

**PUBLIC SCHOOL CHOICE PROPOSAL
CLAS – HYDE PARK ELEMENTARY SCHOOL**

**SUBMITTED BY
BE THE CHANGE IN URBAN EDUCATION FOUNDATION**

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1. EXECUTIVE SUMMARY

Introduction - Proposed Collaborative Partnership

This proposal is submitted with the intent of working with the current staff of Hyde Park Elementary School to bring about reform and improved student outcomes through the Pilot School Model. The lead design team of the Be the Change in Education Foundation is bringing a successful operational and instructional framework, professional development plan and overall model for student improvement. It is a multi-layered approach that will address the immediate academic needs of the students of Hyde Park Elementary School as well as the ongoing needs of the staff and school community to build capacity as we work collectively to turn this school around.

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 Culture and Language Academy – Hyde Park (CLAS – HYDE PARK).
- ii. CLAS – HYDE PARK 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. CLAS – HYDE PARK 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. CLAS – HYDE PARK 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 CLAS – HYDE PARK (currently identified as Hyde Park 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.

Through our work with Culture and Language Academy of Success (CLAS – Affirmation Charter School), BCUE has over 7 years of direct experience working with communities of color, serving underperforming students around the greater Los Angeles area. Through our work with the Center for Culturally Responsive Teaching and Learning (CCRTL), BCUE has close to 10 years of experience providing professional development for educators and school districts across the county offering specific training in the area of culturally and linguistically responsive education. Our experience in working with similar student populations is extensive and successful. CLAS-Affirmation charter school's API score for 2009 was 759 with 43.1% testing proficient and above in Math and 49.1% testing proficient or above in English Language Arts. The total enrollment is 300 students with 72% qualifying for Free and Reduced Lunch.

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 CLAS – HYDE PARK 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 50-100 points 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 the retraining of teachers and staff.

The philosophical backbone of the curriculum at CLAS – HYDE PARK 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 CLAS - HYDE PARK 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 CLAS - HYDE PARK 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. CLAS - HYDE PARK 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 CLAS - HYDE PARK 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:

BCUE's rationale for selecting (CLAS – Hyde Park) 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 our proven track record not only with African American students, but Latino students and other underperforming subgroups.

f. Leadership/Governance

The current (advisory) leadership team consists of the three Co-Directors of CLAS Charter School, Sharroky Hollie, Phd., Anthony Jackson and Janis Bucknor, Esq, along with the Principal of Hyde Park Elementary School, Fannie Humphery and Local District 3 Director of Elementary School Services, Gay Havard. Each of these individuals presently serves in a school or district leadership capacity and comes to this project with firsthand knowledge of the community to be served, the characteristics of the student population and a commitment and interest in seeing the needs of the Hyde Park community addressed collaboratively.

The proposal calls for use of the Pilot School design, a choice expressed by the current teaching staff and stakeholders of Hyde Park Elementary School. The proposed governance model is that of Local School Site Council, which encompasses Federal and State advisory committees, certificated and classified representation, administrative involvement and parent participation. This

model with support the mission, vision and educational plan as outlined through the structured transparency and accountability which requires stakeholder involvement in the school-wide assessment of needs, budgeting processes, the setting of instructional priorities and operational planning.

The collective experience of the leadership team is of benefit to ensuring strong academic outcomes. The plan to bring the school out of Performance Improvement status and to establish a foundation for continued academic growth and success is a long-term vision that involves the next two years focused primarily on restructuring, refocusing, retraining and the development of a new school-wide culture fostering the re-enrollment of families, staff and community in the vision for change.

The leadership team is brining its ties to the community and professional networks to bear in this proposed plan. Janis Bucknor has been a regular attendee at the community meetings sponsored by Board Member Marguerite LaMotte's Office. Those meetings have been the forum at which the larger community has had opportunity to articulate it's concerns and desires for change at Hyde Park Elementary School. Ms. Bucknor is a resident of the area and is aware of the internal and systemic issues that are involved in a larger discussion about the socio-political and economic factors for this community. All are issues that ultimately impact the context in which students come to school and the environment in which they are educated. Anthony Jackson and Sharroky Hollie, as native Angelinos raised in South-Central LA, also have personal experience and close ties to the local community which are of benefit to the plan for CLAS-HYDE PARK. Whether reaching out to the First Church of God family, the Urban League, local Los Angeles chapter of the NAACP, SCLC, branch managers at Bank of America, One United or Chase bank, the store manager at Ralphs, outreach officials for the various social service agencies, the business owners along Crenshaw Boulevard or the art community in Leimert Park, the leadership team has tangible contacts within the community who are all available and willing to be a part of the change, reform and success that is CLAS – HYDE PARK.

g. Fiscal Plan

Under the Pilot School Option, CLAS – Hyde Park with receive a per-pupil budget based on student enrollment. An analysis of student data indicates a pattern of declining test scores which necessities a reflective look at instructional practices, policies and school culture. 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

Culture and Language Academy – HYDE PARK provides 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.

With close to three quarters of the current Hyde Park Elementary School student body performing below proficiency in Math and Language Arts there is a glaring need for this approach. The students need strategies for connecting with academic content and CLR provides that bridge. Whether talking about SELs (Standard English Learners), ELs (English Language Learners), Special Education or general students, the strategies encompassed in CLR have broad applicability and can be adapted for use in any classroom with any curriculum. Simply put, it is a lens for the instruction.

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 CLAS - HYDE PARK. 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, CLAS - HYDE PARK 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 CLAS - HYDE PARK 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.

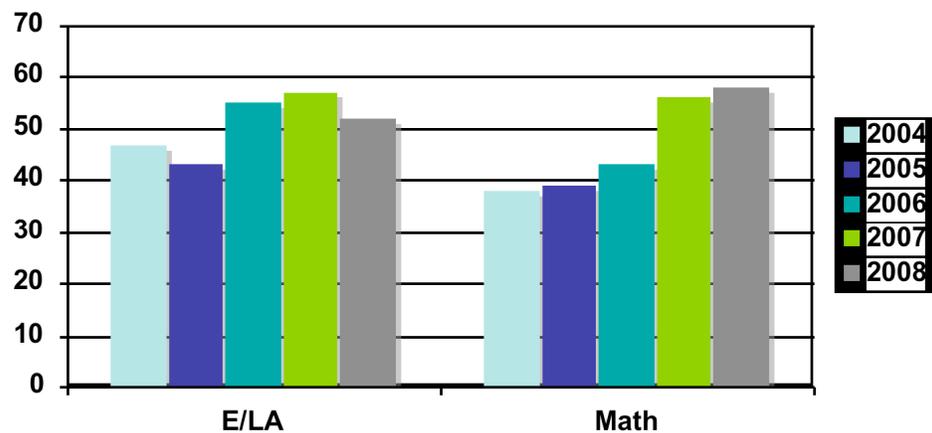
- Describe population factors.
- Identify behaviors and inborn or learned.
- Identify mixtures, solutions, and solutes.
- Identify invertebrates
- Understand magnetism and electricity.
- Identify properties of rocks and minerals.
- Understand weather.
- Understand the Earth's history using the fossil 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 CLAS - HYDE PARK 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 used 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 CLAS - HYDE PARK 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:

A Day in the Life of Two CLAS – Hyde Park Students

From the moment Patrick and Isela, 2nd graders at Culture and Language Academy of Success – Hyde Park, leave their homes this morning, make the 10 minute walk to school and enter the school gates, they are awash in a sense of validation and affirmation that is at the heart of their school experience.

Firstly and most importantly , they feel safe. They each amble down the block from their respective homes in their smartly attired school uniforms and bounce across streets that had previously been off limits to older siblings that attended the school when it was known as Hyde Park Elementary. They do so without fear as they are well aware of the community development program initiated by their school in conjunction with community leaders including the local city councilman, law enforcement, clergy, activists, and gang leaders, that has resulted in a gang truce, the likes of which hasn't been experienced since the historic citywide peace treaty in the aftermath of the Rodney King incident and riots that gripped the city almost 18 years ago.

Isela and Patrick arrive on the school grounds alive with an excitement and anticipation that is palpable—an energy that any visitor to the school remarks about immediately upon setting foot on campus. They both head to the cafeteria area for breakfast, enthusiastic that the cafeteria staff has introduced new breakfast and lunch menus with delicious, wholesome meals that are now desired by a majority of the students and have resulted in the number of purchased meals tripling since they were introduced over a year ago.

Having enjoyed the nourishment provided, they discard their trash in appropriate containers and head to the playground, equally excited about what surprises Morning Affirmation will bring. They say hello to the principal—Isela getting a hug, Patrick getting a “pound” (fist bump)—who is doing yard supervision this morning and knows each of their names and the names of all the other students who have assembled on the yard (as do the other adults doing supervision this morning). Patrick and Isela are delighted with the adjustment to the school schedule made two years ago that has them arriving 20 minutes earlier than before so as to capture time for Morning Affirmation.

They see that three upper grade students have convened, drums in tow, arms and legs akimbo, as they stretch and ready themselves to deliver the Drum Call (call to order) to the school community. They like that the school abandoned the school bell/buzzer as the initial signal to come together in the morning and that, in its place, the upper grade students play a contemporary rhythm on an ensemble consisting of a West African Djembe drum, a Conga, and collection of Culoepuya (Venezuelan by way of Congo) drums. They feel the rhythm and it's calling to them that learning has officially begun.

Isela and Patrick can articulate that Morning Affirmation represents an important beginning to their day. They know that it is a time meant to affirm their reason for being at school as a community of learners. They will share with a visitor to the school this morning that "Affirmation" as they call it, is the first formal activity of the day designed to touch their hearts, elevate their spirits, and galvanize the community around a common theme for that day—be it one of the righteous principles that make up the character development program and ethics process in use at the school, or a relevant and meaningful song, reading passage, poem, speech, dance, etc.

Our two superstars begin Morning Affirmation with the Pledge of Allegiance, then sing James Weldon Johnson's *Lift Ev'ry Voice*, recite the school poem, *Where There is A Will* (one of a collection of published children's poems authored by legendary and now deceased rapper Tupac Amaru Shakur), and recite the school's motto in a familiar call and response discourse: "Aspire..." "I Want!" "Affirm..." "I Can!" "Attain..." "I Will!"

Today's Morning Affirmation activity is a line dance taught to them by one of the school administrators (!) that requires each member of the community to do the dance together, in step, as *One*—the message to the students being that together, as a unified, committed community, they can accomplish anything they desire.

Affirmation has been perfect—serious in its message but fun in its application. And the day has just begun!

As students enter the CLASroom™, the teacher, Ms. Jacques, greets each by name, shakes their hand says "welcome" in Español and Yoruba, "Bienvenidos!" and "Ekaabo!". Students return the welcome phrases to the teacher in like fashion.

Anticipation then builds once more. It's Isela's turn to lead the Morning Report, an essential CLASroom™ structure that, like Morning Affirmation school-wide, sets a tone of readiness, reviewing the days learning goals along with news, facts and fun tidbits to intrigue Isela, Patrick, and their CLASmates™.

Isela heads to the laptop cart and removes one of the laptops that the school has purchased as part of a ubiquitous computing initiative in which there is a laptop for every two students at the grade level. She connects wirelessly to the Internet and using Google Docs™, opens a Powerpoint-like presentation that she has worked on in preparation for the day using the Presentation component of Google Docs web-based software application.

Isela then leads the class through each element of the Morning Report:

- **The Morning Traffic Jam**—Isela fires up a popular song that she has received approval from the teacher to play. She has listed on the LCD projector that she had connected to her laptop, instructions for her CLASmates™ that during the two and a half minutes that the song is on, to listen to music while they engage in the initial routines of placing their backpack, snack or lunch in the designated area in the room, submit their homestudy to the homestudy basket, and ensure that they have all the needed supplies for the day. During this time students are allowed, encouraged even, to socialize as well, thereby benefitting from a learning environment that is culturally responsive to the sociocentric /interpersonal learning styles evident in many of the students in the room.
- **Morning Proverb:** Next she leads the CLAS in proverb study in Español: *El perezoso trabaja doble*. She reviews the translation—The lazy one works twice—and asks for interpretations from the class. She is delighted when Patrick responds. “Put forth the effort to do things right the first time or you’ll have to do them again.”
- **What’s in a Name?:** Isela has researched West African languages and shares a slide in her presentation that let’s the class know that the dayname of a male child born on Wednesday is Kwaku and the dayname for a female child born on Wednesday is Akua. She then acknowledges and addresses each of her classmates that know that they were born on Wednesday by placing either Kwaku or Akua before their name.
- **Fact or Fiction?:** Isela asks her classmates to discuss whether the following statement is fact or fiction— you are tall in the morning but shorter at night. Students are surprised to find out that it’s true.
- **Wired to The World:** Isela states important events in Latino and African American history that occurred on the same date.
- **CLASroom Agenda:** Finally she displays the agenda that her teacher has developed for the day. She reviews each of the subjects and corresponding learning activities.

Prepared and ready for excellence, Patrick and Isela then engage in the days learning in their language rich CLASroom™.

Isela and Patrick are engaged in exploration and comparative analysis of two culturally relevant literature titles, *Mirandy and Brother Wind*, by Patricia McKissack and *Gilberto and the Wind* by Marie Hall Ets. The literature study is part of an integrative unit of study incorporating reading comprehension, linguistic awareness and language study, vocabulary development, science incorporating the study of the natural phenomenon of wind, and cultural studies.

In the morning lesson, after reading passages from the two stories, students engage in the “Three Step Interview” discussion protocol that is responsive to the cooperative/interdependent cultural learning style that predominates in the classroom. Isela and Patrick are asked to turn to their table partners and take turns asking and answering comprehension questions about the stories. After asking and answering one literal and one inferential question about each of the stories with their partner, students share their questions and answers with the other table partner pair in their collaborative team. The teacher evaluates Patrick and Isela and their CLASmates’ questions and answers using the Pick-a-Sick participation protocol in which the teachers solicits

responses/answers by picking sticks from a group in which each stick represents a particular student. The protocol provides explicit turn-taking practice for students characterized by non-volunteer selection, increased engagement created by the anticipation of being chosen, and is responsive to interpersonal/interdependent preference for learning that is evident in so many learners in the classroom.

Later in the morning Isela and Patrick engage in academic vocabulary by building on words and concepts that they already possess. This is done through the use of a Personal Thesaurus that each student adds to and maintains throughout the school year.

Afterward, the two students engage in a contrastive analysis language sorting activity in which they identify and sort sentences and phrases extracted from *Mirandy* and *Brother Wind* according to whether they contain linguistic features of standard English or home language.

Later that day, Isela, Patrick, and their peers all use the laptops in the CLASroom™ to connect to the internet to research wind turbines, how they are constructed and how they are used to generate clean “green” energy. Students use YouTube to access videos that focus on wind turbine movies and animations. As they view the videos, they take notes and write questions that arise as they are viewing the pictures, videos, and chart their questions to make public their wonderings about the strange propeller-like contraptions.

That afternoon, the two students benefit from further engagement with culturally responsive participation and discussion protocols infused throughout content area instruction as they are provided experiences in mathematics with gathering data, entering data in a table, and drawing a bar graph; and to demonstrate a strategy for finding the middle (median) value in a data set.

Prior to dismissal, Isela and Patrick participate in daily reflections in which they reflect on and consider their learning day, what they learned, how they learned it, and whether they managed their efforts and talents to the best of their abilities. Both feel quite positive that today was good day.

Because CLAS – Hyde Park has been awarded a 21st Century Community Learning Centers grant, both students participate in the after school program that offers safe and exciting learning, cultural and recreational activities. They each receive a nutritious snack, get help with their homestudy from volunteer mentors and tutors, and participate in sports and artistic activities. When their parents pick them up that evening and ask each about their day, Patrick and Isela have much to share. Their parents are pleased at their childrens’ eagerness and motivation to return to school as early as possible tomorrow to experience it all over again.

English Language Learners

CLAS - HYDE PARK 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, CLAS - HYDE PARK 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.

CLAS - HYDE PARK 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

CLAS - HYDE PARK 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.

Standard English Learners

The CLR model with its emphasis on cultural and linguistic validation and use of learning styles is focused and suited for the needs of SELs as a bridge to mastery of Standard English and academic content. Strategies for working with SELs are embedded throughout this document in the discussions of classroom strategies and the CLR model specifically.

Intervention Services

With the goal of improved student achievement for all students in front of us, it is imperative that the needs of struggling students be addressed in an immediate and effective way. To that end, classroom teachers are expected to keep anecdotal notes about student performance, which in conjunction with assessment data and records of regular classwork and homework can be used to quickly identify a need for intervention. Once a referral is made for extra support in any content area students can be assigned for small group or one on one sessions either during the regular school day through pull-out or in an afterschool context. Students would also receive additional in-classroom

instructional support from their teacher to address any needs with regard to learning style or learning difference and would also receive homework support from school staff or outside agencies. The leadership team currently has a working relationship with Mathnasium, a private program offering mathematics tutoring. This contact would be leveraged to bring such services to CLAS – HYDE PARK in addition to support in the areas of science and language arts.

Students With Interrupted Formal Education

Similar to students in need of intervention, students with interrupted formal education would require immediate identification and quick action to assess learning needs. Upon evaluation by the classroom teacher and if needed the resource teacher, a plan would be developed to address any areas for specific intervention as well as any needs with respect to social services. A student's education can be interrupted for any number of reasons ranging from illness to homelessness, voluntary or involuntary. Whatever the reason, once the school staff is aware of an interruption, staff and resources must be deployed to ensure that the academic, social and emotional needs of the student are addressed.

Special Education

Central to providing this appropriate educational experience is CLAS – HYDE PARK'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. CLAS – HYDE PARK 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

CLAS – HYDE PARK 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

CLAS – HYDE PARK 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). CLAS – HYDE PARK will also ensure that no student otherwise eligible to enroll in the school will be denied enrollment.

CLAS – HYDE PARK 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.

CLAS – HYDE PARK will adhere to all Los Angeles Unified School District policies and procedures regarding special education.

CLAS – HYDE PARK 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.

CLAS – HYDE PARK 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. CLAS – HYDE PARK 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.

CLAS – HYDE PARK 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.

CLAS – HYDE PARK 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.

CLAS – HYDE PARK will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the school. CLAS – HYDE PARK 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. CLAS – HYDE PARK may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

For students transferring to CLAS – HYDE PARK from other school districts, CLAS – HYDE PARK 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. CLAS – HYDE PARK 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, CLAS – HYDE PARK 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. CLAS – HYDE PARK 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. CLAS – HYDE PARK will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

CLAS – HYDE PARK 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 CLAS – HYDE PARK. Assessment and standardized testing procedures shall be implemented, including guidelines for variations, accommodations, and modifications to monitor student progress.

CLAS – HYDE PARK 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.

CLAS – HYDE PARK 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.

CLAS – HYDE PARK 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. CLAS – HYDE PARK 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 CLAS – HYDE PARK 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:

Out of an enrollment of 743 students, Hyde Park Elementary currently has 1% or 7.4 students identified as Gifted. This is of course an abysmal statistic. CLAS – HYDE PARK would seek to improve those numbers to reflect at least a 5% identification rate within the first two years of operation and up to 10-15% thereafter. As the overall academic achievement of the school improves, so should the rate of GATE identification.

Gifted and Talented

CLAS – HYDE PARK 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

CLAS - HYDE PARK 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

CLAS - HYDE PARK 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, CLAS - HYDE PARK 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 take 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 CLAS-HYDE PARK 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.

The overall object is to engage families, students, staff, teachers, administrators and support community in the excitement around bringing change and improved student outcomes to Hyde Park Elementary. The leadership team has experience in creating new and effective school culture through the work with CLAS Charter School. There a true community of learners extending from school staff to students to parents exists where all stakeholders are reflective and active participants in the growth and skill building taking place at the school. The leadership team is adept at developing parent education workshops to address needed paradigm shifts and bring buy-in to the new vision. Their work with staffs across the country point to an ability to build consensus and capacity.

Those skills will be drawn upon to build a community of trust and mutual respect. The time leading up to the opening of the school year will be spent conducting needs assessments, listening to stakeholders and otherwise building the foundation for reflective change. The first year of the school will be spent implementing the common vision as articulated by the stakeholders. The subsequent years of operation will be spent growing and shaping school culture collaboratively.

With the academic and holistic needs of the students at the core of our concerns, we will work within this diverse environment to create and implement policies that are supportive and validating for all stakeholders and students.

b. College and Career Readiness

Elementary school is but the beginning stage for what we endeavor to be lifelong learning. The groundwork laid during these k-5 years will carry the students of CLAS – HYDE PARK into successful careers in Middle School, High School, post-secondary education and beyond. With that said, college and career readiness have to be essential exposures for the students even at these young ages. Parents and community can be actively involved in sharing their own experiences, job held, career choices, school plans and the ups and downs of those choices. Other 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 days, virtual field-trips to area colleges and universities, classroom discussions, student visioning projects and parent education meetings.

The overall objective being to instill in the students a strong belief in self, the ability to see the connection of what they are learning to the world around them and the years of schooling ahead of them, as well as the confidence of families to support their children in

visioning a future of success and having access to the information needed to set those plans in action.

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 CLAS – HYDE PARK 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
Last Day of School	June 17, 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

d. Athletics/Extracurricular programs

Athletics and extracurricular programming will be an important aspect to our holistic instructional approach. The students' social and emotional needs are important in connection with their academic needs. Opportunities will be offered through our afterschool program for arts enrichment, special interest clubs and athletics. Established partnerships for instance with LA's Best, Champions, can be leveraged along with the inclusion of extended library hours and teacher-led clubs such as computers, chess, media arts, cub reporters, team sports and etiquette classes.

e. Student Discipline

As a precautionary measure and in order to establish an environment of cooperation and mutual respect, CLAS – HYDE PARK 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.

LAUSD's Discipline Foundation Policy will otherwise be utilized to ensure a safe and respectful campus.

f. Health Mandates

CLAS – HYDE PARK will meet the health mandates and health care needs of chronically ill students, including students who have Section 504 Plans and IEPs. Staff along with the School Nurse will work to ensure that student records identifying specific needs are made known to appropriate staff members. They will also ensure compliance with any reporting requirements or other mandated actions, including appropriate record keeping of health and immunization records

CLAS – HYDE PARK will implement a comprehensive health and safety policies in consultation with out insurance carrier and public health and safety officials. The policies will address, but not be limited to, the following topics:

1. Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes
2. Policies requiring that instructional and administrative staff receive first aid/CPR training
3. A policy that employees working with students submit to fingerprinting and a criminal background check. Applicants will be required to provide a full disclosure statement regarding prior criminal record as required by the California Education Code Section 44237
4. A policy for addressing sexual harassment for all employees, students, and parents in any combination thereof, including student to student
5. A policy for reporting child abuse, acts of violence, and other improprieties as mandated by the federal, state and local agencies
6. A policy for reporting any incidents

7. A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace
8. A nepotism policy
9. An AIDS/HIV and Hepatitis B information policy
10. An ethics policy
11. Policies relating to the administration of prescription drugs and other medications

In accordance with the Safe and Drug Free Schools and Community Act CLAS will ensure that the school is kept safe, and is tobacco, drug, and alcohol free. CLAS will implement programs to prevent violence in the school as well as the illegal use of tobacco, drugs, and alcohol. CLAS – HYDE PARK will seek parent and community involvement in such programs in order to provide a safe learning environment for students to achieve academic success.

CLAS – HYDE PARK will require each employee of to furnish a criminal record summary as described in Education Code section 44237.

Methods for reporting alleged improprieties, such as child abuse, acts of violence, and other improprieties, will be followed as mandated by the state of California. The procedure for the mandated staff will be to file a report with within 36 hours of first becoming aware of a suspected case of child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Child and Family Services. The staff member will meet with the appropriate authorities accordingly. Staff will received in-service training and sign a document verifying notification and understanding regarding this responsibility.

CLAS – HYDE PARK will comply with all local safety ordinances as it relates to the integrity of the school structure. Periodic inspections will be undertaken, as necessary, to ensure such safety standards are met. School facilities will comply with state building codes, ADA access requirements and other applicable governmental requirements. A school safety plan will be developed a kept on file. School staff will be trained annually on the safety procedures contained therein. Advocates will conduct an annual review to monitor all auxiliary services to ensure their safety (food services, transportation, custodial, and hazardous materials). These policies and procedures will be included, as appropriate, in student and staff handbooks and training, and will be practiced and rehearsed. They will be reviewed and revised annually or as needed.

g. Nutritional Needs

CLAS – HYDE PARK will met the nutritional needs of all students through the provision of Free and reduced-priced breakfast and lunch to all eligible students. Heath and Nutrition Network programs will be implemented to provide nutrition education to students, families and community members. An explicit emphasis will be placed on making healthy food choices, the importance of eating school meals (breakfast and lunch), the role healthy meals play in fueling our minds and bodies as well as the growing importance of being knowledgeable about food additives, pesticides and organic, sustainable farming and food production.

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.

Please refer to the Appendix section for copy of the Accountability Matrix

b. 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 CLAS – HYDE PARK. 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 CLAS – HYDE PARK 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 CLAS - HYDE PARK 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.

CLAS - HYDE PARK'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.

Evaluation Activity	Responsibility	Timeline
Effectiveness Survey	Community Council	Yearly
Analysis Standardized Test Scores	Educational Family	Yearly
Analysis Average Daily Attendance	Advocates	Monthly
Observation of Classroom Strategies	Advocates	Ongoing
Analysis Classroom Assessment Data	Educational Family	Ongoing
Monitoring Professional Development	Advocates	Ongoing
ELL Redesignation	Advocates	Yearly
Title I Identification	Advocates	Yearly
Monitoring Parent Involvement Plan	Advocates	Ongoing
Monitoring Progress of Special Education/GATE	Advocates	Ongoing
Monitoring Progress of Kindergarten Program	Advocates	Ongoing

The school will have 4 grading periods, whereby data is collected, reported and analyzed for school staff and parents. There will be two progress reporting periods, one in October and again in April of each year and two final learning records (end of semester reports) – in January and in June.

CLAS - HYDE PARK 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.

c. 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.

d. Data Systems

CLAS – HYDE PARK will utilize the Integrated Student Information System (“ISIS”) to track student records and indentify services as required by the Modified Consent Decree.

e. LASUD School Report Card

CLAS – HYDE PARK will track the same information presented in ALUSD School Report Cards.

f. Research and Evaluation

CLAS – HYDE PARK agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations.

g. Operational Goals and Metrics

Not applicable as an internal applicant.

As a proposed Pilot School, CLAS – HYDE PARK will utilize LAUSD tracking for teacher retention, NCLB accountabilities and Modified Consent Decree Indicators. Financial targets and fundraising targets will be apparent through general District budgeting practices.

5. Professional Development Program

School-Wide Professional Development Plan

CLAS - HYDE PARK 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 CLAS - HYDE PARK 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 CLAS - HYDE PARK'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, CLAS - HYDE PARK'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
8 Focused Professional Development Sessions (content area or strategy specific)
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

Using the theoretical framework of Michael Fullan's "Six Secrets", CLAS - HYDE PARK 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.

Teachers and staff will work collaboratively to develop and implement strategies supportive of the overall school culture and of creating opportunities for student success. Grade level meetings with participation of teachers as well as support staff will become forums for discussion of specific plans and strategies, for evaluating strengths and areas of continued attention. All communication between those working at CLAS – HYDE PARK will taken place within the context of what is best for our students and the goal of academic success.

Teachers will work together to make decisions relating to student progress and any needed adjustments in the instructional program. The vehicle for these conversations will be Grade Level Student Achievement Teams (GSAT). GSATS are critical inquiry groups which engage teachers in an exciting, critical and dynamic collaborative learning process. GSATs encourage teachers as researchers and facilitate the process of garnering effective, consistent instruction throughout the school. The GSAT components include:

MEETINGS

GSAT meets after regular work hours to discuss instructional issues that are related to student outcomes and student achievement. Possible topics include lesson planning and lesson study, student products, instructional strategies, use of resources, classroom environment, and assessment. The primary goal is to improve instructional practices in the classroom and create a climate where teachers feel comfortable as researchers sharing and discussing their practice.

PEER COACHING

This research-based professional development method encourages and enhances collegiality and improved instruction. It is an on-going, confidential process that allows teachers to share expertise, provide feedback and support, and assist each other in developing and refining classroom skills. Peer coaching provides one-to-one opportunities for non-evaluative feedback in a non-threatening situation. At its essence, the peer coaching model allows teachers to learn from one another as they plan instruction, develop support materials, and watch one another work with students, while considering the impact of their behavior on student outcomes and

achievement.

FOCUS ON STUDENT WORK

This critical friends group of teachers meets on a monthly basis after school to extend the discussion to specific student outcomes and broader issues within the school. The process encourages teachers to offer feedback to each other in challenging but non-threatening ways. The purpose is to increase student achievement and to create an avenue for open, candid dialogue in a positive environment.

b. Evaluation

Each teacher at CLAS – HYDE PARK 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 CLAS – HYDE PARK.

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 CLAS – HYDE PARK. 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.

Individuals who are having challenges in helping students achieve will work with administrators to develop a Professional Improvement Plan (PIP). The PIP will be used over a period anywhere between 30 -90 days to identify specific steps and strategies to be used to bring about a change in classroom effectiveness. The PIP will be used to paid the individual with a more successful partner who can serve as mentor and provide feedback and support during this time. The idea will be that an ongoing investment is being made in the teaching staff just as an ongoing investment is being made in the students. We believe in continuous improvement and as such will work hard to ensure that all avenues of support are being utilized to give the teaching staff what they need to be successful. After the PIP period a meeting will be held with administrators and peer mentor (if requested) to discuss outcomes and next steps.

c. Feedback

Confidential surveys and ratings will be sued to collect and deliver feedback to administrators. This information will be used to further develop teachers and other school staff members. Survey and ratings results will indicate areas of strengths and areas in need of support thus informing administrators of changes to consider to topics for professional development.

Further, CLAS – HYDE PARK will utilize a Program Evaluation Committee to evaluate the success of the overall academic program. This committee will convene each March to design and disseminate the confidential 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 administrators and Curriculum Committee to determine what, if any, changes are to be made to the program for the coming year.

7. Serving Specialized Populations

Please refer to section 2.c Addressing the Needs of All Students for a detailed overview entitled “A Day in the Life of a Student” as well as the sections labeled “English Language Learner”, “Standard English Learner”, “Intervention Services”, “Special Education”, and “Gifted and Talented”. We believe that the responses therein adequately address the questions asked in Section 7.

8. Family and Community Engagement Strategy

a. Identification:

The CLAS - HYDE PARK school community and the surrounding community is predominantly Latino and African American and reflects shifts in demographics that have occurred in South Los Angeles during the last 20 years. The community is low socio-economic status comprised primarily of poor and working poor residents.

The school community is bordered informally by Crenshaw Blvd to the west, Van Ness Ave. to the east, Slauson Ave. to the north and Florence Ave. to the south. A survey of the demographic and economic data of the surrounding 90043 zip code reveals that the community is a densely populated, urban area. The population is predominantly African-American while significantly Latino, and mostly single. The average house value here (\$172,700) is lower than in much of the Los Angeles-Long Beach-Santa Ana metro area.

The median age is 34.5. There are 20,630 men and 24,131 women. The median age for men is 32.2 while for women the median age is 36.2.

Educationally, the community has long endured sub-par performance as measured by accepted standards, resulting in the school having been continuously designated as Program Improvement by the California Department of Education since the 2004-2005 school year .

While acknowledging the community’s challenges, there also exist assets in the community that represent a great foundation on which to build. Firstly, the school is situated near the vibrant and bustling business community along Crenshaw Blvd, a major thoroughfare. Numerous small businesses provide a great opportunity to strengthen ties between the school and local business communities.

The predominant cultures present in the school and surrounding communities, Latino and Black, share many commonalities as result of a little known and often misunderstood shared history in Los Angeles. CLAS - HYDE PARK views this as a core benefit to be built on and cultivated.

BCUE (the formal proposal organizer) has an established history in the community. As operator of Culture and Language Academy of Success Charter School (CLAS), the leadership team spent that’s school’s inaugural and 2nd operation year (2003-2005) in the very same community approximately one mile from the CLAS - HYDE PARK school site. During these two years, partnerships were established with residential neighbors,

neighboring business, and the local park. Currently, just over 10% (31) of the approximately 300 students enrolled at CLAS reside in the 90043 zip code.

BCUE has maintained a continued presence at Hyde Park community and informational meetings hosted by the local LAUSD School Board member and has heard and is acutely aware of the needs articulated by members of the CLAS - HYDE PARK community for educational change.

Moreover, the leadership team has both operated and worked with schools in the greater Los Angeles area and urban areas nationally that share a similar profile to CLAS - HYDE PARK. It is through such experiences that BCUE is uniquely qualified to establish CLAS - HYDE PARK as a national model for urban educational reform.

b. Family and Community Engagement:

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.

CLAS - HYDE PARK will engage in community development practices on three distinct, yet interwoven, levels. Firstly, CLAS - HYDE PARK 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, CLAS - HYDE PARK 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, CLAS - HYDE PARK 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 CLAS - HYDE PARK 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 CLAS - HYDE PARK just as it will in instruction. CLAS - HYDE PARK 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, CLAS - HYDE PARK 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, CLAS - HYDE PARK 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, CLAS - HYDE PARK 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, CLAS - HYDE PARK 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, CLAS - HYDE PARK 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, CLAS - HYDE PARK 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 CLAS - HYDE PARK 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 CLAS - HYDE PARK Community Gathering brings together all of the CLAS - HYDE PARK 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 CLAS - HYDE PARK 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 CLAS - HYDE PARK’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, CLAS - HYDE PARK 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 CLAS - HYDE PARK’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, CLAS - HYDE PARK 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 it’s cultures, it’s history, it’s heritage, and most importantly, the students through song, dance, music, and acting. The Heritage Celebration will be a staple and tradition at CLAS - HYDE PARK, 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 CLAS - HYDE PARK, 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 CLAS - HYDE PARK 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 CLAS - HYDE PARK 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 CLAS - HYDE PARK. However, instead of viewing this development work in the narrow sense of achieving fundraising goals, development in the CLAS - HYDE PARK 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) CLAS - HYDE PARK’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, CLAS - HYDE PARK will enroll the broader local community in which the school resides, communicating and collaborating with residential neighbors to know how it is that CLAS - HYDE PARK can assist them and

reciprocally, they can assist CLAS - HYDE PARK. Additionally, CLAS - HYDE PARK 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 CLAS - HYDE PARK will marshal it's resources and expertise to engage, educate, and empower the broader community is in the area of gang intervention. The area surrounding CLAS - HYDE PARK 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.

CLAS - HYDE PARK 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.

Community leaders, groups, organizations, institutions or individuals that have pledged their support for CLAS – HYDE PARK include: 100 Black Men of Los Angeles, Mathnasium, Bank of America, Chase, One United and Comerica Bank, local chapters of Zeta Phi Beta sorority, SCLC, Los Angeles Urban League, Crenshaw Chamber of Commerce, Kaiser Foundation Outreach and Ralphs grocery store. These partners have been identified because of their trackrecord and commitment to community issues and desire to impact change in our local area. Involvement will begin during Spring 2010 and continue through the coming school year working on specific projects and initiatives designed to bring stability and focus to the changed paradigm and visioning for CLAS – HYDE PARK.

9. School Governance

The governance model for the Pilot Schools option calls for a locally designed governance structure and accountability in accordance to collective bargaining agreements with fiduciary responsibility to the LAUSD Board of Education.

The primary governance structure for CLAS – HYDE PARK will be the Local School Site Council. This body, comprised of stakeholder groups (parents, classified and certificated staff, categorical program representatives, administrators, community partners and if desired, district representation) Representatives from each stakeholder group is part of the decision-making body of CLAS – HYDE PARK. Conversations, discussions, reviews, evaluations and decisions with respect to the operations of the school are made within this body and structure.

Please refer to the Appendix section for an organizational chart.

10. School Leadership & Staffing Plans

a. Leadership Team Capacity

The current (advisory) leadership team consists of the three Co-Directors of CLAS Charter School, Sharroky Hollie, Phd., Anthony Jackson and Janis Bucknor, Esq, along with the Principal of Hyde Park Elementary School, Fannie Humphery and Local District 3 Director of Elementary School Services, Gay Havard. Each of these individuals presently serves in a school or district leadership capacity and comes to this project with firsthand knowledge of the community to be served, the characteristics of the student population and a commitment and interest in seeing the needs of the Hyde Park community addressed collaboratively.

The proposal calls for use of the Pilot School design, a choice expressed by the current teaching staff and stakeholders of Hyde Park Elementary School. The proposed governance model is that of Local School Site Council, which encompasses Federal and State advisory committees, certificated and classified representation, administrative involvement and parent participation. This model will support the mission, vision and educational plan as outlined through the structured transparency and accountability which requires stakeholder involvement in the school-wide assessment of needs, budgeting processes, the setting of instructional priorities and operational planning.

b. Staffing Model

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.

The desired student:teacher ratio is as follows:

K	20:1
1	20:1
2	20:1
3	20:1
4	25:1
5	25:1

Planned positions include:

Year of Implementation	Academic (Certificated)	Non-Academic (Classified)
1	Principal – 1 FT position	Office Manager - 1 FT position
1	Instructional Lead 1 – FT position	Office Support – 2 FT positions
1	Instructional Coach – 4 FT positions	Parent Coordinator – 1 PT position
1	Classroom Teachers – 40 FT positions	Special Ed Case Manager – 1 FT position
1	Categorical Program Coordinator – 1 FT position	Special Ed Service Providers – 2 FT positions
1	Technology Coordinator	Nurse – 1 PT position
1	PSA Counselor – 1 PT position	Counselor – 1 FT position
1	Resource Specialist Teacher – 1 FT position	Instructional Aide – 6 FT positions
1		Campus Supervision Aide – 3 FT positions
1		Special Education Assistants – 2 FT positions
1		Enrichment Specialists – 3 FT positions
1		Cafeteria Manager – 1 FT position

1		Cafeteria Support – 2 FT positions
1		Plant Manager – 1 FT position
1		Custodial Support – 2 FT positions
1		Building & Grounds Worker – 1 FT position
2-5	Music Teacher – 1 FT position	
2-5	Art Teacher – FT position	
2-5	Drama Teacher – FT position	
2-5	Dance Teacher – 1 FT position	

b. Compensation

Refer to the LAUSD salary schedule. CLAS – HYDE PARK proposes to operate as a Pilot School. As such, the District’s salary schedule is applicable.

For future consideration

Beyond the initial rating in procedures with LAUSD, CLAS – HYDE PARK would like to consider the use of an incentive-based system as a feature of it’s compensation and professional growth plan. As such compensation at CLAS – HYDE PARK would be based on the following objective factors measured by actual performance and evidenced through student achievement:

- demonstrated knowledge base of culturally and linguistically responsive pedagogy and practices
- demonstrated proficiency implementing culturally and linguistically responsive practices
- demonstrated proficiency in standards-based lesson planning utilizing a backwards planning model
- demonstrated proficiency in classroom management
- demonstrated organizational skills, adaptability, initiative, creativity, and effective communication with parents and community.
- demonstrated commitment to professional growth

CLAS – HYDE PARK would established the following base categories for teachers according to demonstrated level of proficiency in the above listed factors:

Novice –	California Credentialed teacher with little or no prior knowledge and experience in culturally and linguistically responsive pedagogy and practice (less than three complete years of classroom implementation).
Implementing –	California Credentialed teacher with working knowledge and experience in culturally and linguistically responsive pedagogy and practice (between three and five complete years of classroom implementation).
Proficient –	California Credentialed teacher with demonstrated knowledge and experience in culturally and linguistically responsive pedagogy and practice (more than five complete years of classroom implementation).
Expert –	California Credentialed teacher with exceptional knowledge and recognized success implementing culturally and linguistically responsive classroom instruction.

Other components of the compensation package include health benefits, membership in the State Teachers Retirement System (STRS), and paid attendance to at least one professional conference.

Yearly increases in salary would not be offered as an automatic entitlement at CLAS – HYDE PARK. The instructional practices and student achievement demonstrated at the school serve as the basis of academic research and professional development in the area of culturally and linguistically responsive pedagogy for other educators across the country. As such, it is imperative that teachers show growth in their professional practice. Each year, a professional growth plan will be prepared by each teacher. Successful completion of the professional growth plan forms the basis for salary advances.

c. School Leadership

While an individual has not yet been named to lead the school, there are strong possibilities. Of paramount importance is having a school leader with the appropriate training and background to support the full implementation of the proposal plan as described herein. It is expected that a school leader will be identified no later than March 2010 so that planning can move forward in anticipating of the opening of school in Fall 2010.

The proceeding section will detail the hiring procedures for all employees including the school leader.

Qualifications for Employment

The employees of the school will be classified in two categories:

1. *Certificated* employees: Must meet the requirements for employment as stipulated by the California Education Code section 47605(l), and include, for example Advocates, Coordinators, Counselors, teaching staff, resource staff, and others who are typically directly responsible for providing student instruction/intervention. They may work on an hourly, monthly, or yearly basis.
2. *Classified* employees, including office staff, maintenance staff, paraprofessionals, and food service workers, and other who typically serve in support roles to keep the school operating efficiently. They may also work on an hourly, monthly, or yearly basis.

CLAS – HYDE PARK will not discriminate against any employee on the basis of affiliations, political or religious acts or opinions, race, color, gender, marital status, national origin, ancestry, physical disability, actual or perceived sexual orientation, sex, age, or in retaliation. All persons hired will be required to show proof of their identity and right to work in the United States.

CLAS – HYDE PARK will adhere to California laws, including criminal records background checks using LiveScan administered by the Department of Justice, Mantoux tuberculosis (TB) clearance, documents establishing legal status, illegal substance testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

All personnel must commit to the vision and mission of CLAS – HYDE PARK. Employee's job description and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The job descriptions will be based on the job duties and work basis as outlined in the charter.

The **Administrator(s)** of CLAS – HYDE PARK will be evaluated and selected by a committee comprised of school stakeholders (teachers, staff, parents, community members) on an application and interview basis, in accordance with established personnel procedures. The Administrator must meet the requirements for employment as stipulated by the California Education Code section 47605(l), including a Commission on Teacher Credentialing certificate or permit. It will not be necessary to hold an administrative credential. Criteria for hiring will include proven experience, educational leadership, educational vision, experience with low-income and/or African American and Latino children, demonstrated ability in program design and curriculum development, entrepreneurial qualities, knowledge and experience with business practices, a commitment to educational reform, and the school's vision and mission.

Teachers will be recruited from local university teacher credentialing programs, transitioning district employees with AEMP experience. CLAS – HYDE PARK will also recruit teachers who are qualified by attending local job fairs, outreaching to the university credential programs, and posting job listing on relevant websites.

Teachers and Instructional Coaches of CLAS – HYDE PARK will meet the requirements

for employment as stipulated by the California Education Code section 47605(l). Teachers must also meet the applicable requirements of the federal No Child Left Behind Act. Primary teachers of core subjects will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. These documents will be maintained on file.

Teachers and Instructional Coaches will be reviewed and selected by committee (as detailed above) on an application and interview basis in accordance with established personnel policies. Criteria for hiring will include teaching experience, subject matter expertise, ability to work in a team, demonstrated classroom instructional capabilities, a strong commitment to learning, educational reform, and the school's vision and mission.

Non-Teaching Resource Personnel will be selected by on an application and interview basis. Selection will be based on training, certification, experience, ability to perform the job duties for the position, and a commitment to the school's vision and mission.

Non-Educational Personnel will be selected by committee on an application and interview basis. Selection will be based on experience, ability to perform the job duties for that position and a commitment to the school's vision and mission.

CLAS – HYDE PARK reserves the right to interview all candidates for openings without regard for their seniority or placement on eligibility lists within any school district. An effort will be made to recruit and hire staff members whose ethnicity reflects the student population of the school and local community. Needs for substitute certificated or classified staff will be met through the use of a roster of available and eligible substitutes.

In matters regarding accountability and evaluation of personnel, CLAS – HYDE PARK will adopt its own procedures based on peer review or coaching of the teaching staff. Peer review or coaching procedures to be developed will include criteria for evaluation, due process, and procedures for appeal and adjudication.

Part-time, temporary or short-term personnel may be employed directly by CLAS – HYDE PARK under a Personal Service Contract with the school. The classifications of these personnel shall not be subject to any of the present or future Union contracts struck with any school district or bargaining units.

No Child Left Behind

CLAS – HYDE PARK agrees to comply with the provisions of No Child Left Behind as they apply to certificated and paraprofessional employees of charter schools. CLAS – HYDE PARK further agrees to comply with all other provisions of No Child Left Behind as they apply to public schools.

Employment Process for all Staff

Step 1: Application

A completed application includes the following:

- Written application with resume/cover letter

- Letters of reference from immediate supervisor (for the last 3 years of work/school experience)
- Official set of transcripts with degree posted and minimum 2.7 GPA*
- CBEST*
- Course work sheets (for full time employment under alternative certification)*
- Student Teaching Evaluations (if applicable)*
- Credential/License(s) or if in a credential program, please include a letter from the university verifying acceptance*

*requirement for teaching staff applicants

Step 2: Review

Applications will be reviewed and candidates who meet employment criteria may be scheduled for an interview.

Step 3: Job Offer

Selected candidates will be offered contractual employment.

Step 4: Employment Processing

Employment processing includes the following:

- A negative Mantoux Tuberculosis (TB) screening.
- Clearance for employment by a physician.
- Fingerprint clearance by the California Department of Justice.
- Verification of the credential eligibility according to the assignment.
- Candidates are informed of their benefits package, and they make benefits selections.
- Candidates are informed of their initial salary placement and sign their contract

d. Leadership Team beyond the Principal

Assistant Principal : assists the Principal in the performance of the various leadership responsibilities, which are attendant to the successful administration of the school. The specific duties which are assigned by the Principal and the decision-making authority related to such assignments are as established in the working relationship between the Principal and Assistant Principal.

Instructional Coach: The Instructional Coach will work as a colleague with classroom teachers to support student learning. The Instructional Coach will focus on individual and group professional development that will expand and refine the understanding about researched-base effective instruction. In order to meet this purpose, the Instructional Coach will provide personalized support that is based on the goals and identified needs of individual teachers.

Remaning positions, e.g. Special Education teachers, Resouce teachers, Case Managers, Instructional Aid, Classified office, custodial and cafeteria support are those positions and descriptions as currently used within LAUSD.

The timeline for recruitment and hiring is to begin position announcements around March 2010 with recruitment and hiring activities concluded by June 2010.

e. Recruitment of Teaching Staff:

Refer to previous section discussing hiring procedures (Section 10 c.)

Outreach will begin with the current staff of Hyde Park Elementary School. Those staff members interesting in remaining will be welcome to participate in the application process consisting of peer review and interview with evaluation and selection made by stakeholder committee as previously discussed. As a pilot school, a work agreement will be in effect specifying job requirements and expectations with respect to work hours, professional development commitments, parameters for student engagement, lesson planning and assessment requirements and overall time commitment to the monumental task of bringing reform and improved student outcomes to this campus.

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

a. **Internal Applicants:** CLAS – HYDE PARK will continue to use all existing LAUSD operational services provided at the school site and follow Collective Bargaining Agreements.

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

c. **School Operations Experience:** Identify positions and individuals (if known) responsible for coordinating and leading all non-academic aspects of school management (e.g. payroll, security, transportation, meals, maintenance).

d. **Operations Start-up Plan:** CLAS – HYDE PARK will work with School Management Services to schedule operations-related activities in the planning year to ensure a successful school.

e. **Operations Plan:** CLAS – HYDE PARK will utilize LAUSDs menu of services

12. Finances

a. Funding

Under the Pilot School Option, CLAS – Hyde Park will receive a per-pupil budget based on student enrollment. An analysis of student data indicates a pattern of declining test scores which necessitates a reflective look at instructional practices, policies and school culture. 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.

b. Budget Narrative

As stated above, CLAS – HYDE PARK will receive a per-pupil budget based on student enrollment and will have the option of setting spending priorities as a Pilot School. As such, CLAS – HYDE PARK will align the budget with the mission, vision and overall strategic development of the proposed school. The current budget of Hyde Park Elementary School is used to established baseline figures. It is assumed that at a minimum, the same number of students will be enrolled for the 2010-11 school year.

Plans for fundraising include the use of a grant writer to work pro-bono to help secure support and in-kind contributions from foundation and corporate sponsors. The leadership team will leverage its relationships with community organizations to submit a community-wide grant application addressing the educational, social, health and human resource needs of the Hyde Park and Crenshaw Corridor area.

Please refer to the Appendix section for further detail and summary.

Notwithstanding federal and state requirements with respect to decision-making around categorical funding, the fiscal/budget plan calls for all expenditures to be made in support of the objective of bringing Hyde Park Elementary School out of PI status. Staffing decisions must align with the need to have educators trained and committed to the vision as outlined in this plan. Instructional materials are needed to scaffold learning, deepen and sharpen content knowledge, assessment materials are required to provide a regular context for review and evaluation of student performance. In some instances the expenditure priorities (as will be set by stakeholder committee) may look very different than what has been the case in previous years. The changes that are in store for CLAS – HYDE PARK will all be designed with the best intentions of doing what is in the best interests of students as we work collectively to bring the school out of PI status and set it on a path of sustainable success.

c. Financial Controls

CLAS – HYDE PARK will implement fiscal controls to ensure appropriate fiscal soundness and legal compliance. Financial monitoring will be in place through the use of a fiscal policy and procedural handbook which will outline specific steps and directions for all fiscal actions. Decision-making will be transparent with checks and balances in place for expenditures and reporting. A business manager may be used in conjunction with District reporting tools to ensure soundness and compliance.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year”:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – November following the end of the fiscal year
- g. Classification Report – monthly the Monday after close of the last day of the school month

- h. Statistical Report – monthly the Friday after the last day of the school month. In addition:
 - P1, first week of January
 - P2, first week of April
- i. Bell Schedule – annually by November
- j. Other reports as requested by the District

The responsibility to prepare and submit these reports will ultimate fall under the perview of the site administrator, but will be assisted by appropriate staff and business manager.

13. Facilities

- a. CLAS – HYDE PARK will occupy the facilities of Hyde Park Elementary School.