T

The fiscal plan aligns with the mission, vision and overall strategic development of the proposed changes to the existing school by supporting reflective change, an investment in professional development and capacity building, an investment in community engagement and parent involvement and a commitment to culturally responsive, data-driven standards-aligned instructional practice.

13. Facilities

- a. We will use the existing facilities of Hillcrest Elementary School.