LOS ANGELES PROMISE Neighborhood

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Introduction

The Youth Policy Institute and partners have spent the last two years advancing the vision of Promise Neighborhoods in the Pacoima and Hollywood communities of Los Angeles. In reality, though, this work goes back a decade to when the Youth Policy Institute (YPI) first began implementing a saturation strategy aimed at transforming highest-need communities in L.A. The award of a federal Promise Neighborhoods planning grant in 2010 jumpstarted these efforts and has led to a relentless focus on providing youth in the Los Angeles Promise Neighborhood (LAPN) with access to quality schools and strong systems of family and community support that will prepare them for college and a career.

Even in recent months, YPI has brought significant new resources and components to the LAPN, including [redacted] per year to operate Youth WorkSource Centers in Pacoima and Hollywood serving in-school and out-of-school youth (drop out recovery). YPI also teamed with the City of Los Angeles to secure a [redacted] Workforce Innovation Fund grant from the U.S. Department of Labor. This Los Angeles Reconnections Career Academy will target disconnected youth in the LAPN and get them back in school and on a career path. The Los Angeles Unified School District (LAUSD) and Superintendent John Deasy selected YPI as the external operator of a persistently lowest performing school in the Promise Neighborhood, Sylmar High School, which builds on YPI's success operating the San Fernando Institute for Applied Media on the campus of historically low-performing San Fernando Middle School. Finally, APEX Academy converted from an LAUSD school to a charter school this year inspired by the Promise Neighborhoods initiative and a visit to the Harlem Children's Zone.

Other highlights of the last two years and implementation plan include:

- YPI is spearheading the California Promise Neighborhoods Initiative legislation (AB 1072)

to create 40 Promise Neighborhoods in the state and to align state departments and funding streams in order to better support place-based initiatives by breaking down silos. California is the first state to pursue legislation of this type.

- The Los Angeles Promise Neighborhood is the subject of a documentary by 5-Hole Productions and Michael Robin that follows the Promise Neighborhoods efforts over the past 18 months. Mr. Robin is the award-winning executive producer of *Nip/Tuck*, *The Closer*, and TNT's *Dallas*. This film is not only covering the Los Angeles efforts, but is intended to highlight for a mainstream audience the national Promise Neighborhoods movement. Please click here for a sneak peek at the documentary: http://www.ypiusa.org/articles.asp
- Data collected during the planning period included 1,738 door-to-door surveys, 1,706 student surveys, 29 facilitated focus group sessions, 27 work group sessions, and 6 asset mapping activities, as well as assembling of a first-rate data team with staff, consultants, community promotoras, and implementation of a Social Solutions Efforts-to-Outcomes (ETO) database.
- YPI matched 140% of the federal [redacted] planning grant (match requirement was 50%).
- YPI has more than 50 partners representing community-based organizations, institutions of higher education, the public sector, and the business community.
- Philanthropic supporters include The Los Angeles Fund for Public Education, The California Endowment, JPMorgan Chase, Annenberg Foundation, Citibank, Dwight Stuart Youth Fund, IBM, Apple, Weingart Foundation, California Community Foundation, California Wellness Foundation, LISC, and the United Way of Greater Los Angeles.
- 69 letters of commitment for implementation, totaling [redacted] in match over five years, plus [redacted] in committed leveraged funds from the City and County of Los Angeles.
- [redacted] committed by the private sector including philanthropic and corporate.

- Support from the corporate community such as movie studios (Fox Entertainment Group and Paramount Pictures), the LA Area Chamber of Commerce, and businesses such as Capitol Records, Chinese Theatre, Sunset Gower Studios, and Millennium Partners among others.
- The opening of 20 public computers centers in the Promise Neighborhood, funded by the U.S. Department of Commerce.
- Profound support from the local public sector with a commitment to breaking down silos, including the City of Los Angeles, the County of Los Angeles, Superintendent John Deasy and the Los Angeles Unified School District (LAUSD), and the Los Angeles Neighborhood Revitalization Workgroup representing a range of public sector agencies.
- First 5 LA has selected Pacoima as a Best Start community, which leverages an additional [redacted] per year in early childhood investment for the LAPN age 0-5 strategy.
- Close alignment with the LAUSD's revolutionary Public School Choice process that allows external agencies and teacher teams to apply to operate failing schools in the LAPN. YPI was the only nonprofit in the city awarded operation of a school in the most recent round of Public School Choice – Sylmar Biotech Health Academy.
- Commitments from the California Charter Schools Association and its members to open high-quality charter schools in the Los Angeles Promise Neighborhood.
- Partnership with the groundbreaking Parent Revolution that has championed the Parent Trigger law in California that empowers parents to restructure schools.
- Magic Johnson Enterprises and Edison Learning will open Magic Johnson Bridgescape Centers in LAPN, a first-of-its-kind program for dropout prevention and recovery.
- Tim Robbins and The Actors' Gang will provide world-class drama programs, while Hill Harper's Manifest Your Destiny Foundation will offer a Summer Empowerment Academy.

- YPI and Citibank have jointly developed the innovative Families Save – College Bound Youth program, with matched savings accounts for 1,800 youth and families.
- YPI is teaming up with the coalition behind the Hollywood Freeway Central Park to bring a 44-acre regional street level park to the heart of Hollywood by capping the US 101 freeway.
- Let's Move LA, the local branch of First Lady Michelle Obama's nationwide initiative, will be active in the Promise Neighborhoods.
- Rock the Vote Democracy Class in LAPN high schools will build civic engagement.
- Every school in the Promise Neighborhood will be a Full-Service Community School.
- California Emerging Technology Fund's School2Home will provide all 6th grade students with iPads each year and all families with home computers and broadband internet.
- YPI is an affiliate of the National Council of La Raza (NCLR) and was honored with its NCLR 2011 Affiliate of the Year Award; 2012 NCLR AmeriCorps Community Service Project of the Year; and 2012 NCLR AmeriCorps Director of the Year.
- Letters attached from U.S. Senator Barbara Boxer, U.S. Representatives Xavier Becerra, Howard Berman, and Karen Bass, State Superintendent of Public Instruction Tom Torlakson, State Senator Alex Padilla, State Assemblymember Felipe Fuentes, L.A. Mayor Antonio Villaraigosa, County Supervisor Zev Yaroslavsky, L.A. City Councilmembers Eric Garcetti, Richard Alarcon, and Tony Cardenas, and LAUSD Superintendent John Deasy.

Lead Agency: Developed from the Robert F. Kennedy Memorial Fund and incorporated as a 501(c)3 agency in 1983, the Youth Policy Institute (YPI) has achieved a national reputation for excellence by providing an array of support mechanisms to Los Angeles families living in poverty and transforming distressed communities and schools. YPI has the capacity to spearhead the LA Promise Neighborhood initiative with more than 1,200 staff members working at 125

program sites throughout Los Angeles. YPI serves 52,000 youth and families each year in Los Angeles; YPI computer centers alone serve 22,000 users per week.

In the Los Angeles Promise Neighborhood, YPI and partners serve 12 schools and nearly 10,000 unduplicated youth per year. With this baseline, benchmarks described in this proposal are realistic, particularly given existing resources, planning and preparation over the past two years, and previous experience YPI and its partners have in implementing place-based solutions.

YPI is applying under Absolute Priority 1 and under Competitive Preference Priority 4 (CPP4): YPI and its partners are building an Early Learning Network. Under Competitive Preference Priority 6 (CPP6) the project will expand access to the arts and humanities. YPI and its partners are addressing the Invitational Priority by partnering with the Los Angeles Unified School District (LAUSD) to coordinate adult education services to provide training.

Section 1: Need for the Project

According to 2010 U.S Census Data, there are 40,734 people in LAPN in Pacoima. 32% (13,168) of residents are under the age of 18, and 9% (3,664) are under 5 years old. The population is largely Latino (90%), and roughly 50% are foreign born. 25% of households are linguistically isolated, of which 30% represent monolingual Spanish-speaking families. There are 7,687 families, with 31.2% of children living in poverty. LAPN neighborhood blocks report 55-75% of families with children living in poverty.

The median family income is under $36,000, and the per capita income hovers near $10,000. There are 14,547 housing units. 8% of households are overcrowded (more than 1.5 occupants per room). Only 51.2% of housing units

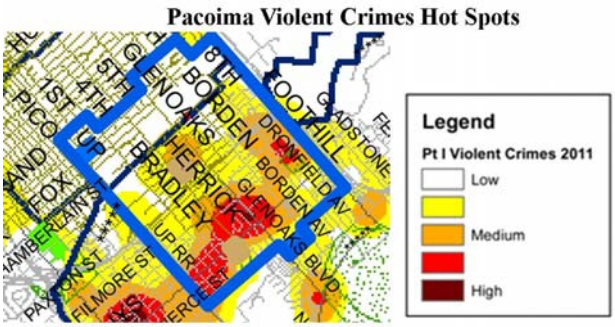
are occupied by owners. 57.1% of residents living in renter-occupied housing units are paying 30% or more of income in rent, as are 66.3% of residents living in owner-occupied housing (2010 Census). Pacoima is part of Service Planning Area (SPA) 2 where there are over 6,000 homeless individuals on the streets on any one night. 16% are under the age of 18 (2008 Homeless Count Report).

The San Fernando Gardens (the only public housing project in the Valley and an epicenter of poverty) is a 448-unit property operated by the Housing Authority of the City of Los Angeles. Built in 1955, the Gardens is classified as severely distressed due to major structural and design deficiencies. In this census block group, 48% of individuals live in poverty, and the median household income is $24,365 (Nielsen 2010).

Physically, Pacoima is also victim to multiple obstacles to a healthy urban environment, exposing its residents to lead paint, freeway traffic, landfills, diesel trucks, chemical manufacturing, power plants, heavy industry, overcrowding and other toxic pollutions. Fresh food markets and healthy living programs are scarce. In SPA 2, 8.6% of children aged 0 to 17 have been diagnosed with asthma (2009 Los Angeles County Health Survey) and 34.4% of children are at high risk of developmental delays, higher than the rates for Los Angeles County and California (2008 Asthma Profile). According to the Los Angeles County Department of Public Health, 33.3% of Pacoima's 5th graders, 28.6% of its 7th graders, and 25.4% of 9th graders were obese in 2008. And according to results from a LAPN Pacoima survey, 37% of children reported they did not participate in recommended 60 minutes of daily physical activity, and only 16% of children consumed the recommended 5 daily servings of fruits and vegetables.

33.7% of surveyed families in SPA 2 had difficulty finding acceptable childcare options. According to the LAPN Pacoima survey, 18% of children and 58% of adults lack medical

insurance. 3.8% of Pacoima youth in schools are homeless. 4.8 children entered foster care per 1000 children in zip code 91331 in 2009 according to CA Department of Social Services, while 6.4% of Pacoima children were born with low birth weight (CA Dept of Public Health 2008).



In 2010, there were a total of 2,023 Part 1 Crimes in Pacoima (including 148 that were labeled as gang-related) for an overall crime rate of 2.4 Part 1 crimes per 1000 people. When LAPN survey respondents were asked to check areas of community concern, 92% of respondents selected "public safety and gang intervention", making community safety a top LAPN priority. The epicenter of neighborhood problems is located in the San Fernando Gardens. The Los Angeles Police Department's (LAPD) efforts to rein in criminal activities have focused on the Project Boys, one of Pacoima's most notorious gangs. The LAPD's Special Weapons And Tactics (SWAT) agents with agents from the Federal Bureau of Investigation have carried out "Operation Doubleheader" against the gang, arresting 18 suspects, and confiscating weapons and drugs (*Los Angeles Daily News*, June 30, 2011).

As is the case in many poverty-stricken communities, the educational attainment for Pacoima residents is weak, with 54.3% of the population 25 years of age and older having obtained less than a high school diploma. Pacoima-area schools targeted for implementation have consistently reported low academic achievement. San Fernando High School and Sylmar High School are persistently lowest-achieving schools identified by the California Department of Education. All other target schools are low-performing schools in Program Improvement, or are

new schools opening in response to restructuring (such as the [redacted] Cesar Chavez Learning Academies, opened by LAUSD in 2011, which relieves these two high schools).

Targeted schools in Pacoima include the San Fernando Digital Arts Academy (at San Fernando High School), Sylmar Biotech Health Academy (at Sylmar High School), Cesar Chavez Learning Academies, San Fernando Institute for Applied Media (SFiAM), Charles Maclay Middle School, Vaughn Next Century Learning Center, and Hillery T. Broadous Elementary School. There is an Effective School partnering with the LAPN (Pacoima Charter School). Target schools average a very high poverty rate, with 90% of families eligible for the federal free and reduced-price meal program, and 94% classified as socioeconomically disadvantaged. They have high percentages of Limited English Proficient students (42%) and 37% are English Learners compared to 32% of LAUSD students and 17% in California. One out of four middle school students has high truancy rates. The majority of Pacoima students perform below state standards, and only one-third of graduating seniors have completed the A-G college curriculum required for entry into the four year university systems. In 2011 in Pacoima less than 55% of high school seniors earned a diploma. 80% of students who graduated and pursued a postsecondary education enrolled in community colleges.

'Out-of-school' youth are defined as students who dropped out of school or students identified as chronically absent (missing 10% of the school year, or 18 days). According to a November 2009 report released by Professor Paul Harrington for the City of Los Angeles, only 70% of high school dropouts worked in 2008, compared to 78% of high school graduates and 90% of college graduates. High school dropouts earned $10 per hour, much less than the $15.30 and $34.15 per hour earned by high school and college graduates. According to information provided LAUSD (2011-12), LAPN has 1,034 out-of-school youth. The LAPN will work with

partners to provide outreach and services, including dedicated continuation schools in the LAPN to support youth, based on LAUSD's successful Central High continuation school model.

Commonly perceived as a thriving and glamorous area, Hollywood is actually home to many struggling families. Behind the façade of the famed Hollywood Boulevard lies a community riddled with crime, poverty, homelessness and meager educational support for youth. There are 57,044 residents who identified LAPN Hollywood as home. Of these, 18% (10,236) are under the age of 18, and 5% (2,802) are under 5 years old. Hollywood has a mixed population with Latinos (48%) and Whites (34%), Asians (12%) and African Americans (4%). Similar to Pacoima, Hollywood reports a large foreign-born population (more than 50%) and a significant percentage (30%) of residents age 25 and over have not obtained a high school diploma. A distinction from Pacoima is that Hollywood is a destination for many transient or homeless individuals with more than 41,000 people living on the streets in the Los Angeles County Service Planning Area 4 (SPA 4) of which LAPN Hollywood is a part (2009 Homeless Count Report).

On the surface, Hollywood's economy appears to be thriving; however, income levels are sharply divergent, and the majority of wealth is earned by individuals living in surrounding affluent communities. There are 34,855 occupied housing units with 14% of households defined as overcrowded. The average household income is $26,027. At the LAPN block group level, the poverty rate for families with children climbs as high as 85% and in one block group, children living in poverty reaches 100%. The unemployment rate is 18.6% (substantially higher than the county level of 10.2%). In the Central region of LA where LAPN Hollywood is located, 82% of

units are renter-occupied. There is no public housing in Hollywood, a community with a population of over 85,000. 58.3% of residents living in renter-occupied housing units pay 30% or more of their income on rent. 70.9% of residents living in owner-occupied housing units pay 30% or more of income on mortgages (2005-2009 American Community Survey Estimates).

Crime in Hollywood has soared. According to the 2010 LAPD Statistical Digest, the Hollywood Community Police Station ranked the third highest in Total Part I offenses

(homicide, forcible rape, aggravated assault, robbery, burglary, larceny, and vehicle theft) in the City from 2009 to 2010 (out of 21 crime divisions). The rate of 38.6 crimes per thousand residents is the sixth highest in the City and higher than the 29.2 city-wide averages for Part 1 Crimes for 2010. In Hollywood's southeastern areas, there are two gang injunctions. As defined by surveys and focus groups, gang crime and violence are top resident concerns.

The FBI's Uniform Crime Reports (UCR) and LAPD crime data demonstrate high crime, and assessments undertaken by YPI as part of LAPN engagement uncovered how crime impacts residents. The partnership conducted outreach among residents who participated in 693 surveys and focus groups. LAUSD also administers an annual Student and Parent Experience Survey completed by families. Results revealed that 81% of survey respondents identified public safety and gang violence prevention as the top need. About 40% of parents report that children do not have safe routes to school. Fewer than half of residents reported feeling safe at night. LAPN focus group data supports the findings. Youth do not feel safe on their way to and from school. For youth in after school activities, safety issues increase at night. Youth and parents cite gangs

and drugs as neighborhood barriers.

Youth in SPA 4 are 1.8 times more likely to be arrested and detained in juvenile hall than in other parts of the city (2006 LA County Children's Planning Council). Equally alarming is that risky sexual activity amongst youth is higher than in other areas of the County. In SPA 4, 9.3% of women who gave birth in 2009 were under the age of 20 (California Birth Records). SPA 4 also leads the County in reported AIDS cases with 6,356 (37% of all cases countywide).

Adding additional pressure to Hollywood families is the area's poor health statistics. In 2008, 30.7% of 5th graders, 25.1% of 7th graders, and 24.3% of 9th graders enrolled in Hollywood schools were classified as obese (LA County Department of Public Health, 2010). Physical activity levels in SPA 4 are low with 5.1% of residents reporting minimal to no physical activity. 50% of children participate in less than an hour a day of physical activity while 14.3% report no physical activity (LA County 2007). LAPN survey respondents reported that 34% of their children did not participate in the recommended 60 minutes of daily physical activity, and only 18% of children consumed the recommended five daily servings of fruits and vegetables.

Each of the target schools in LAPN Hollywood are classified as low-performing by the CDE. These schools include Ramona Elementary, Grant Elementary, Santa Monica Boulevard Community Charter School, Joseph Le Conte Middle School, Helen Bernstein High School, and APEX Charter Academy. The schools average high poverty rates, with over 80% of families eligible for the free and reduced-price meal program, and 93% classified as socioeconomically disadvantaged. These schools have high percentages of Limited English Proficient students, with 48% compared to 32% of LAUSD and 17% statewide. In 2010, only 50% of students graduated from high school. Of those who pursued postsecondary education, over 60% enrolled in community colleges.

The LAPN data team triangulated secondary and primary sources over the planning year to recommend a continuum of solutions that prioritizes high need schools and geographic areas. Data was gathered through exhaustive primary data collection methods: 1,738 community surveys; 1,706 student surveys; 29 facilitated focus group sessions; 27 work group sessions; six asset mapping activities; and numerous member-check data presentations. Secondary data collection was gathered through sources such as the U.S. Census, American Community Survey, LAUSD records, California Department of Education, University of California Office of the President, and others. With this data, segmentation analyses were conducted in four parts: (a) overall community need by sub-population (i.e. gender, age); (b) overall geographic density and spatial analysis of need (i.e. poverty, educational attainment, etc.); (c) youth and student sub-variable need by educational segment; and (d) student and school need by individual target site. Compartmentalizing segmentation analyses enables YPI and partners to understand and identify community well-being, and provide targeted services to youth in the designated areas while saturating high-need families with services (see Section 3 for discussion on the needs assessment data methodology and analysis). Indicators were defined at beginning of planning in consultation with the U.S. Department of Education.

LAPN is targeting Pacoima in the northeast San Fernando Valley of Los Angeles where YPI has invested more than a decade of its work in local schools alongside other agencies to build a continuum of solutions for youth and families (please see the Pacoima Charter School case study on p. 63). Given its strong traction in Pacoima, YPI has researched neighborhoods and communities within LA County where it might replicate its continuum of solutions to benefit more youth and families. Neighborhoods were explored to identify: (1) a strong fit and need for services; (2) a lack of awareness and consideration of need among local philanthropic

institutions; (3) a gap in local public/private infrastructure preventing systemic and positive changes; and (4) a sufficient network of community based organizations needed for LAPN implementation. After consideration by YPI and partners, it was determined that the eastern portion of Hollywood was the best fit for LAPN. Additionally, YPI was requested by the City of Los Angeles in 2012 to operate both the Youth WorkSource Centers in Pacoima and Hollywood which links to the YPI-operated FamilySource Center in Hollywood.

Pacoima and Hollywood are non-contiguous and present unique challenges that make these areas strong candidates for Promise Neighborhoods. Hollywood provides a scale-up opportunity building on successes and lessons learned in Pacoima. Connecting these distressed yet dynamic communities offers strong potential for far-reaching, replicable, and lasting change.

ACADEMIC INDICATORS

Required Indicator: Number and percentage of children 0-5 who have a place they usually go, other than an emergency room, when they are sick or in need of advice about health.

According to the 2009 California Health Interview Survey (CHIS) of L.A. County, in Service Planning Areas (SPA) 2 and 4, which cover the LAPN, 73% (3,041) of children age 0-5 have a place where they usually go to, other than an emergency room, when they are sick or in need of advice about their health. Typically, these locations are community clinics.

Required Indicator: Percentage of three-year-olds who demonstrate age- appropriate functioning across multiple domains of early learning.

52% of LAPN three-year-olds demonstrate age-appropriate functioning across multiple domains. Data was assessed using Desired Results Development Profile (DRDP) at Head Start and early childhood centers. The DRDP-R includes 39 measures that fall under 10 indicator categories.

Required Indicator: Percentage of children in kindergarten who demonstrate age-appropriate functioning across multiple domains of early learning

One-third (35%) of LAPN kindergarten youth demonstrate age-appropriate functioning across multiple domains of early learning. Children were assessed with the Open Court Reading and Math assessment at LAUSD area elementary schools and UCLA's Early Development Instrument (EDI) Community Profile of neighborhood families.

Required Indicator: Percentage of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs

48% of children birth to kindergarten participate in center or formal home-based early learning. LAPN gathered data from LA County Health Survey and LAPN planning survey.

Additional Indicator: Percentage of families in target neighborhoods with children receiving all immunizations on the schedule required by schools

In LAPN, only 64% of youth have full immunizations on schedule as required by LAUSD. 36% of families with children only have ‘conditional’ immunizations, according to LAUSD. Though 80% of entering Kindergarteners have full immunizations on schedule, 84% of elementary, 72% of middle school and only 36% of high school youth have all immunizations. 8th-9th grade students have lowest rates (40% and 22.5% respectively) of required immunizations. These data speak to importance of strengthening medical access for all LAPN youth.

Required Indicator: Percentage of students at or above grade level according to State mathematics and English language arts assessments in grades 3rd- 8th and high school

Within LAPN, only 36.2% of students are at or above grade level according to California English Language Arts assessments and 34.4% are at or above grade level on Math assessments. The segmentation analysis reveals that fewer than half of elementary students are at or above

grade level (ELA 44.7%; Math 56.7%). Scores decrease as students matriculate to subsequent grade levels. Only 38.7% of middle school students at or above grade level in English and 33.7% in Math, and only 25.8% and 12.8% of high school students are at or above in English and Math.

Additional Indicator: Number and Percentage of tenth grade students passing the California High School Exit Exam (CAHSEE)

An average of 87% (1653) LAPN tenth grade students passed the California High School Exit Exam during the 2011-12 academic year, as reported by LAUSD.

Required Indicator: Attendance rate of students in 6th-9th grade in LAPN – inclusive of daily attendance rate, chronic absenteeism and percentage of students experiencing truancy

The average daily attendance rate for Pacoima elementary and middle students was 96% while high school students were at 94% based on LAUSD and CDE data. One out of four Pacoima middle school students are considered truant, with rates higher at secondary levels. The average daily attendance rate for Hollywood students was 96% for elementary, 95% for middle school and 90% for high school students. One out of four elementary students was considered truant with higher rates at middle school. There were 675 chronically absent students in the LAPN in the most recent year.

Required Indicator: LAPN High School Graduation Rates

Fewer than 54% of all LAPN students graduate from high school according to the 4-year cohort data provided by LAUSD and the CA Department of Education (2010-2011).

Indicator: Percentage of students with "C or Above" grades in A-G high school curricula.

Of those who graduate, fewer than half (45%) complete the A-G curricula. Of these, only 17% completing receive a "C" or better. At San Fernando High School (HS) 35% completed the A-G curricula, and only 21% successfully completed them with a "C" or better. At Sylmar HS,

44.2% of graduates completed the A-G curricula with only 18% with a “C” or better. 54.6% of Bernstein HS graduates completed A-G curricula while less than 13% succeeded with a “C” or better (California Department of Education, LAUSD Report Card).

Additional Indicator: Percentage of students taking at least one (1) AP Course.

Only 12.3% of San Fernando High School students, 8% of Bernstein High School students, and 12.7% of Sylmar High School students were enrolled in at least one AP course. On average, only 11% of LAPN high school youth access at least one (1) AP course.

Required Indicator: Percentage of students who graduate with a regular high school diploma, and obtain postsecondary degrees, vocational certificates, or other certifications/credentials without the need for remediation.

In the 2011 LAPN graduating class, only 40% graduated with a regular high school diploma, and obtain postsecondary degrees, vocational certificates, or other certifications/credentials without the need for remediation. In the LAPN graduating class of 2006, of those who chose the University of California system as their postsecondary path, 54% of freshmen experienced the need for academic remediation support.

FAMILY AND COMMUNITY SUPPORT INDICATORS

Required Indicators: (a) Number and percentage of children who participate in 60 minutes of physical activity and (b) consume five or more servings of fruits and vegetables daily

15,447 (66%) of children in the LAPN participate in 60 minutes of physical activity daily. 4,681 (20%) consume five or more servings of fruits and vegetables daily according to the LAPN community survey of parents completed during the planning year.

Required Indicator: Number and percentage of students who feel safe at school and who feel safe traveling to and from school, as measured by a school climate survey

10,510 (80%) of students feel safe at school. 74% (9,485) feel safe on school grounds while 72% (9,228) feel safe in neighborhood outside the school according to LAUSD Survey data. LAPN surveys revealed that only 43% (5,511) feel safe traveling to and from school.

Additional Indicator: Percentage of youth and families who feel safe walking in and around their neighborhood.

Only 59% feel safe walking in and around their neighborhood, according to the LAPN planning survey. 40% feel safe at night. 81% and 92% of Hollywood and LAPN survey respondents selected public safety and gang violence prevention as a primary need.

Required Indicator: Student Mobility Rates.

The overall student mobility rate for LAPN target schools is 21%. LAPN measured student mobility by using LAUSD's transiency rate. In Pacoima, San Fernando High School experiences the highest level of student mobility with a 31.7% rate. Sylmar High School and Maclay Middle School follow with 26.7% and 26.8%, respectively.

Additional Indicator: Percentage of families experiencing difficulties accessing basic needs at any time in the past 12 months.

38% of families in the LAPN experienced difficulties accessing basic needs at any time in the past 12 months, according to the LAPN survey. 42% of respondents in Pacoima experienced some type of food insecurity in the past year. Roughly one-fourth had used food stamps (23.2%) and 13.8% of respondents had used a community meals program. In Hollywood, over one-quarter had used food stamps in the preceding year (26.3%).

Required Indicator: For children birth to kindergarten entry, the number and percentage of parents or family members who report that they read to their child three or more times a week

2,198 (34%) of children (0-5) were read to by family members each day, according to the LAPN survey. 49% (3,168) were read to three or more times per week. LAPN expanded the needs assessment by administering student surveys at target schools. Student responses gauge how many of them were read to by parents or family members, and the frequency of these activities. Of the 517 elementary school students who completed the survey, only a third (31.6%) were read to 3+ times a week while almost half (45.2%) reported they were never read to at all.

Required Indicator: For children in K-8th grades, the percentage of parents or family members who report encouraging their child to read books outside of school

LAPN administered student surveys (n=1706) to ask students at all grade levels how many times parents or family members encourage them to read books outside of school. 34% of respondents reported receiving encouragement to read books outside of school every day (49% elementary, 34% middle, 18% high school). 62% of respondents were encouraged to read books outside of school at least once a week (31% elementary, 81% middle, 71% high school).

Required Indicator: For children in the 9-12th grades, the percentage of parents or family members who report talking with their child about the importance of college/career

LAPN administered student surveys (n= 1706) to ask students at all grade levels how often parents and family members speak to them about the importance of college and career preparation. 38% of respondents' parents speak to them about college every day, while 41% receive this encouragement at least three times a week (40% elementary, 39% middle, 44% high school). 38% of student respondents report that every day parents and family members speak to them about importance of careers, while 85% receive this encouragement at least once a week.

Additional Indicator: Number and percentage of children participating in learning activities during out-of-school hours

47% (6,024) of youth in the LAPN participate in learning activities during out-of- school hours according to the LAPN community survey. Focus group parents felt these opportunities too often cost money or were geographically located too far.

Required Indicator: Percentage of students with school and home access (and percent of the day they have access) to broadband internet and a connected computing device.

According to LAPN and LAUSD Surveys, 50% of LAPN youth access a computing device and internet access during school hours. Of these, 61% have access for at least 30 minutes (7% of school day) and 39% have access for two hours; 10-13% of LAPN students do not access a computing device or internet while at school. 46% of students access a computing device and internet at home every day. Of these, 27% utilize these for at least 30 minutes each use, while 58% use computer and internet for an average of three hours (43% of the day). Of students without home access, 35% indicate utilizing these tools at a public library or computer center.

See p. 50 for a discussion of segmentation analysis to define implementation services.

Section 2: Quality of the Project Design

Continuum of solutions is aligned with a strategy for the improvement of neighborhood schools

The LAPN strategy for school improvement is part of a larger plan that incorporates the following three tenets: (1) a school-based approach sensitive to student population and school needs, including staff supports for professional development; (2) a whole school reform approach (using Transformation, one of the four turnaround models defined by the U.S. Department of Education) that provides programming for persistently lowest-achieving schools, as well as schools restructured through LAUSD Public School Choice process; and (3) a community-based approach which facilitates family engagement to support student success. The LAPN continuum of solutions includes 65 programs targeted to address youth and family needs.

YPI and its LAPN school partners (total of 13 LAUSD and charter schools) held planning discussions to understand the efforts needed to improve LAPN schools. Each of the LAPN schools will become a Full-Service Community School, accessible to youth and families from 7:00am to 7:00pm each school day. The LAPN strategy will serve a total of 5,398 elementary; 2,763 middle; and 4,656 high school students with the full continuum of solutions by Year 5 (see also *Appendix F*). The school-based approach ensures youth who attend target schools, but who do not reside in the LAPN, have access to the full continuum of solutions. Neighborhood youth not attending target schools will access services through six Promise Neighborhood Centers providing the full continuum of solutions. The six PN Centers are: (1) YPI Pacoima YouthWorkSource Center, (2) YPI Pacoima Family Center, (3) San Fernando Gardens Public Housing Development, (4) YPI Hollywood Youth WorkSource Center, (5) YPI Hollywood FamilySource Center, and (6) Hollywood Community Housing Corporation Kenmore Apartments. These Centers are located throughout the LAPN and the inclusion of youth not attending the LAPN schools will only add value to the holistic vision of transforming the Neighborhood. The LAPN will target 45% of youth at LAPN schools and 45% of Neighborhood youth in Year 1, which will increase by five percentage points each year to reach a penetration rate of 65% by Year 5. YPI's experience with programs such as the LAPN Planning Initiative, YPI Full-Service Community Schools Programs, as well as research on models like the Harlem Children's Zone defines a 65% saturation rate as an effective tipping point for transformation.

School transformation will occur through reforms undertaken by the LAPN and approved by the LAUSD, which has been a national leader in school innovation. The LAPN includes four Pilot Schools, which are teacher-run public schools in LAUSD with the autonomy to implement reform strategies in a small school learning environment. LAUSD worked with YPI over the past

year to define the Pacoima portion of the LAPN as a 'Zone of Choice,' which allows youth and families to select from high schools within the Zone. This provides students with options such as linked learning Career Academies, which include: Sylmar Biotech Health Academy, San Fernando Institute for Applied Media, San Fernando Digital Arts Academy, and the four Career Academies that comprise the newly opened Cesar Chavez Learning Academies. The linked learning academies will help youth establish college and career paths. The Zone of Choice creates a natural path for the planned development of the Promise Neighborhood feeder pattern of linked K-12 schools. The Zone of Choice creates an entry point for Neighborhood youth and families to select LAPN target schools and receive cradle-to-college and career services.

LAPN and LAUSD will work together to strengthen school reform initiatives. In December 2011, the Local School Stabilization & Empowerment Initiative authorized LAUSD schools to receive automatic waivers from articles of the collective bargaining agreement and District policies/mandates to boost academic achievement. Autonomies include methods of improving pedagogy; curriculum; teacher evaluations; assessments; scheduling; internal organization; professional development; budgeting control; mutual consent requirement for employees; teacher assignments; staff appointments; discipline & codes of conduct; and health and safety. LAPN staff will work with school staff in a two-year process established by LAUSD (Years 1-2 of Implementation) to help LAPN schools select autonomies. This initiative is the first to bring this type of independence to such a wide range of public schools, and will provide, along with the Zone of Choice, one of the highest levels of School Choice in the entire country.

The LAPN is targeting two persistently lowest-achieving schools that are now in the midst of school transformation led by LAUSD and YPI through Public School Choice: Sylmar High School and San Fernando High School. Each is implementing a Transformation Model

(one of four turnaround models). Even though LAPN schools are not participating in School Improvement Grants, which have been underutilized in Los Angeles and California, the Promise Neighborhoods initiative has led to the implementation of the transformation turnaround model.

LAUSD has also opened the [redacted] Cesar Chavez Learning Academies (CCLA) with four Career Academies that serve students who otherwise would have attended one of these two persistently lowest-achieving high schools. LAPN school transformation goes well beyond persistently lowest-achieving schools to provide Transformational support at two schools selected by LAUSD for restructuring (Public School Choice): the San Fernando Institute for Applied Media (a YPI-operated and transformed school at San Fernando Middle School) and Maclay Middle School (YPI and LAPN partners are leading PSC-approved restructuring efforts).

LAUSD Public School Choice restructures only the persistently low-achieving, highest-need schools that are failing academically on all of the LAUSD indicators: (1) designated Program Improvement schools Year 3 or later and have an Academic Performance Index (API) Growth Score of less than 650; (2) Students demonstrate less than a 10 percentage point increase in the past year of those reaching Proficient/Advanced levels on the California Standards Test (CST) in English Language Arts (ELA) and Math, as well as a less than a 10 percentage point decrease in students moving out of the Far Below Basic and Below Basic categories on the CST in ELA and Math; (3) Schools must have less than a 100-point gain on their API Growth Score over the past five years and not meet Adequate Yearly Progress (AYP) benchmarks for the past year; (4) Each school has less than a ten percentage point gain in proficiency for subgroups; and (5) For high schools, the four-year cohort graduation rate must be under 80% or individual year dropout rate over 10%. Only schools that meet every measure are selected. All five persistently lowest-achieving and/or Public School Choice schools in the LAPN are undergoing, or will

undergo the steps listed on Table A. Please see *Appendix F* (pp. 258- 444) for a description of needs and a comprehensive implementation plan for each school.

Table A: Transformation Model Strategies and Steps
Replace the Principal
Implement autonomies negotiated with United Teachers Los Angeles (UTLA)
Implement teacher evaluation system based on student growth
Quarterly student assessments aligned with California Standards Test (CST)
Implement strategies to recruit and retain high-quality teachers
Implement comprehensive, evidence-based instructional models based on student needs; models provide differentiated instruction to meet needs of all students
Implement job-embedded professional development services for teachers and staff by full-time Academic Coach placed at the school by the LAPN.
Implement comprehensive, longitudinal data system (ETO, Early Warning System) and create a data-driven culture in schools: students and parents know test scores and what they need to do to move to next level, teachers track classroom-level data, and administrators track school-level data. Data collection includes student and parent participation and feedback in community-based activities, which are linked to student academic achievement.
Increase learning time for students (in school, before- and after-school) and collaboration/professional development time for teachers
Enhance community/family engagement (Full-Service Community Schools model that offers academic support and enrichment)
Incorporate operating flexibility through the use of school site autonomies
Ongoing technical assistance through LAPN staff on school site

The additional schools targeted by the LAPN are low-performing (classified as in need of corrective action or restructuring in the State, as determined under section 1116 of the ESEA-Program Improvement status), but have not yet been selected in Public School Choice. They include Ramona Elementary School (ES), Grant ES, Santa Monica Blvd. Community Charter ES (charter school), Broadous ES, LeConte Middle School, Vaughn Next Century Learning Center (K-12 charter school), Helen Bernstein High School and APEX Academy (charter school). LAPN will provide select improvement services from the Transformation Model in Table B, and will integrate programs, innovative models and research-based strategies that are already in place

in the target schools (see *Appendix F* pp. p. 258- 444 detailed implementation plan at each school).

Table B: Low-Performing Schools Academic Assistance Model Strategies and Steps
Implement teacher evaluation system with school staff- iObservation, coaching
Use of 'Parent Trigger' law to transform schools
Quarterly student assessments aligned with California Standards Test (CST)
Implement instructional model based on student need
Implement job embedded professional development services for teachers and staff by full-time Academic Coach placed at the school by the LAPN.
Implement comprehensive data system (ETO, Early Warning System) Data-driven school culture as described in Table A.
Develop increased learning time (in school, afterschool academic assistance)
Enhance community and family engagement (Full Service Community Schools model)
Incorporate operating flexibility through the use of school site autonomies
Ongoing technical assistance through LAPN staff on school site

LAPN will work with Pacoima Charter School, an Effective School and model that has partnered with YPI for the past decade to implement the cradle-to-career and college continuum of solutions. Please see p. 64 for a case study of YPI's partnership with this school.

General Principles of School Transformation in the LAPN

LAPN has recruited a highly qualified and experienced School Transformation Team to guide and inform school reform efforts. See *Other Appendix* p. 32-40 for resumes. Although reform plans are tailored to each target school, plans share common elements, which include leadership development for principals and teachers. Additionally, grade-level collaborations led by a Grade Level Coordinator selected by teachers will strengthen curricular development to support academic achievement. Each school will have a minimum day for professional development (PD) once a week, and will offer two hours of PD. PD will focus on curriculum calibration (lesson plan samples and analysis, alignment of textbooks with standards, and best practices). Each school will have LAPN staff to offer support throughout the transformation

process. A full-time Academic Coach (a fully credentialed teacher) will work with each school to implement school level PD and academic improvement plan. School improvement reforms will include development of a data-driven school culture by instituting these components.

1. Utilize standardized data such as the California Standards Test and LAPN assessments facilitated through the use of the Efforts-to-Outcomes (ETO) data management system.
2. Provide customized reports and data to school administrators, teachers, parents and students so all have a full understanding of areas for improvement and steps for academic growth.
3. Classroom-level data and classroom academic goals will be posted on the wall, to ensure students and parents understand the progression each year. These will include LAUSD benchmark assessments and quarterly assessments of student progress shared with teachers.
4. Data and improvement plans will inform teacher PD activities.
5. Quarterly individual student data will be shared with parents through School Report Cards, which will include expanded information such as school-wide academic benchmarks and results collected through the ETO system to ensure transparency.
6. The School Report Card System already deployed at LAUSD schools will be expanded to each of the charter schools partnering in the LAPN by the end of Year 1 of implementation.

Academic support will focus on highest-need students on the LAPN Academic Intervention List. These are students scoring at the lowest levels of proficiency (Far Below Basic and Below Basic) on the CST. Coupled with this strategy is a focus on the students whose CST scores are just below the threshold to move up to the next level. This is relevant for California public schools, as they receive additional credit on the Academic Performance Index (API) score issued by the California Department of Education when students advance from lower categories.

YPI and its LAPN partners will work with each school to implement a comprehensive

ETO data system, including customized reports on individual student-level data such as attendance, academic benchmarks (both CST data and quarterly student assessments), and additional supportive resources provided and obtained through LAPN support (assessment, a Service Plan for each youth, ongoing case management, academic support, information from the Individual Education Plan, counseling, and services such as tutoring, college preparation, field trips, and financial planning). This information will also be provided to families in a student achievement portfolio disseminated each quarter, with school wide data provided each year in the School Report Card. Each school will have an 'Early Warning System' that tracks the academic achievement of students and identifies those who drop below a certain proscribed level. These students will receive academic interventions, including in-school and out of school tutoring plans in a partnership with teachers and LAPN Academic Coaches. School staff will include Counselors and teachers working with LAPN staff. LAPN staff will meet with students and parents to discuss student academic progress each quarter; staff will connect students and parents with LAPN resources to support ongoing increases in achievement.

For middle and high schools, the Early Warning System will provide a focus on dropout prevention for out-of-school youth placed back into school (see Out-of-School Youth program below). It will target students at high risk of dropping out (using the LAUSD framework for risk as developed in the Diploma Plus intervention program funded by the U.S. Department of Education). Special teams of LAPN and school staff ("Dropout Prevention Teams" that will include trained Re-Entry Graduation Promotion Counselors) will monitor students at higher risk for dropping out and provide services. For example, students who have missed four consecutive school days without excused absences will be called by the Team and placed into intervention.

Similarly, school intervention will include the development of stronger partnerships

between staff at LAPN elementary, middle, and high schools with a focus on stronger links during transitional stages. Target schools will develop or expand Parent Centers that offer parents leadership opportunities, transitional information, workshops and information.

Beyond specific, customized academic transformation, each LAPN school will utilize a Community Schools approach to build wraparound services for families to support youth development and student academic achievement. The LAPN Team will provide after-school and weekend programming aligned to the school curriculum. Families and parents will access programming that includes English as a Second Language classes, career education, nutrition, and parenting classes. Eight of the 13 target schools are currently Public Computers Centers (PCCs) that will promote and leverage broadband internet accessibility. There are an additional 11 PCCs in the LAPN, all funded separately through the Broadband Technologies Opportunity Program (BTOP) of the U.S. Department of Commerce [redacted] award to YPI in 2010).

Schools can restructure their governance model when selected for the LAUSD PSC process or when parents vote for school transformation through the “Parent Trigger” – a new California law allowing parents with children at troubled public schools to "trigger" one of four school intervention models. Partner Parent Revolution has organized parents throughout California to establish “Parents Union” chapters. These chapters will be created at each LAPN school that is Program Improvement Year 3 or higher.

As part of school transformation, the LAPN team will open one charter school in the Hollywood target area and one in the Pacoima target area during Year 1 of Implementation. The City School in Hollywood, modeled after the successful Larchmont Charter School, will begin as a K-6 school during Year 1 and expand to serve K-12 students by Year 5. YPI will open Bert Corona High School in Pacoima with a technology-driven focus. The California Charter Schools

Association will facilitate opening of other high-quality charter schools.

School Transformation Case Study: Sylmar Biotech Health Academy (SBHA)

The complete transformation model for the Sylmar Biotech Health Academy is provided in *Appendix F*, p. 429 - 444. In February 2012, the LAUSD awarded YPI full operation of a small (500 students) high school on the site of Sylmar High School—a persistently lowest-achieving high school restructured through Public School Choice. YPI is opening SBHA in August 2012 as a Career Academy with a focus on 'linked learning' targeting health and biotech careers. Waivers requested and in the process of being implemented from include the following autonomies: improving pedagogy; assessments; small learning communities; budgeting control (per pupil budgeting); teacher assignments; curriculum; scheduling; professional development; mutual consent requirements for employees; and staff appointments.

The SBH Academy is implementing a teacher evaluation system based on the Marzano Teacher Effectiveness strategy research, which includes coaching and observation. It will use iObservation software for classroom observation and feedback. The ETO data system's assessments of student and family needs will guide possible professional development modules and evaluation of instructional models for teachers and administrators. Evaluation will incorporate the use of Study Island (K-12 software with standards-based instruction, assessment and productivity tools). Evaluation tools are modeled on subject-specific teacher standards and the *Teaching Performance Expectations* of California Standards of Quality and Effectiveness, incorporating self-evaluation, professional growth, portfolio documentation, and peer observation. Job-embedded professional development includes Professional Growth Plans (PGPs), which are updated annually. Administrators and teachers meet monthly for three hours, and participate in a two-week Professional Development Institute each summer.

The linked learning instructional model will include health career technical education courses approved for the “d” (laboratory science) and “g” (college preparatory elective) courses required for entry to the University of California/California State University. SBH Academy's ‘A-G’ curricula will include courses in Biotechnology, Forensic Science, and Medical Science. The school will use the Success For All (SFA) reading program that groups students by grade level reading ability to develop the literacy skills of all students. Students will have access to internships, job shadowing, summer jobs, and visiting lectures by health professionals.

YPI will leverage experience operating a Full-Service Community School programs at nine public schools to create a Community School structure at SBHA open from 7am-7pm each day. This will include extended learning time through an afterschool program (3-6pm) that links with the regular school day to use Academic Coaches and Promise Tutors for tutoring and project-based enrichment. A FT Program Coordinator will manage programs and coordinate services with staff, a fully credentialed teacher as Academic Coach will support teachers, and 4 Promise Tutors will join 5 full-time AmeriCorps VISTA members in supporting students.

Out-of-School Youth and Connections to the Target LAPN Schools

A key component of the LAPN—both at the target schools and in the community—will be services to re-enroll out-of-school youth and provide supportive services in middle and high schools. The City of Los Angeles has high numbers of out-of-school youth who are not connected to education or employment, and who represent a long-term concern for the educational and economic growth of the City. In the LAPN, the anticipated out-of-school youth re-enrolled in school each year will be treated as a separate segment and provided with additional academic support services. The LAPN partnership includes three continuation schools that will tailor services and provide a safe harbor for students re-enrolled in high school to complete

coursework necessary for high school graduation- the Richard Alonzo Community Day School, and the Hollywood Media Arts Academy operated by partner The HeArt Project. YPI will partner with LAUSD and the City of Los Angeles Community Development Department (LA CDD) to create a continuation high school at their Youth WorkSource Center in Pacoima based on LAUSD's high achieving Central High continuation school model.

LA CDD is a LAPN partner and a national innovator in serving out-of-school youth, helping them to re-enroll in school and prepare for careers by offering them programs like the city-wide Youth WorkSource Centers, which focus on engaging out-of-school youth in school or work, improving student retention and bolstering academic proficiency. Additionally, a [redacted] Los Angeles Reconnections Academy (LARCA) program funded in 2012 by the U.S. Department of Labor targets disconnected youth, connecting youth back to school and providing them with subsidized work experience through education and bridge training. Beginning in July 2012, the LA CDD is targeting 70% of WIA Youth formula funds to serve out-of-school youth. YPI operates Youth WorkSource Centers funded by LA CDD in Pacoima and Hollywood that provide education and career development to support high school graduation, placement in careers or postsecondary education, and gains in academic achievement. YPI’s FamilySource Center in Hollywood is linked to the Youth WorkSource Center.

YPI is a subgrantee in the City of Los Angeles LARCA project discussed above that is funded through the U.S. Department of Labor’s Workforce Innovation Fund to serve 200 out-of-school youth with services at San Fernando High School, a persistently lowest-achieving school in the LAPN. Through this, YPI and the LAPN are working with the City of LA and LAUSD to pioneer a genuine cross-sectional partnership (with blended goals, objectives, and funding streams) to find out-of-school youth and re-enroll them in LAPN schools, including three

dedicated continuance schools. The program recruits out-of-school youth age 16 to 24 and will assess each youth and provide a Service Plan with bi-monthly follow-up using Career Coaches and LAUSD Re-Entry Graduation Promotion Counselors (GPC). It provides education and training services to prepare for high school graduation, entry to postsecondary education, and employment. It offers bridge training and occupational training in the health care, construction, and green technology sectors, including paid and unpaid work experience. It includes access to the LAUSD database and lists of 'dropped out' students, and innovations such as *Student Recovery Days*. These create teams that include YPI, LAUSD and CDD personnel, and other partners who go door-to-door to homes from LAUSD's "dropout list" to encourage youth to return to schools. The third annual *Student Recovery Day* will take place on September 14, 2012.

YPI and partners have established close relationships with the 13 schools. The team has collected surveys and facilitated focus groups to understand need. This has included monthly meetings, development of a LAPN website (at www.losangelespromiseneighborhood.org), and outreach to parents, teachers, students, and principals on Facebook and Twitter.

The proposed continuum of solutions will be accessible for children with disabilities and English Learners by leveraging this school-based model (please also see school implementation plans in *Appendix F*, pp. 258- 444). English Learners represent more than 30% of the target student population. YPI and LAPN partners have achieved significant results using specialized education programs and software to support student learning, and will also employ supplemental tutors and teachers who are experienced and credentialed to work with both populations at schools. Teachers that hold a Bilingual, Cross-cultural, Language and Academic (BCLAD) certificate or a Cross-cultural Language and Academic Development (CLAD) certificate, in addition to a teaching credential, will be recruited to use bi-cultural training to serve English

Learners. Teachers will be well-versed in Specially Designed Academic Instruction In English (SDAIE) and English Language Development (ELD) techniques to serve English Learners.

The LAPN Team will work closely to support the School Site Team at each school with the provision and funding of special education services consistent with the requirements of LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education. This will include special education supports using the LAUSD Special Education Policies and Procedures Manual as required by the Modified Consent Decree. LAPN staff will work with the District special education unit and school staff to ensure compliance with procedures regarding education of students with disabilities. Based on determination of District support, LAPN staff will work with teachers and counselors to provide each disabled student with programs from the continuum of solutions in consultation with the Individual Education Plan (IEP) completed for each student. Tutoring and enrichment will incorporate components adapted for disabled student participation. All disabled youth can receive services and will be supported to the maximum.

In addition to the specific academic solutions discussed above and in Appendix F, the LAPN will provide programs geared to youth and families to ensure health and well-being that strongly supports academic achievement. Each target school's Full-Service Community School program will provide nutrition and health workshops for youth and parents. YPI will leverage the experience operating Carol M. White Physical Education Programs and afterschool programs at 56 sites that target physical fitness and nutrition to build healthy eating and active living habits in the LAPN. Services will include professional development to build physical fitness services, as well as nutrition resources, such as Health Fairs, to reduce childhood obesity in the LAPN.

LAPN staff will work with each target school, the LA Police Department (LAPD), and LAUSD staff to improve neighborhood safety by disseminating information regarding Safe

Passages, and targeting gang and violence prevention programs to address the safety concerns of youth and parents. The effective Ramona Elementary Safe Routes to School program will be replicated to other LAPN schools. Ramona's parent volunteers are stationed along students' walking routes, and students who skateboard or bike to school a longer distance to campus work with the school's Community Representatives to design individual safe routes to school. As part of the State of California's school safety grants, target schools will receive new bike lanes and racks, pavement markings, and safety education and enforcement campaigns (*Appendix F*, p. X). The LAPN is partnering with the City of Los Angeles, which has developed and implemented 12 Gang Reduction & Youth Development (GRYD) programs, including in Pacoima and Hollywood. Each zone has increased police presence, and prevention, intervention and re-entry programs targeted to youth, including the Summer Night Lights program that provides activities for youth at area parks from dusk to midnight.

Other services provided include access to 21st Century Learning Tools. Lead Agency YPI is opening 20 Public Computer Centers throughout LAPN. Each of these Centers offers desktop and laptop computers with broadband access as well as instructional resources, linkages to area schools, and programs to encourage advanced computer and broadband use in the high need neighborhood served by LAPN. These are provided at target schools and integrated with in-school and afterschool services, as well as at Promise Neighborhood Centers.

Two target schools are located outside of the LAPN, but serve large numbers of LAPN youth: Sylmar High School, where YPI will open the Sylmar Biotech Health Academy in September 2012, and San Fernando High School, where YPI will open the San Fernando Digital Arts Academy in September 2013. These LAPN students will be tracked in the ETO data system by home address and targeted for services at the school and in the LAPN. Both YPI and the

LAUSD have successfully tracked students for services in this manner via other programs such as the Gaining Early Awareness and Readiness for Undergraduate Program (GEAR UP).

Description of implementation plan to create a continuum of solutions

YPI and partners have developed an intense and sustainable set of implementation strategies to provide a cradle-to-college-to-career continuum of solutions aimed to support LAPN youth and families. The school-centered implementation design prioritizes academic achievement and is based on student and community needs, but allows room for flexibility when programs and activities need to be altered in order to achieve maximum results.

In the LAPN, youth and families will access services at each of the 13 target schools, and can also access LAPN services at six Promise Neighborhood Centers separate from the schools. The PN Centers will target neighborhood youth not attending the target schools and adult residents. In addition to these full-service PN Centers, 36 partner sites in the Neighborhood will offer services (such as early childhood education) and referrals to other LAPN service providers. The PN Centers and 36 partner sites are entry points to the LAPN continuum of solutions and will display the LAPN logo (see first page of this narrative) in their window to signify that they welcome Neighborhood residents. The final point of entry into the LAPN are *promotoras* (community outreach workers), who will be trained by LAPN partner MEND to conduct outreach in schools and through home visits.

All LAPN programs will meet the 65% penetration rate goal for youth under 18, which reflects the Full-Service Community Schools model that YPI implements. Research supporting this number comes from practices implemented by the Harlem Children's Zone in New York.

LAPN Penetration by Age Group

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Ages 0-4	70%	70%	75%	75%	80%

Ages 5-9	50%	50%	55%	60%	65%
Ages 10-14	40%	45%	50%	55%	60%
Ages 15-17	30%	35%	35%	40%	50%
Total	**45%**	**50%**	**55%**	**60%**	**65%**

LAPN's goal is to provide access and ensure utilization of services for 100% of students enrolled in LAPN target schools. The FSCS staff at each school will coordinate efforts to ensure all students benefit from services provided directly to them and holistically to their school.

LAPN Penetration by Targeted Students

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
LAPN Students	80%	85%	90%	95%	100%

Activities and services provided as part of implementation offer a continuum of solutions that will supplement, *not supplant,* existing funding and resources provided by the LAPN partners. For example, LACER Afterschool will integrate its program at Le Conte Middle School with the other LAPN services that will be implemented there like the Full-Service Community School program. MEND will provide a vast array of supportive wraparound services, including an emergency food bank, a clothing and shower program for homeless individuals, and a Christmas program that gives the neediest families food, blankets, and toys. The LAPN continuum of solutions will build on these and other existing neighborhood assets.

Assessment

A key LAPN challenge is ensuring separate solutions in the continuum work together seamlessly to serve youth and are delivered without gaps in time and resources. Assessment, development of a Service Plan, and case management are the linchpins that will integrate diverse LAPN services from prenatal through college and careers. Provided on site at schools and at all six Promise Neighborhood Centers, together these elements thoroughly analyze student and family needs and create a plan for youth and family achievement. Upon enrollment in a target

school or entry to a PN Center, each student and family will be assessed for academic need and family support, and will work with LAPN and school staff to develop a Comprehensive Service Plan with goals, objectives, activities, a timeline, and expected outcomes. It will evolve as youth mature to include college and career preparation services.

Over the course of planning, LAPN intake and assessment forms were streamlined and made uniform for use in schools and by partner service providers. The Planning Team determined this is an essential requirement for effective implementation of LAPN solutions and ETO longitudinal data tacking mechanisms. This assessment is provided in the Full-Service Community School model used at all LAPN target schools, and has the goal of reaching 100% of targeted students in the LAPN by the fifth year of implementation services.

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Students Served	10,255	10,895	11,535	12,175	12,820
% of Students Served	80%	85%	90%	95%	100%

The full integration and use of the ETO longitudinal data system in the LAPN will be a significant factor in providing seamless services without any time gaps. YPI is working with all education partners to have access to database and school information, such as from the LAUSD Integrated Student Information System (ISIS) database. LAUSD individual student level data will be exported and imported into ETO, on an agreed upon quarterly schedule. Assessments in ETO will integrate LA County's innovative One-E-App, which offers a single application for access to federal, state, city and county resources such as unemployment insurance, tax credits, nutritional benefits (food stamps), subsidized health insurance, low-cost auto insurance, utility discounts and others. The multi-benefit screening for residents through One-E-App is provided for all LAPN clients through computers linked to the City of Los Angeles.

LAPN will provide extensive professional development and communication services for

target schools and LAPN partners to ensure services are linked without any time gaps. LAPN staff led by the Academic Coach at each school, and working with the YPI Director of Research and Evaluation leading the LAPN Data Team, will provide professional research development on use of ETO data. LAPN makes individual student data (which includes not just the school level academic data on each student, such as standardized test scores, but also the assessments and service plan completed by the Case Managers in the LAPN) available to teachers in their professional development modules. LAPN staff at each school and at PN Centers will receive monthly PD and will develop 'Points of Services' that facilitate access to the LAPN continuum through outreach and recruitment to enroll youth and families. LAPN staff, working with Case Managers, will meet every month to review case notes, ensure placement of youth in services, and make sure that youth are advancing appropriately through LAPN services.

YPI and the LAPN will take proactive steps during implementation to ensure that youth who do not attend the target schools are accessing services at the six Promise Neighborhood Centers available in the LAPN. LAUSD will provide the names and addresses of students living in the Neighborhood who attend non-target schools. LAPN outreach staff will contact to inform them of LAPN services and invite them to LAPN Centers to be assessed and enrolled. LAPN elements discussed below- including academic tutoring, enrichment, computer literacy projects, field trips, college and career preparation, violence and gang prevention, mentoring, and youth development- are provided at PN Centers for youth not attending target schools.

The LAPN Plan will provide the following continuum of solutions with partners based on the community needs assessment, segmentation analysis and individual assessment services. Please also see *Appendix F*, pp. 258 - 679, which describes each segment and solution in LAPN in detail, with supportive evidence, timing of implementation, partners responsible for each

solution, the estimated cost per child, the number of children by age in the target neighborhoods served by each solution, and the percentage of children of the same age group served with each solution. *Appendix F* includes the sources of funds used for each solution, and includes specific, detailed implementation plans tied to school level need at each target school.

Segment and Program	Partners	Appendix F
EARLY CHILDHOOD: PRENATAL - KINDERGARTEN		
Best Start Community Services in Pacoima	First 5 LA	p. 445
Early Childhood Centers & School Readiness	YPI, Child Care Resource Center, El Nido Family Centers, First 5 LA, Friends of the Family, Hollygrove, Los Angeles Education Partnership, Los Angeles Universal Preschool, Northeast Valley Health Corporation	p. 445
Early Childhood Centers- Early Head Start and Head Start services	Vaughn and Pacoima Charter Schools, First 5 LA, Los Angeles Education Partnership, Los Angeles Universal Preschool	p. 453
Early Childhood Centers Quality Assurance program	Child Care Resource Center, Los Angeles Universal Preschool	p. 450
Comprehensive Local Early Learning Network	YPI, Child Care Resource Center, El Nido, First 5 LA, Friends of the Family, Hollygrove, LA Education Partnership, Los Angeles Universal Preschool	p. 455
Feeder School Development	Friends of the Family, YPI, Los Angeles Unified School District	p. 459
Transitional Kindergarten	LAUSD, Preschool California	p. 453
ELEMENTARY SCHOOLS		
Feeder School Development	YPI, LAUSD	p. 459
21st Century Technology	YPI	p. 493
Full Service Community Schools	YPI, ABC-Learn, Centro Latino for Literacy, Friends of the Family, LAUSD	p. 463
Services for Students with Disabilities	YPI, all partners	p. 673
Services for English Language Learners	YPI, all partners	p. 675
Eat, Play, Live: Nutrition and Exercise	YPI, Boys & Girls Club of the San Fernando Valley, Hollywood Police Activities League, Hollywood Wilshire YMCA	p. 467
Educational and Cultural Field Trips	YPI, Create Now	p. 471

Promise Corps: Tutors and Academic Coaches in Schools	YPI	p. 473
Extended Learning Time (Afterschool Services)	YPI, Friends of the Family, Hollygrove, Holllywood Police Activities League	p. 476
Arts & Humanities Enrichment Program	YPI, Boys & Girls Club of San Fernando Valley, Create Now, Harmony Project	p. 482
College and Career Awareness	Hill Harper's Manifest Your Destiny, YPI, Hollywood Police Activities League	p. 486
Violence and Gang Prevention Programs	YPI, City of Los Angeles, El Nido	p. 489
MIDDLE SCHOOLS		
Feeder School Development	YPI, LAUSD	p. 496
21st Century Technology	YPI, CFY, CA Emerging Technology Fund	p. 535
Full Service Community Schools	YPI, ABC-Learn, Centro Latino for Literacy, Friends of the Family, Phoenix House	p. 501
Services for Students with Disabilities	YPI, all partners	p. 673
Services for English Language Learners	YPI, all partners	p. 675
Educational and Cultural Field Trips	YPI, Create Now	p. 510
Arts & Humanities Enrichment Program	YPI, Boys & Girls of San Fernando Valley, Create Now, Harmony Project, Actors' Gang	p. 527
Extended Learning Time (Afterschool Services)	YPI, LACER Afterschool Programs, Hollygrove, Hollywood Police Activities League	p. 520
Eat, Play, Live: Nutrition and Exercise	YPI, Hollywood Wilshire YMCA, Hollywood Police Activities League, Boys & Girls Club	p. 506
College and Career Counseling	YPI, UCLA, California State University Northridge (CSUN), LA Mission College, Los Angeles City College, LACER Afterschool, Citi Community Development, United Way	p. 512
Promise Corps: Tutors, Academic Coaches	YPI	p. 516
Violence & Gang Prevention	City of Los Angeles, El Nido	p. 531
HIGH SCHOOLS		
Feeder School Development	YPI, LAUSD	p. 540
Career Academies (Linked Learning)	YPI	p. 551
Career Preparation	YPI, Heroes of Life, Pacoima Chamber of Commerce	p. 561
21st Century Technology	YPI	p. 603
Full Service Community Schools	YPI, Los Angeles Education	p. 546

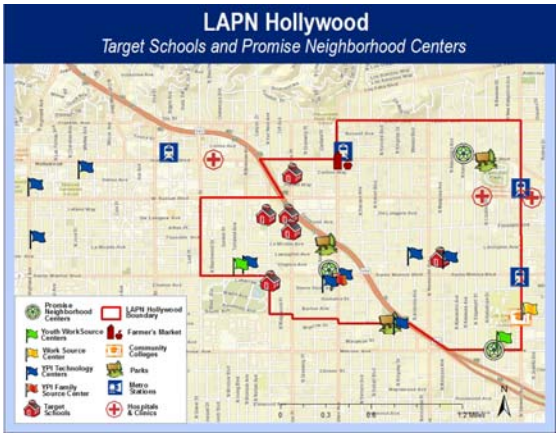
	Partnership, Phoenix House	
Services for Students with Disabilities	YPI, all partners	p. 673
Services for English Language Learners	YPI, all partners	p. 675
Arts & Humanities Enrichment Program	YPI, Boys & Girls Club of SFV, Harmony Project, The Unusual Suspects Theatre Company, The Actors' Gang, The HeArt Project	p. 596
Educational and Cultural Field Trips	YPI, Create Now	p. 583
Extended Learning Time (Afterschool Services)	YPI, Hollywood Police Activities League, Hollygrove	p. 589
Eat, Play, Live: Nutrition and Exercise	YPI, Hollywood Police Activities League, Hollywood Wilshire YMCA, Boys & Girls Club of San Fernando Valley	p. 578
College Awareness	YPI, Armenian National Committee of America, Salvadoran-American Leadership & Education Fund, UCLA Community Based Learning, Friends of the Family	p. 556
Dropout Recovery	YPI	p. 567
Leadership & Civic Engagement	YPI, Rock the Vote	p. 570
Conditional Cash Transfer Program	YPI, Councilmember Richard Alarcon	p. 572
Promise Corps: Tutors & Academic Coaches	YPI	p. 585
Violence & Gang Prevention	City of LA, El Nido Family Centers, Our Streets Dream	p. 600
SCHOOL TRANSFORMATION		
Parent Trigger	Parent Revolution	p. 606
School Transformation	YPI, Facing History & Ourselves, LA Education Partnership	p. 611
School Choice (Zone of Choice, Public School Choice, Charter Schools)	YPI, LAUSD, Vaughn Next Century Learning Center, Santa Monica Blvd. Community Charter School, APEX Academy Charter, CA Charter Schools Association	p. 609
OUT OF SCHOOL YOUTH		
Promise Corps: Tutors and Academic Coaches	YPI, Armenian National Committee of America	p. 613
Arts & Humanities Enrichment Program	YPI, Boys & Girls Club of SFV, The HeArt Project, Friends of the Family, Harmony Project	p. 617
Violence & Gang Prevention Services	City of Los Angeles, El Nido	p. 623
Career Preparation	YPI, Heroes of Life, Pacoima Chamber of Commerce	p. 619

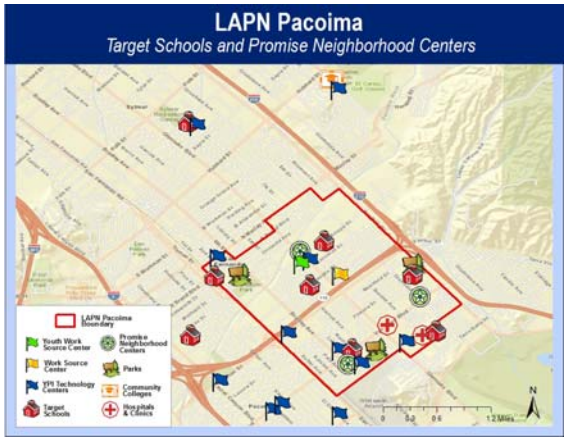
Childcare Services	YPI, Los Angeles Universal Preschool, Child Care Resource Center, First 5 LA, Los Angeles Education Partnership	p. 626
FAMILY AND COMMUNITY SUPPORT		
Parent Leadership & Advocacy	YPI, National Council of La Raza, El Nido, SALEF, Thai CDC, Our Streets Dream, MEND	p. 628
Financial Literacy and Asset Building	YPI, Citi Community Development, El Nido, City of LA, Junior Achievement, Emerge Workplace, Korean Churches for Community Development	p. 631
Broadband Access & Training- Public Computer Centers	YPI, LAUSD Adult and Career Education, Centro Latino for Literacy, CFY, CA Emerging Technology Fund	p. 634
Neighborhood Safety Partnership	YPI, City of Los Angeles	p. 638
Neighborhood Beautification & Recreation	YPI, Hollywood Beautification Team, Hollywood Wilshire YMCA, Hollywood Central Park	p. 642
Health Services (Medical, Dental, and Mental Health)	Community Mental Health Services, County of Los Angeles, Friends of the Family, Hollygrove, Northeast Valley Health Clinic, Phoenix House, the Saban Free Clinic, Victory Outreach, MEND	p. 645
Case Management & Supportive Services	YPI, MEND, El Nido, City of LA, Korean Churches for Community Development, Public Counsel, Friends of the Family, Hollywood Community Housing Corporation	p. 650
Adult Education, Employment (Job Training and Placement), and Small Business Development Services	YPI, Los Angeles City College, VEDC, Managed Career Solutions, Our Streets Dream, MEND	p. 656
POSTSECONDARY EDUCATION & CAREERS		
Concurrent Enrollment with Community Colleges	YPI, Mission College, Los Angeles City College, Valley College, Santa Monica City College, Glendale Community College, Pierce College	p. 667
Urban Teachers (concurrent enrollment for teaching careers)	YPI, LA Mission College, CSUN	p. 670
Employment (Job Training and Placement), and Small Business	YPI, UCLA, City of Los Angeles, LA City College, Hollywood MCS	p. 656

Development Services	WorkSource Center	

Existing neighborhood assets and programs supported by Federal, state, local, and private funds

YPI has assessed the LAPN during planning. Please refer to *Appendix F*, p. 258- 444 for





programs and services currently provided at LAPN target schools that will be integrated into services. In Pacoima's targeted LAPN areas, there are 14 Early Education Centers and 11 Adult Learning Centers; two fire stations; six parks and recreation centers, three Promise Neighborhood Centers; and 11 Technology Centers. Pacoima has six food banks or emergency distribution centers, nine neighborhood groceries, and four homeless/transitional living shelters. Hollywood's LAPN target area includes eleven Early Education Centers; five Adult Learning Centers; two parks and recreation centers; six community centers; six food banks or emergency distribution centers, two year-round utility assistance centers, seven homeless/transitional living shelters, three Promise Neighborhood Centers; and 8 Technology Centers.

YPI has established alliances with partners who have signed the MOU and provided Commitment Letters included with this proposal. Each partner has existing and available resources in the LAPN target areas that have been assessed during planning and will be integrated into implementation. All existing services are funded through separate, ongoing Federal, state, local, and private funding distinct from any federal LAPN implementation funds.

Programs and funding provided by partners is linked to the continuum of solutions.

Extensive leverage is provided through the support of the City and County of Los Angeles and secured in Commitment Letters to meet both the theory of change agreed to by partners in the Memorandum of Understanding, as well as the theory of action, which integrates these resources into a unified Neighborhood plan. In addition, YPI's connection to the Los Angeles Neighborhood Revitalization Workgroup provides access to both City and County of Los Angeles departments and philanthropic organizations that can inform and affect policies.

LAPN will identify Federal, State, and local policies, regulations, and other requirements that impede its ability to achieve goals and will report on these impediments to the Department of Education. YPI partners with organizations heavily involved in the LAPN, and through these partnerships and corresponding Advisory Board and community meetings, participating agencies will inform the partnership about regulations that impact LAPN operations.

The LAPN will organize communities of practice for other Promise Neighborhoods in the region and state through collaboration with organizations that are already working in the field and committed to breaking down silos, such as the California Promise Neighborhoods Initiative and the Los Angeles Neighborhood Revitalization Workgroup. YPI and LAPN partners will work with other Neighborhoods to pool resources and share best practices.

Implementation plan, including goals for improving systems and leveraging resources

The implementation plan will serve students and parents attending target LAPN schools, while offering a continuum of solutions for youth who do not attend these schools but who will benefit from services at six PN Centers, with an additional 36 partner sites providing entry. The continuum of solutions will be centered on school-based reforms and a strong emphasis on assessment, Service Plans, and case management services to support youths and families.

Systems Change

Goal #1: YPI and its LAPN partners will increase systems integration and service delivery by working toward a local and statewide integration of place-based services to ensure adequate and sustainable support for target area residents.				
Objective: The LAPN Team will work with communities of practice throughout California to build the California Promise Neighborhoods Initiative as well as in Los Angeles with the Urban Policy Working Group, a group of departments and agencies within the City of Los Angeles that works together on federal funding opportunities that cut across federal agencies.				
Year 1	Year 2	Year 3	Year 4	Year 5
In year 1, launch statewide with the passage of the CA Promise Neighborhoods Initiative and creation of 40 CA Promise Neighborhoods. In years 1-3, LAPN will support statewide initiative locally, with an implementation plan to integrate all relevant City and County of Los Angeles funding to serve LAPN youth and families.			Local and statewide services relevant to the LAPN will be fully integrated into a place-based strategy that combines multiple state and local funding streams for services.	Statewide and citywide program data for all integrated funding streams will be complete and available for analysis.

Goal #2: Existing services provided by partners will be integrated into the continuum of solutions.				
Objective: Throughout the implementation period, new matched and leveraged funding from public and private sources will be integrated into the Neighborhood by the Leverage Committee working with LAPN staff and partners. The Leverage Committee will work to build matching funds and private avenues of support, and will include YPI and partner staff with strong fundraising skills, including the YPI Director of Development.				
Year 1	Year 2	Year 3	Year 4	Year 5
By the end of Year 1, the Leverage Committee will establish a clear plan with benchmarks for integration of match and leveraged funding, including a timeline for launch of assessment of services using the ETO longitudinal database.	By the end of Year 2, 25% of public funding and 50% of private funding from partners will be integrated into the LAPN continuum of solutions, which will include shared goals and objectives across funding streams, as well as additional supported objectives tracking cost savings and increased efficiency from these blended resources.	By Year 3, this will rise to 50% of public funding and 100% of funding from private partners.	By Year 4, 75% of public funding will be integrated.	By the end of Year 5, 100% of public funding will be integrated.

Goal #3: YPI and LAPN partners will increase integrated service delivery by engaging philanthropic sources and private efforts in the LAPN with public delivery systems.
Objective: Throughout the implementation period, LAPN will create and deploy a system to support place-based initiatives throughout the City and with support from various

philanthropic entities.				
Year 1	Year 2	Year 3	Year 4	Year 5
By the end of Year 1, members of the LA County Neighborhood Revitalization Workgroup, LA Compact, and foundations such as Weingart Foundation, the California Community Foundation, and the California Endowment will attend quarterly Advisory Board meetings of the LAPN Team. These efforts will continue through Year 2.		By end of Year 3, LAPN partners, including LA area philanthropic organizations, will develop an implementation plan to integrate private and public funding throughout the City into place-based initiatives that will include specific objectives based on blended funding. These efforts will continue through Year 4.		By Year 5, this plan will be approved and will go into effect.
Goal #4: YPI and its LAPN partners will expand neighborhood school choice measures available to residents through partnerships with the LAUSD and the Public School Choice initiative as well as grassroots 'Parent Trigger' initiatives				
Objective: Each year, as new and targeted schools are selected for transformation, YPI will work with parents and partners to implement effective ideas and educational models to provide educational options for parents.				
Year 1	Year 2	Year 3	Year 4	Year 5
Through Public School Choice, YPI's San Fernando Digital Arts Academy will open fall 2013 to provide another career academy option for students. YPI will grow the student base over the course of the implementation plan. Implemented at the beginning of Year 1 and continuing throughout all 5 Years, Zones of Choice will be implemented throughout the neighborhood, providing multiple small learning communities and career academies for students. The City School in Hollywood, modeled after Larchmont Charter School, will begin as a K-6 school during Year 1 and expand to serve K-12 students by Year 5. YPI will open Bert Corona High School in Pacoima with a family-oriented and technology-driven focus. The California Charter Schools Association will facilitate the opening of other high-quality charter schools in the LAPN. Parents Union Chapters will be established at appropriate schools throughout all 5 years.				

Leveraging Resources

Goal #1: Each year, YPI and partners will secure public and private funding to sustain and scale up the 'continuum of solutions' with the goal of continuing expansion of LAPN services once federal funding ends after Year 5. *Objective*: LAPN will match 700% of the federal funding by the end of year 5. At start, the program will match nearly 400% of federal funds. By the end of Year 1, LAPN staff will create a Funding Plan, incorporating public and private funding and objectives based on cost savings and increased program efficiency. By the end of

Year 2, the LAPN will have at least ten philanthropic institutions and all City of Los Angeles Departments on its Advisory Board with an agreed upon strategy for braiding funds to leverage LAPN's efforts. By Year 3, the LAPN Team will expand matching funds from nearly 400% at start of program to 500%. By Year 4, state and local funding streams will be unified in place-based initiatives, and the LAPN Development Team will secure public and private support equal to 600% of LAPN funding, and will meet the 700% match goal by the end of implementation in Year 5. By Year 5, the LAPN Team will seek out and engage with other communities of practice throughout the state to integrate funding for place-based initiatives. Given YPI and partner outcomes, existing documented match included in this implementation proposal, and a reputation for effectiveness in the local and regional area, these goals are realistic.

Section 3: Quality of the Project Services

Description of how needs assessment and segmentation analysis determined each solution

Although guided by indicators established by the U.S. Department of Education, YPI consulted with partners to gauge which additional indicators should be included. Based on resulting recommendations, LAPN employed a quasi-experimental, multi-method design to complete a comprehensive community assessment during planning. The design included exhaustive primary data collection methods: 1,738 community surveys; 1,706 student surveys; 29 facilitated focus group sessions; 27 work group sessions; six asset mapping activities; and numerous community member-check data presentations. Secondary data collection was gathered through sources such as the U.S. Census; American Community Survey; LAUSD records; California Department of Education; University of California Office of the President; amongst many others reference throughout the proposal. LAPN employed both quantitative and qualitative methods to collect and analyze data on program and project indicators.

The LAPN Data Team led by Dr. Martha A. Rivas assessed information gathered from the needs assessment including educational, family and community support indicators. The Data Team triangulated community needs data with school profile data to select LAPN target schools. Geographic segmentation analysis was used to define community locations for support services for residents not served through the LAPN target schools.

Using a community cultural wealth model, the LAPN Team employed outreach and data collection methodologies that would increase community engagement (Yosso, 2005). Employing a community cultural wealth model during LAPN planning allowed community members to engage in every step of assessment and planning.

Considering the abbreviated timeframe for planning, LAPN chose a purposeful sample (Gandara, 1997; Patton, 2001; 1990) of parents and youth from target schools. This permitted LAPN to triangulate various data sources and make logical inferences and maximize the application of information to similar parents and youth within the LAPN (Patton, 1990; 2001).

YPI and partners engaged in ongoing outreach efforts during planning to demystify the research process and engage residents in assessment and planning. LAPN outreach teams conducted orientation sessions and hired Promotoras (community activists well-versed in neighborhood concerns) and staff with previous community experience. Outreach and data team members engaged residents through each stage of planning and assessment: creation of protocols, data collection, data analysis, and final recommendations for the continuum of solutions. These conversations and transparency increased community participation in focus groups, community and student survey response rates.

In order to collect data for indicators, the LAPN Team created and administered a community survey (see *Other Appendix,* p. 860). The LAPN Team used a multi-pronged

strategy to collect surveys from as large a population sample as possible and administered surveys in five ways, including: (1) a massive one-day door-to-door survey event in each community; (2) parent classes and other events at target school sites; (3) partner organizations administered at their facilities; (4) faith-based organizations welcomed LAPN staff and Promotoras to administer at their facilities; and (5) online access at target schools and YPI Technology Centers. To facilitate the door-to-door survey day, the LAPN Team divided the neighborhood into smaller, walk-able sub-zone geographic areas. For each survey day, LAPN recruited more than 100 volunteers. In total, LAPN collected 1,738 surveys within a 5-week timeframe. Survey data analysis was conducted using IBM SPSS predictive software, and involved creating separate analysis files for parents, young children, and youth.

LAPN administered student surveys at target schools to gather information on the three new 2012 Department of Education Promise Neighborhood Indicators of Family and Community Support *(i.e. reading to children, encouraging students to read books outside of school, and speaking to student about the importance of college and career).* LAPN obtained this data directly from students. As a result, LAPN successfully obtained 1,706 student surveys.

YPI and its LAPN partners engaged parents, youth, and business leaders in focus groups. Between February and April the LAPN team facilitated 29 focus groups with 248 participants LAPN conducted a business focus group to discuss labor market demands on skills. Special interest focus groups were conducted with African American Parents; an English Language parent group; Thai residents; Lesbian, Gay, Bisexual, Transgender young adults; and homeless young adults; all others were Latina/o adults and youth. Focus Group facilitators were required to attend training on how to prepare and facilitate focus groups, led by Dr. Martha A. Rivas, YPI Director of Research and Evaluation (see *Other Appendix,* p. 847).

YPI sought professional expertise from schools and community organizations during Work Groups sessions. LAPN emphasized participation of principals, directors and other personnel. As a result, four topical Work Groups were formed: (1) Prenatal and Early Childhood Services; (2) K-16 Services; (3) School Transformation; and (4) Parent and Family Services. Work Group discussions provided information regarding greatest community and student needs. Upon analyzing secondary and primary data sources, the LAPN Team conducted Asset Mapping Walk Activities around the target schools.

Segmentation Analysis

In order to delineate an implementation plan that prioritizes children with the highest needs, segmentation analyses were conducted in four parts: (a) overall community need by sub-population (e.g. gender, age); (b) overall geographic density and spatial analysis of need (e.g. poverty, educational attainment, etc.); (c) children and student sub-variable need by educational segment; and (d) student and school need by individual target site. The objectives of compartmentalizing segmentation analyses are to identify community well-being; and provide targeted services to youth while strategically saturating sections of the LAPN where children with the highest need are concentrated. An LAPN Segmentation Analyses table indicates the type of segmentation by appropriate method, variables and indicators (see *Other Appendix*, p. 842).

Community Segmentation. The LAPN collected secondary data from the U.S. Census Bureau, American Community Survey, LAPD, California Department of Education, the Federal Communication Commission, the California Employment Development Department Labor Market Information Division, and others. LAPN relied on partnerships with LAUSD, First 5 LA, University of California, Los Angeles – Early Development Instrument (EDI), City of Los

Angeles, Los Angeles City GRYD programs, and partners to access existing data. The LAPN Team collected data from two Census Bureau datasets: the 2010 Census, and 2006-2010 5-Year Estimates from the Census Bureau's American Community Survey (ACS).

Geographic Segmentation. Geographic segmentation analysis helps identify where the highest needs are by visually mapping density of need through spatial analysis of neighborhood . The LAPN Team created an Index of Vulnerability where appropriate variables were merged into one dataset with data measured at the census tract level. Standardized versions of each variable were then created, ensuring that all were on the same scale. These analyses informed the selection of target schools and design for the continuum of services.

Children and Student-Need Segmentation. LAPN targeted an analysis by grouping needs of children and students including: number of youth living in the LAPN; number of day care centers; number of students classified as English Learners; percent of youth classified as students with disabilities; and percent of homeless youth. The youth sub-variable segmentation analysis identifies needs by age group cohort or grade level. For example, Maclay Middle School students experience high levels of truancy (25%), and suspension rates are roughly at 16%. Additionally, more than 90% of students qualify for free and reduced meals, and only ¼ of students pass state exams at proficiency levels.

Student and School-Site Need Segmentation. LAPN targeted student cohort analysis by grouping needs within particular school sites: English Language Learners, Limited English Proficient, Students with Disabilities, academic track and achievement. Additional school site needs data were collected by individual interviews with target school principals and teachers. Topics included: administrative and teacher professional development, curricular development,

current available resources and resource gaps for students/families, safety concerns, amongst other topics (please see School Implementation Plans in *Appendix F*, p. 258- 444.

Los Angeles Promise Neighborhood (LAPN) Proposed Solutions and Corresponding Indicators

The LAPN Team proposes 14 solutions with 65 programs for its cradle-to-college-to-career continuum (please see *Appendix F* for program details and school implementation plans).

Prenatal Segment Proposed Solutions & Indicators

Prenatal - Solution 1: (Early Education) Increase and improve the quality of early educational settings and developmentally-appropriate opportunities for children (0-3). Indicator: 52% of three-year-olds in LAPN begin an early education program or school year demonstrating age-appropriate functioning across multiple domains of early learning determined by using developmentally-appropriate early learning measures. Indicator: 48% of children, from birth to kindergarten entry, participate in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or preschool.

Prenatal - Solution 2: (Children Ready for Kindergarten). Increase developmentally appropriate learning for young children (ages 4-5) before Kindergarten and boost parent knowledge on child development to support children's school readiness. Indicator: 48% of children, from birth to kindergarten entry, participate in center-based or formal home-based early learning settings or programs. Indicator: 36% of families in target neighborhoods have children who do not have immunizations on the schedule required by schools. Indicator: 34% of surveyed parents read to their children every day.

Elementary, Middle, High School Segment Proposed Solutions& Indicators

Elementary, Middle, High School - Solution 1: (Academic Support). Offer high quality academic support and learning during school hours. Elementary, Middle, High School – Solution

2: (Academic Support) Offer high quality academic support and learning opportunities during out-of-school hours. Indicator (for Solutions 1 &2): 36.2% of LAPN students are at grade-level and state standards in Math and English Language Arts (ELA). Indicator (for Solutions 1 &2): Almost 50% of sophomores in both Pacoima and Hollywood area high schools were not promoted to the eleventh grade in the 2010-11 academic year.

Elementary, Middle, High School – Solution 3: (Enrichment). Increase enrichment for academic excellence during transitional years while providing dropout prevention and intervention. Indicator: At least one out of every four elementary students experience high levels of truancy, and rates increase in higher grades. Indicator: Transiency rates are high and increase in middle and high school, increasing "at-risk" vulnerability to drop out. Indicator: Suspension rates are high in the middle school segment and continue to increase in high school. Indicator: Fewer than 54% of LAPN high school students do not graduate in 4 years.

High School – Solution 4: (College-Going Culture). Increase access to college preparatory curricula and programs that ensure successful course completion and postsecondary college readiness. Indicator: Fewer than 54% of all high school students in the LAPN do not graduate in 4 years. Indicator: Fewer than 45% of graduating seniors complete the A-G curriculum. Indicator: 11% or fewer of high school students access Advanced Placement courses.

School Transformation (ST) Segment Proposed Solutions & Indicators

ST- Solution 1: (Professional Development): Work with an Academic Coach who is a credentialed teacher at each target school to support teacher and principal professional development services. Indicator: 68% of students in the LAPN are below grade level according to State of California Mathematics and English language arts assessments. All target schools in the LAPN are low-performing or persistently lowest-achieving schools.

ST- Solution 2: (School Choice): work with LAUSD to provide school choice for students and parents through the Parent Trigger law leading to charter schools, and transformed schools through measures such as Public School Choice. Indicator: 63.8% of students in the LAPN are below grade level and all target schools are low-performing or persistently lowest-achieving schools. Parents in focus groups indicate a strong desire for expanded choice.

Postsecondary Education (PSE) Segment Proposed Solutions& Indicators

PSE – Solution 1: (College Support). Enhance partnerships with community colleges to ensure students are supported through transition, completion, and goal attainment (transfer to four-year, Associate's Degree; vocational training; certification). Indicator: 40% of students in LAPN high schools graduated with a regular high school diploma. Of those entering a four-year institution, the majority (56%) need academic remediation. Of the LAPN high school graduates entering postsecondary education, an average of 75% do so at the community college sector.

PSE – Solution 2: (Workforce/Career Support). Offer alternative routes to enter postsecondary education and increase vocational training while increasing adult literacy. Indicator: Only 40% of students in LAPN high schools graduated with a regular high school diploma, obtained postsecondary degrees, vocational certificates, or other certifications or credentials. 40-60% of individuals 25 and older do not hold a high school diploma or equivalent.

Parent, Family and Community (PFC) Segment Proposed Solutions & Indicators

PFC – Solution 1: (Students are Healthy). Ensure students are healthy - Increase recreation and physical activity opportunities and health advocacy, and connect pedagogy to the importance of academic performance. Indicator: 34% of youth are not meeting the recommended daily 60-minutes of physical activity. Indicator: Only 20% of LAPN children consume the recommended 5 servings of fruits/vegetables daily. Indicator: 33.3% of Pacoima 5th graders,

28.6% of 7th graders, and 25.4% of 9th graders were obese in 2008. In Hollywood, 25.1% of 7th graders, and 24.3% of 9th graders were obese.

PFC – Solution 2: (Students feel Safe). Create and sustain safe passages to and from school. Indicator: 41% of students do not feel safe in the neighborhood outside their school.

PFC – Solution 3: (Students feel Safe). Increase capacity for gang intervention and prevention. Indicator: 80-92% of survey respondents say public safety and gang prevention and intervention are the most important need.

PFC – Solution 4: (Parents and Community Support Learning). Increase parent knowledge on best practices to support their children through K-12 and postsecondary education. Indicator: Only 34% of survey respondents read to their children every day. 45.2% of elementary school students report they are never read to at all by parents or family members. Indicator: a majority of parents feel they need additional information to support children's education.

PFC – Solution 5: (Students live in Stable Communities). Increase family support and case management for community development. Indicator: 38% of survey respondents faced challenges accessing basic needs in the past 12 months.

PFC – Solution 6: (Students and Families Have Access to 21st Century Learning Tools). Increase access to hardware and internet connectivity opportunities for youth and families. Indicator: 46% of students have home access to broadband and a connected computing device.

Documentation that proposed solutions are based on best available evidence

Please see the evidence and best practices research base in *Appendix F* (pp. X- X) for evidence of best practices and research base. The LAPN continuum of solutions table on pp. 39-42 of this narrative indicates appendix pages for each solution and its evidence base. The continuum is based on the best available evidence, including moderate and strong evidence of

effectiveness for practices and programs that increase academic readiness for youth. See also attached bibliography of all research consulted and referenced in *Appendix F* on p. 686.

Applicant describes clear, annual goals for improvement or indicators

The LAPN has articulated benchmarks linked to the goals and objectives to define the effects of the full continuum of solutions. These are based on programs and implementation plans found in *Appendix F*, pp. 258 - 675. As well, each of the 13 target schools has a separate School Implementation Plan that defines academic needs with associated school-specific benchmarks over the five year implementation period to support academic achievement. School Implementation Plans can be found in Appendix F, pp. p. 258- 444.

Goal #1: Young children in the LAPN will enter kindergarten healthy and prepared for school.					
Benchmark	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**
% of children from birth to kindergarten entry have a place to go when sick (other than emergency room)	77%	81%	85%	89%	93%
% of three year olds and kindergarten children will demonstrate age-appropriate functioning across multiple domains using the Desired Results Developmental Profile (DRDP)	57%	62%	67%	72%	77%
% of children in kindergarten will demonstrate age-appropriate functioning across multiple domains as determined using measures such as the Open Court Reading and Math Assessment. This will increase by 6% each implementation year.	41%	47%	53%	59%	65%
% of children from birth to kindergarten entry will participate in Center-based or formal home-based early learning settings or programs. This will increase by 5% each implementation year.	53%	58%	63%	68%	73%
% of students will have up-to-date immunizations as required by school enrollment schedules. This will increase by 2% each implementation year.	66%	68%	70%	72%	74%
% of children enrolled in daycare or kindergarten within the LAPN zone will be linked to health resources in the community (according to yearly LAPN assessment). Planning assessment show that currently 55% of children in LAPN meet this.	60%	65%	70%	75%	80%

Goal #2: Youth residing in the LAPN zone will be healthier, will have strong academic supports, will be prepared for college, and will have a strong sense of neighborhood safety.					
Benchmark	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**
% of LAPN children will participate in at least 60 minutes of moderate to vigorous physical activity daily (4% annual increases from baseline)	70%	74%	78%	82%	86%
% of children will consume five or more daily servings of fruits and vegetables (5% annual increases from baseline)	25%	30%	35%	40%	45%
% of LAPN youth that will be linked to health resources, such as mental health services, or medical or dental care (only 25% currently meet this in LAPN).	30%	35%	40%	45%	50%
% of LAPN students will feel safe traveling to and from school (5% annual increases from 43% baseline)	48%	53%	58%	63%	68%
% of LAPN students will feel safe walking in/around the neighborhood (4% annual increases from 72% baseline)	76%	80%	84%	88%	92%
Student mobility rates in LAPN schools will decline by 2 percentage points each implementation year	19%	17%	15%	13%	11%
% of LAPN middle school students that will develop a college-advancement action plan by end of 8th grade (65% currently meet this standard- 5% annual increases).	70%	75%	80%	85%	90%
% of parents or family members that report that they read to their child (birth to kindergarten entry) every day. 5% annual increases from 34% baseline.	39%	44%	49%	54%	59%
% of parents or family members that report encouraging their child in kindergarten through eighth grade to read books outside of school every day. 6% annual increases from 34% baseline established during planning.	40%	46%	52%	58%	64%
% of parents or family members of children in grades 9-12 that report talking to children about importance of college education and career advancement every day. 4% annual increases from 38% baseline.	50%	52%	54%	56%	58%
% of children in the LAPN zone will participate in high-quality learning activities during out of school hours. 5% annual increases from 47% baseline.	52%	57%	62%	67%	72%
% of families experiencing difficulties accessing basic needs at any time in the past twelve months. 5% annual decreases on 38% baseline established during planning.	33%	28%	23%	18%	13%
LAPN will re-enroll out of school youth in -school each year at comprehensive high schools and four partnering continuation schools (1,034 currently in LAPN).	300	400	500	600	700
% of out of school youth who will receive a diploma or certificate.	55%	60%	65%	70%	75%

Goal #3: LAPN youth will enroll and succeed in post-secondary opportunities.					
Benchmark	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**
% of students in LAPN high schools will graduate with a regular high school diploma, enter postsecondary education, obtain postsecondary degrees, vocational certificates, or other certifications or credentials without the need for remediation. Currently only 40% meet this standard in the LAPN.	46%	52%	59%	65%	72%

Goal # 4: Parents will support children in making timely grade level advancements, graduating from high school and entering college or careers well prepared for educational success.					
Benchmark	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**
% of parents who complete college workshops and demonstrate knowledge of how to support children through the college process	90%	92%	94%	96%	98%
% of parents who will have a positive perception of school safety. The current baseline in LAPN is 78%.	83%	88%	91%	94%	97%
% of parents that participate in 20 hours of volunteer projects at their children's school. The current baseline is under 40%.	50%	55%	60%	65%	70%
Goal #6: Youth in the LAPN zone will have access to computer technology with broadband access to aid them in schoolwork, and college and career preparation.					
Benchmark	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**
% of students that will have school access to broadband internet and a connected computing device. 5% annual increases from a baseline of 50%.	55%	60%	65%	70%	75%
% of students will have home access to broadband internet and a connected computing device. 5% annual increases from 46% baseline.	51%	56%	61%	66%	71%

Benchmarks will be assessed through surveys, assessment tools, and annual parent/student surveys, among other tools provided to assess effectiveness.

Section 4: Quality of the Management Plan

Experience, lessons learned, and proposal to build capacity working with neighborhood/schools

Youth Policy Institute (YPI), the Lead Agency for the Los Angeles Promise Neighborhood (LAPN) implementation work, has extensive experience in providing high-quality

and effective programs and services to low-income youth and families in Los Angeles County, including experience operating two Full-Service Community Schools grants that partner with schools and parents, while integrating services. YPI is an affiliate of the National Council of La Raza (NCLR), the largest national Hispanic civil rights organization in the United States, and was honored with its NCLR 2011 Affiliate of the Year Award for exemplary work in serving the local community; 2012 NCLR AmeriCorps Community Service Project of the Year; and 2012 NCLR AmeriCorps Director of the Year. YPI is also a past recipient of U.S. Senator Barbara Boxer's Excellence in Education Award, an award bestowed on organizations that work to make positive changes in education. In 2010, YPI was the recipient of one of 21 Promise Neighborhoods planning grants awarded nationally by the U.S. Department of Education.

With a staff of over 1,200 qualified and experienced professionals reaching 52,000 unduplicated residents annually at 125 program sites throughout LA County, YPI has demonstrated a unique ability to produce significant outcomes by saturating neighborhoods with culturally-relevant, place-based education and training services. As discussed below, YPI has extensive experience providing multiple solutions from the continuum of solutions proposed by LAPN in the targeted communities of Pacoima and Hollywood. YPI's ability to operate successful place-based initiatives is made possible through a 'braiding' of public and private revenues that target communities hardest hit by poverty, while incorporating resident, family, and community assets, ideas and inputs into YPI's program designs and services.

YPI has substantial administrative capacity to manage federally-funded programs. Over the past decade, YPI has administered twelve federal grants and has been a subgrantee on many others from the U.S. Departments of Education, Labor, Health and Human Services, and Housing and Urban Development, while receiving ongoing federal funding through the State of

California to operate 56 after-school programs and multiple workforce development programs. The City of Los Angeles also provides funding to support YPI's workforce development programs, day laborer centers, the FamilySource Center in Hollywood and two Youth WorkSource centers (in Pacoima and Hollywood) integrated into the LAPN design. Past and current revenue support YPI's services at nine LAPN target schools, further leveraging the vision described in this proposal. YPI meets all fiscal and program compliance requirements and has auditing relationships to safeguard financial resources in all programs.

Evaluating critical lessons learned during the LAPN planning year and throughout YPI's past decade of work in Pacoima, YPI recognizes that a strong, holistic, and sustained continuum of solutions requires regular observations of the effectiveness of community outreach and integration. YPI has found that communication and translation services for residents should not just reflect the dominant second language (Spanish) spoken by a majority of residents. YPI has established a pool of translators for Thai, Tagalog, Armenian, and to support divergent Spanish language speakers originating in Central, South America and Mexico. YPI has learned through successful outreach for programs such as Full-Service Community Schools to hire parents and residents for outreach ("promotoras") and to conduct sessions in the home and other places parents have identified as accessible and safe.

Similarly, YPI's experience with community outreach has shown that outreach staff should be hired as early as possible to ensure effectiveness. Programs should build upon existing outreach efforts to develop a strong foundation of trust and support with residents. In the case of target schools, the schools themselves can be a source of recruitment for events and meetings, but LAPN staff has concluded schools are only one part of successful outreach services (a situation particularly true in high schools). Strong community outreach works with parents

(through the Parent-Teacher Association and Parent Centers on campus) as well as student leadership groups to drive youth and parent involvement.

A final lesson learned comes from the use of existing community organizations to provide information, orientation, and leadership development, rather creating brand new LAPN organizations to facilitate outreach. During the planning year, YPI and partners experienced significant success leveraging the impact and activities of existing organizations, such as the Pacoima Neighborhood Council, that have built-in connections to residents.

Throughout the Planning Year, YPI has reached out to partners and developed new strategic partnerships to design an implementation strategy that best meets LAPN needs while expanding, enhancing, and/or modify existing networks of early learning programs and services to ensure that families are saturated with comprehensive, high-quality services. Adding value to the LAPN model is YPI’s extensive experience partnering successfully with LAUSD, the Local Education Agency. The partnership includes YPI's current operation of two LAUSD schools in Public School Choice. YPI has carefully organized a robust team of partners who will integrate and coordinate early learning activities. In addition, the LAPN Team engages local, regional, and national public and philanthropic structures and initiatives that are complementary to the LAPN vision and that will support the development of a Comprehensive Local Early Learning Network aimed to establish a high standard of quality for academic and family support programs across early learning environments and to improve outcomes across multiple domains.

During the Promise Neighborhood planning grant year and over the past year, the LAPN Team has worked with parents, principals, teachers, and staff at all 13 target schools to assess needs and to prepare for implementation. YPI has operated the Hollywood FamilySource Center since 2009 and has worked with five LAUSD schools (all in the Hollywood LAPN) to provide

tutoring, work experience, mentoring, and college preparation as well as supportive services. Two Full-Service Community Schools programs operated by YPI and YPI's Bert Corona Charter School serve low-income families at nine schools that include five LAPN target schools. YPI works with the LAUSD Division of Adult and Career Education to train over 800 low-income residents in YPI Health Careers (580 of clients have been or are LAPN residents). Additionally, YPI and its LAPN partners currently operate afterschool programs at six LAPN target schools.

YPI, in particular, has strong experience in managing charter schools to complement its experience in operating LAUSD schools. It opened the Bert Corona Charter Middle School to provide additional school choice options for Pacoima. YPI's Bert Corona Charter School and its Monseñor Oscar Romero Charter School (MORCS) both serve very high numbers of Latino families (an average of over 95%) and families who are eligible for the federal free- and reduced-price lunch program (an average of over 83%). LAUSD recently commended Bert Corona Charter School for its **96%** parental involvement rate when re-authorizing the school's charter. The school's Academic Performance Index (API) score reflecting school-wide academic performance has increased 109 points over the last six years while Monseñor Oscar Romero Charter School's API score increased by 54 points in 2011 alone. YPI has operated the San Fernando Institute for Applied Media pilot school as part of LAUSD's Public School Choice for nearly two years. The API score increased 47 points in the first year, from 629 in 2010 to 676 in 2011. YPI's Monseñor Romero Charter School in June 2012 received a Similar Schools Academic Performance Index (API) Rank of 9 (out of 10). This compares each public school in California to other schools with similar socioeconomic student characteristics.

YPI's LAPN partners (including the LAUSD, the City of Los Angeles, the Housing Authority of the City of Los Angeles, and multiple community partners) have served the high-

poverty neighborhood of Pacoima that includes San Fernando Gardens and the adjacent Pacoima Elementary School (an Effective School in LAPN) since 2001 with a continuum of solutions. In 2001, Pacoima Elementary School was a traditional LAUSD school whose entire student population was enrolled in the free- and reduced-price lunch program. Identifying a critical need for academic and family support, YPI worked with partners to introduce welfare-to-work programming and the Family Technology Project (FTP), which has since provided 1,050 families with home computers and broadband access while increasing the technological skills of teachers, students, and parents through training and professional development. With the help of YPI and partners, the school transitioned to become Pacoima Charter School with a mission to create an environment that fosters high academic achievement among its large low socio-economic urban population of Pre-K to 5th grade students. Since the school's conversion to a charter in 2003, YPI and its LAPN partners have invested over [redacted] in education and training funds in the school. Programs include: (1) Pre-school; (2) Summer Youth Employment, offering work experience for low-income youth ages 14-24; (3) Reconnections Academy, offering job training and work experience for parents ages 20-24; (4) Educational Bridge Training, offering job training in Health and Preschool Careers; (5) Adult Education (ESL and GED Preparation); (6) Family Technology Project, a computer literacy and ownership program; (7) AmeriCorps, providing access to youth tutors and volunteers; (8) SES Tutoring (English Language Arts and Math); (9) Neighborhood Networks (a Computer Lab at the neighboring San Fernando Gardens); (10) Public Computer Centers, offered through a partnership with the U.S. Department of Commerce; (11) Full-Service Community Schools, Fund for the Improvement of Postsecondary Education, and Carol White Physical Education Program, three programs funded by the U.S. Department of Education; (12) Family Development Network, providing services

that include case management, multi-benefit screening, and education; (13) Communities Empowering Youth, a U.S. HHS funded program spearheaded by YPI that works to build the capacity of area nonprofits; (14) Health Careers, offered to over 800 residents with the U.S. Department of Labor and the California Employment Development Department; (15) Los Angeles Promise Neighborhood; (16) Community Technology Centers; and (17) 21st Century Community Learning Center afterschool programs.

Since its transition, Pacoima Charter School (the model of neighborhood saturation in this place-based strategy) has seen a dramatic rise in student academic achievement. In 2001, the school's API Score was 416. By 2011, the API had risen to 783, a remarkable gain of 367 points. The Similar Schools API ranking that ranks the school against comparable schools in California rose from 1 to 9 (out of 10), placing the school in the top 10% in the state. In 2011, the school successfully met its Adequate Yearly Progress (AYP) goals, achieving all 17 AYP objectives—a rare achievement in Los Angeles for a formerly Program Improvement Year 5 school. In 2001, in English Language Arts and Math, 75% of Pacoima students performed at or Below Basic levels on standardized tests. By 2011, only 25% of students remained at this level, and over 50% increased performance to meet grade level or higher standards.

Operated by YPI since January 2010, the Hollywood FamilySource Center (FSC) serves local schools and clients (four LAPN target schools, while all FSC clients are LAPN Hollywood residents) each year with case management, K-12 tutoring and college preparation workshops, cultural arts activities for youth; and adult education through GED, ESL, bilingual computer literacy and parenting classes, and job training. During its most recent year the FSC served 2,564 individuals (exceeding the goal of 2,441) and helped 429 participants increase their family income (for a total aggregate increase of [redacted] , while 413 youth increased academic

achievement. The YPI FSC has been awarded a 2012 California Award for Performance Excellence (Prospector category) by the California Council for Excellence for leadership, strategic planning, measurement, analysis, customer and workforce focus, and results.

YPI is the Lead Agency for one Full-Service Community Schools (FSCS) program serving the Pico Union/Westlake district of Los Angeles, while YPI's Bert Corona Charter School leads the other FSCS in the San Fernando Valley (part of the LAPN). YPI is the only entity in the nation with two federal Full-Service Community Schools grants. The Belmont FSCS program in Pico Union and the San Fernando Valley FSCS Program (which targets four LAPN schools) both offer wraparound services, including 15 distinct academic, enrichment, fitness/nutrition, parent support, family literacy and leadership services. Each school works with parents, residents, teachers, and school staff to transform the school sites into hubs of learning for the entire neighborhood offering academic and support services through an extended school day (7:00am-7:00pm) and a coordinated menu of existing and new services to meet the needs of students and families. This successful program design is the model for LAPN schools during implementation. Over the past program year (July 1, 2011- June 30, 2012), the Belmont FSCS program has served 3,730 youth and family members at four LAUSD and charter schools, while the Valley FSCS program has served 3,931 youth and families at five LAUSD and charter schools.

YPI operates *LA CollegeReady*, a U.S. Department of Education-supported Funds for the Improvement of Postsecondary Education (FIPSE) program. To build increased readiness for college among low-income and Latino families, YPI's program creates partnerships between high schools and community colleges, and partnerships between K-12 organizations and universities for college access and retention programs. Target schools lack acceptable ratios of

credentialed college counselors to support students with college preparation. The program has trained YPI and school staff and committed volunteers to act as College Ambassadors to help students develop and update a postsecondary plan, and help families prepare financially for college. College Ambassadors receive 40 training hours from California State University, Northridge (CSUN) professors prior to working with students. The Academic Plan, which is established and updated each quarter, includes academic support in class enrollment and completion (such as those meeting the A-G requirements for entry to the University of California and California State University systems). In Year 2 of FIPSE services (completed in June 2012), the program trained 129 College Ambassadors (exceeding the program goal of 105) who worked with 2,115 high school students (exceeding the goal of 1,500) and 900 parents (which exceeded the goal of serving 360 parents). Students recorded a 20 percentage point gain in awareness of college application requirements, and a 34 percentage point gain on knowledge of Free Application for Federal Student Aid(FAFSA) requirements.

Aligned with LAPN, YPI's Bert Corona Charter School is the Lead Agency for the Carol M. White Physical Education Program, which increases physical activity and healthy food intake for 5,500 students at nine schools (including five LAPN schools). The percentage of students engaged in 60 minutes of daily physical activity increased by 104% on average at all schools in 2011-12 compared to prior year. The percentage of students meeting the USDA dietary recommendations of three or more servings of vegetables and two or more servings of fruit per day also increased by 107%.In comparison to the previous school year, students improved in all parts of the Fitnessgram test score measuring physical fitness in six main categories.

YPI is opening 80 public computer centers through a [redacted] grant from the U.S. Department of Commerce, including 20 at sites throughout the LAPN as part of a coordinated

strategy with residents and partners. 69 of these Centers are now operational and serving the public. The 20 sites in the LAPN are Technology Centers that will also be entry points for youth and parents, in addition to the school-based programs in the LAPN.

YPI has operated multiple workforce development programs that target low income and Latino clients. Funded by the City of Los Angeles Community Development Department (City of LA CDD), the YPI Reconnections Academy provided subsidized work experience and trained clients for employment in Medical Office Careers (February 2010- June 2011). 103 clients enrolled, 101 graduated and received a certificate, and 65 received job placements. Also funded by the CDD, the YPI Educational Bridge Training Bridge (January 2010- June 2011) trained and placed clients as Medical Assistants, Certified Nursing Assistants, or Pharmacy Technicians. 145 clients enrolled, 93 graduated and received a certificate, and 65 were placed with jobs.

The YPI Health Care Sector and High Growth and Emerging Industries program (U.S. Dept. of Labor) trains and places clients in careers with certification as Medical Assistants, Certified Nursing Assistants, or Pharmacy Technicians through 2013. 416 clients have received job training (out of a goal of 400) and 177 clients to date have been placed in unsubsidized employment, while 259 have received certification. YPI's Industries with a Statewide Need initiative (WIA funding through the State of California) trained and placed job candidates as Medical Assistants, Pharmacy Technicians, and Certified Nursing Assistants (March 2010- June 2011). It enrolled 73 clients, with 58 graduating and receiving a certificate, and 39 placed in jobs.

Funded through the City of Los Angeles, the Summer Youth Employment Program provided work experience to 143 low-income youth at 85 work sites in the summer of 2011 and to an additional 135 youth are currently receiving services in 2012 through blended funding provided by the City of Los Angeles to Youth WorkSource Centers in the City (all clients are

LAPN youth placed at LAPN worksites). Job training programs will be folded into LAPN services, with braided funding streams to enhance the number of clients served through funding that includes WIA Youth and the Workforce Innovation Funds received by the City of Los Angeles (2012-15) to support out of school youth in partnership with YPI and other agencies in the LAPN.

A significant component of implementation planning has been the establishment of a strong working relationship between YPI and its LAPN partners with federal, state, and local government leaders to advance the LAPN vision. The U.S. Congressional Representatives for the LAPN, Howard Berman (CA-28), Karen Bass (CA-33), and Xavier Becerra, have assisted the LAPN Team with planning meetings, integration of local resources to support planning and implementation, and support for inter-government cooperation to implement Promise Neighborhoods across the state and in Los Angeles. California State Senator Alex Padilla and California Assemblymember Felipe Fuentes have also championed the LAPN Team's vision to bring Promise Neighborhoods to sites across California. Their efforts have advanced the development and passage of the California Promise Neighborhoods Initiative legislation, which will integrate and braid diverse federal and state funding for 40 Promise Neighborhoods serving the state of California. The legislation has passed through both the state Senate and Assembly, and it is awaiting the Governor's signature. Please see letters in the *Other Appendix* beginning on p. 704. Similarly, federal and state leaders have worked with the LAPN Team to launch the Health in All Policies Task Force, a State of California group that brings together 19 State agencies, departments, and offices while enlisting staff at the California Department of Public Health (CDPH) to coordinate state health policies while working with the LA Neighborhood Revitalization Workgroup.

The California State Superintendent of Public Instruction Tom Torlakson and the California Department of Education (CDE) have worked with the LAPN Team to assess and build services, and have been instrumental in the development of the CA Promise Neighborhoods Initiative. CDE has committed to sharing academic data with the LAPN Team to enhance and assess youth services, while supporting braided resources in the LAPN to boost academic achievement for youth and families. This includes integration of the California Longitudinal Pupil Achievement Data System (CALPADS) with information on student demographics, course data, discipline, assessments, and staff assignments at all public schools in the LAPN. Information will be integrated with the ETO data management system implemented in the LAPN. Please see letter included in *Other Appendix*, p. 710.

The Los Angeles Unified School District led by Superintendent of Schools Dr. John E. Deasy has fully committed to partnering with the LAPN, and has pledged to share all required student and parent data required to assess need and services to the individual student and family level using the ETO system. Additionally, the LAUSD has expressed the steadfast cooperation of all its district schools targeted for services during implementation. This includes the cooperation of the LAUSD Local Districts as well as the support of school site administrators and teachers to work with LAPN to support school transformation services at each of the 13 target schools.

Led by Mayor Antonio R. Villaraigosa, the City of Los Angeles has been an active partner in working with the LAPN to identify and integrate funding for services leveraged. Please see attached Memorandum of Understanding (MOU) and Commitment Letter. The City of Los Angeles has taken significant actions in streamlining City funding to better support the LAPN, including the development of the Urban Policy Working Group, representing City departments that pool information on resources for the LAPN Team. The Los Angeles

Workforce Systems Collaborative leverages assets of systemic partners to create pathways to high growth industries, and sustainable careers to ensure the economic competitiveness of Los Angeles. The restructuring and re-bid of the City's Workforce Investment Act funding is aligning and braiding workforce funding in Pacoima and Hollywood, as demonstrated by YPI's operation of FamilySource Centers and Youth WorkSource Centers in the LAPN. Mayor Villaraigosa has created the Office of Strategic Partnerships (half funded by philanthropy) to ensure coordination between City departments, philanthropy, and nonprofits in creating a pipeline of services for LAPN youth. Additionally, the City of Los Angeles has provided match and leveraged resources for the LAPN, as detailed in the attached letter of commitment. This partnership is already providing tangible benefits as described in the LARCA case study below.

Case Study of Blended Funding: LA Reconnections Career Academy (LARCA)

The LA Reconnections Career Academy (LARCA) is a [redacted] career development collaborative funded through the Workforce Innovation Fund (WIF) of the U.S. Department of Labor (2012-15). The City of Los Angeles is leading this collaborative, supported by YPI, the County of Los Angeles, LAUSD, the Los Angeles Community College District, the Los Angeles Area Chamber of Commerce, the Los Angeles Workforce Collaborative, the Los Angeles Public Sector Workgroup and other community partners. LARCA blends competitive and formula funds with WIF funding to support out-of-school youth in re-entering school and gaining career skills. LARCA targets six high schools and their surrounding communities (including the LAPN). Each WIA-funded Youth WorkSource Center (DOL formula funding) located in these communities has LAUSD Pupil Services and Attendance Counselors co-located on-site (funded through a U.S. Department of Education Diploma Plus program awarded to partner LAUSD) to provide counseling and education programs. The City of LA FamilySource Center program is funded

through the U.S. Department of Housing and Urban Development for [redacted] per year to provide academic assistance and economic support. This creates alignment opportunities as the City of LA requires a minimum 20% co-enrollment of WIA Youth clients into the FamilySource Centers and both funding streams will be aligned with LARCA and the LAPN. Other City funding blended into LARCA and the LAPN includes the City HIRE LA'S Youth, which connects youth to local employment. LA Cash for College is sponsored by the LA Chamber and the CDD to expand college access for low income youth. Integrated funding includes braided funding from the Community Development Block Grant, Workforce Investment Act, County, State, and Federal grant funding.

LARCA goes beyond blended funding streams by creating common goals and objectives and in data collection that integrate the theories of change and action across programs with the goal of reducing overall costs and increasing program efficiency. The project merges data and outcome results from divergent funding streams and provides are turn on investment to the City in Average Daily Attendance (ADA) by enrolling out-of-school youth back into school, as well as increased efficiency of program services by the braiding of multiple funding streams.

The County of Los Angeles has provided leveraging funds and services tailored to LAPN clients through the Departments of Mental Health and Public Health that include preventive screening, diagnostic, treatment, rehabilitation, and follow-up services, as well as community clinics for LAPN residents. County personnel will work with LAPN staff to streamline County resources, as well as serve on the LAPN Advisory Board. The County will share data and services as detailed in the MOU and Commitment Letter.

The City and County of Los Angeles are also key partners in the Los Angeles Neighborhood Revitalization Workgroup, which includes the Office of the Mayor of the City of

Los Angeles, the Los Angeles County Chief Executive Office, the Los Angeles Unified School District, the Los Angeles County Office of Education, First 5 LA, and the Los Angeles County Sheriff's Department. The LA Neighborhood Revitalization Workgroup represents [redacted] in local public investments. Since its development in early 2010, it has worked to leverage funding and streamline data services across agencies to better serve LAPN youth and residents. YPI is a partner in this Workgroup, and supports initiatives in quarterly meetings to make the LAPN a model for this blended funding and data integration.

In addition to public support, the LAPN benefits from substantial private support from businesses in Los Angeles. The Los Angeles Area Chamber of Commerce has pledged [redacted] in matching support. Hollywood businesses and key stakeholders (the Los Angeles Promise Neighborhood Coalition) have committed to raise [redacted] in private support from businesses including Capitol Records, Grauman's Chinese Theatre, the Hollywood Chamber of Commerce, and many others. Fox and Paramount Pictures have also been dynamic partners.

Dixon Slingerland has served as Executive Director of YPI since 1996 and has overseen the tremendous and sustained growth of the organization, taking YPI from an annual budget of under [redacted] to the current annual operating budget of [redacted] Dixon also serves as Board President for YPI Charter Schools. The Program Director leading the Los Angeles Promise Neighborhood is Iris Zuniga. Ms. Zuniga is Chief Operating Officer for YPI and has also served as its Chief of Staff and Director of Youth Services, where she was responsible for the oversight and implementation of more than 56 after-school programs in Pacoima, Hollywood and throughout Los Angeles. Ms. Zuniga has broad experience in planning and implementing services required to assist school staff, students, parents, and community members in raising academic achievement. She holds a Masters in Public Administration from California State

University, Northridge, and has operated educational programs and worked with LAUSD schools since 2006. Prior experience includes jobs as a high school Academic Advisor and as a Counselor/Case Manager working with at-risk youth. As Program Director, Ms. Zuniga will oversee outreach, community assessment, implementation of program services, and data collection efforts. She will supervise all staff, and work with YPI and partner staff serving on the Advisory Board, and on school and community-based advisory teams. Ms. Zuniga will manage the day-to-day operations, and will report quarterly to the Advisory Board on LAPN outcomes.

The Program Director will be supported by extensive LAPN salaried staff members as well as tutors, promotoras, and partner staff providing direct services. Please see *Other Appendix*, p. 752 for Staffing Table and Descriptions. The LAPN Team will form the nucleus of the LAPN implementation and will include 2 Directors of Operations, 5 Program Managers, 14 School Site Coordinators, 1 Administrative Program Coordinator, 1 Program Assistant, 7 Family Advocates, 1 Community Outreach Coordinator, 2 Outreach Staff, 1 Data and Evaluation Manager, 2 Data Specialists, 1 ETO Database Administrator, 14 Academic Coaches, 4 Case Managers, 7 College Ambassadors, 3 Elementary Reading Coaches, 2 Tech Coordinators, 2 Youth Advocates, 1 Center Manager, 3 Center Coordinators, 1 Early Learning Network Coordinator, 4 Wellness Coordinators, 1 Families Save Coordinator, 1 Families Save Facilitator, 56 Academic Classroom and Summer Tutors, 6 Promotoras, and 4 Childcare Workers. Please see the LAPN Staff Organizational Chart and staff table with program staff descriptions and number of staff provided in *Other Appendix*, pp. 751-753.

The Program Director is supported by Karina Favela-Barreras, the YPI Director of School and Community Partnerships, who will work with partners to coordinate services as well as with parents, partners, and public officials on the Advisory Board, and with School and LAPN

Centers. LAPN data and evaluation services are led by Dr. Martha A. Rivas, the YPI Director of Research and Evaluation. Dr. Rivas is responsible for the gathering of data while working with the external local evaluator and the National Evaluator as well as completion and review of community assessment, GIS mapping, and full configuration, deployment and implementation of the ETO database. Dr. Rivas has over 10 years of experience as an academic researcher.

Please see the Start Up and Implementation Timeline included in the *Other Appendix*, p. 756 for details on launch and scale up of services in the LAPN. All 13 LAPN schools and the six PN Centers will open during the first three months after LAPN launches in January 2013. Throughout the planning year, YPI and its partners have worked together with each of the LAPN target school principals, school staff, and teachers to develop an implementation plan for each school with of all program services that go into effect in January 2013.

Prior to LAPN implementation, YPI and all LAPN partners currently provide services at 12 LAPN schools and serve nearly 10,000 unduplicated youth per year with the continuum of solutions proposed. This current services model **already** serves 75% of schools and 65% of students to be served by the end of Year 5 of implementation. The scale up to the defined numbers described in Section 2 that target 100% of LAPN youth served in target schools and Promise Neighborhood Centers in Year 1 and rising to 65% of all Neighborhood youth (including those attending non-LAPN schools) in Year 5 is a realistic goal given the existing resources from YPI and partners, the extensive planning and preparation, and the experience YPI and partners have with place-based solutions in Los Angeles.

Please see *Appendix F*, pp. p. 258- 444 for further information regarding planning and coordination of implementation at schools. Please see Organizational Charts included in the *Other Appendix,* p. 750-751 that detail role of the LAPN Team in the YPI organizational

structure, the Staff Organizational Chart described above, and a Service Process flow for all LAPN services.

The LAPN will build the capacity of the management team in working with neighborhoods and residents by working with capacity building agencies that have been effective and instrumental in shaping and carrying out YPI's past programs. The Center for Nonprofit Management in Los Angeles offers specific classes in communication and outreach for management staff that have proven highly effective in programs such as YPI's Communities Empowering Youth (2006-09) which worked with five nonprofit agencies through a U.S. Department of Health and Human Services grant to increase capacity and community outreach. The LAPN Project Director will attend communication and outreach classes provided by the Center. Management staff will complete online resources provided by the Center through CNM Online University, while also contracting with them to develop customized learning plans for LAPN staff, Advisory Board, and partners. The Director will also boost capacity through regular attendance at community meetings in the LAPN that bring together residents and a large cross section of community agencies. The Pacoima and East Hollywood Neighborhood Councils, the Neighborhood Action Committee, and the Pacoima Community Initiative provide ongoing, regular meetings of key players in the LAPN that the Project Director will continue to regularly attend throughout LAPN implementation. As well, partners such as the Thai Community Development Center have agreed to provide quarterly updates on critical community issues in the LAPN for project staff to have an updated understanding of issues and changes.

The Project Director will have regular quarterly meetings with the YPI Executive Director, the YPI Chief Operating Officer, and Advisory Board members (including residents and partners) in Management Team Briefings to provide information on capacity building and to

ensure that appropriate neighborhood and resident information are made available.

Experience, lessons learned, and capacity in collecting, analyzing, and using data

YPI will employ its new comprehensive longitudinal data system to evaluate progress toward LAPN performance measures and overall goals. Social Solutions and YPI have completed the customization of the architecture for YPI's version of Social Solutions' Efforts to Outcomes (ETO) software. YPI is adopting ETO as its organization-wide data system, and the system went live in July 2012 to support LAPN efforts. Data from YPI's existing programs and from partner programs will be integrated into and merged with this software to support LAPN services. The YPI Research and Evaluation Department has completely synthesized information from YPI and partners on design, clientele, service components, and outcome measures in order to customize the architecture of ETO for each LAPN service and program provided. The LAPN Team will create a single data system for all LAPN programs and services that will track indicator data for LAPN's objectives.

Lessons learned during the planning year and through YPI's experience over the past decade regarding data collection, analysis and use include the following. YPI and the LAPN has created a strong partnership with Social Solutions during planning that has led Social Solutions to select LAPN as a model case study for innovative configuration and integration of the ETO software. Lessons learned during the partnership include the need for a process that educates partners and community residents about research design, data collection protocols and use as early as possible to create effective partnerships. This includes a discussion regarding the community needs assessment, segmentation analysis, and how these impact information gathered, services provided, and measurement of success. This explanation should include a discussion of data protocols and collection methods, and their importance for measuring need

and success measures. The development of flyers and communication materials explaining this and the important role of each partner in data collection and utilization of data are critical. Related to this, the data team needs to be hired as early as possible in the process to facilitate the critical and ongoing process of data collection and communication strategies that are essential for partner and community buy-in for these processes.

The LAPN Data Team experienced success after it was built from within and led by Dr. Martha A. Rivas, YPI's Director of Research & Evaluation. This turned out to be the strongest method of collecting and analyzing extensive community data through community and student surveys, focus groups and secondary sources of data, but the LAPN planning team lost time at the beginning of the planning year. Obtaining secondary data from outside data research entities regarding communities took longer than expected.

A final lesson learned by YPI was the need for an earlier start for the selection of a longitudinal data system, which turned out to be a complicated question with serious implications for LAPN success. The selection of the Efforts-To-Outcomes software turned out to be a strong fit for the data management requirements of YPI and the LAPN, but the decision was not easy and involved communication and meetings with several companies and a process fraught with technological challenges and confusion about differing capacities of solutions.

For the first phase of implementation (Year 1), the LAPN data system will leverage these experiences and lessons learned to create data portals for all LAPN partners providing services. The portals provide partners with an online data system and facilitate sharing of data critical to assessment of services. Rather than gathering data from clients and entering it into a centralized YPI database, each partner will receive training and upload client numbers and assessment every month in their own portal. All community data gathered in LAPN will be shared and readily

available for review, reporting and evaluation of all client outcomes. This data is then available to YPI and its partners quarterly, and assessment data can be reviewed by the Advisory Board.

The LAPN Data Team will use the longitudinal data system to track data on individuals, family units, schools and community-based organizations. Each youth and adult client that LAPN serves will have his or her own unique record and will be linked to family members so progress can be measured at both the individual and family level. LAPN staff will be able to see programs that each individual is enrolled in and refer the individual to other LAPN programs as well as external services. This is critical to ensure a streamlined continuum of solutions with no time or services gaps for youth. Each youth and parent enrolled for services will have one comprehensive, longitudinal record of services and accomplishments in the client file.

At the executive management level, ETO will allow the LAPN Advisory Board, Site Level Teams and staff to evaluate the effectiveness of programs, measure progress, and inform strategic decisions regarding programming through quarterly progress reports that will capture program activity and will be reviewed by the above groups to assess progress and recommend course corrections. At the program management level, ETO will provide the LAPN Team with access to real-time data to inform day-to-day decision-making. At the end-user level, ETO offers streamlined data entry capabilities for programming and customization of reports, to address critical programmatic areas of improvement.

The LAPN Team will also use ETO as a tool to evaluate the effectiveness of staff in providing services. This will include monthly outcomes for each core service and each deliverable achieved. Staff and partners will use segmentation and cross-tabulation analysis features in the ETO database to isolate subgroups and identify clients requiring additional services. Segmentation can be used by managers and directors to allocate resources by modifying

the list of “high need” PN residents receiving services based on subgroup analysis and individual assessment. The system is fully customizable regarding the privileges of different levels of users and includes safeguards for data security and privacy.

LAPN staff will work with partners such as LAUSD and the California Department of Education to import relevant student and family records from their data management systems to provide rapid time access to client data. The LAPN Team has worked with LAUSD to integrate use of the District Integrated Student Information System (ISIS) into the longitudinal data system for target LAPN schools as well as with the California Department of Education to integrate information gathered through the state California Longitudinal Pupil Achievement Data System (CALPADS). Information from the District ISIS system tracks student records and identifies services, including assessment, graduation/completion rates, suspensions, placement, transition, complaint response time, service delivery, parent participation, translations, teacher quality, and behavioral interventions. Reports provided include a monthly suspension/expulsion report throughout the school year, a monthly Special Education Student Assignment Coordination (SESAC) Report and Welligent Student Listing Verification, the California Basic Educational Data System, due at the end of October and December, and an All Students Enrolled Report due at the end of December.

LAPN will track information presented in the LAUSD School Report Cards, including API score and AYP. The LAPN Team is working with LAUSD to leverage this existing system to expand to include student outcomes and academic progress (college/career preparation, high school readiness of 9th graders in ELA, math, EL reclassification rate, and proficiency of students on state tests and the numbers improving and declining). The Report Card will desegregate ELA and math achievement by advanced/proficient categories for all ethnic groups at the school, and

by Special Education, Gifted and Talented, and Economically Disadvantaged status. School Report Cards will be expanded at LAUSD target schools and implemented at charter schools.

At the YPI Hollywood FamilySource Center, program staff review data and reports generated by the City Community Development Department's Integrated Services Information System (ISIS)on monthly program outcomes. The City of LA's Community Development Department (CDD) has committed to sharing ISIS data with LAPN. They will export CSV flat file data to LAPN's ETO Administrator, Valentin Mendoza, and he will manually migrate data into ETO. The exporting and sharing of ISIS data is critical to holistically aggregate data to the individual and family units served by the Hollywood FamilySource Center. The Center also utilizes the One-e-App multi-benefit screening system, which requires that families bring in documents to determine their eligibility for public benefits like food stamps, utilities discounts, and Women, Infants, and Children (WIC) resources. Data integration in LAPN will also occur through programs, such as the LA Reconnections Career Academy (LARCA). LARCA, as part of the City of Los Angeles workforce investment system, will utilize the California Workforce Services Network and the Virtual OneStop of the State of California for data collection. This system will be the basis of all WIA data reporting provided in LAPN. Career Coaches and Counselors will use this system to enter and track programs, financial aid, budgeting, employment plans, training attendance, and case management provided. The system will track core, intensive and/or training services provided through multiple federal, state, and local programs. Individual level information regarding LAPN participants will be imported into the ETO data management system by LAPN Data Coordinators.

LAPN partners have also worked to integrate existing data systems to create the required 'rapid-time' and seamless flow of client and program information that will be integrated into

LAPN data management. YPI and partners have strong experience with this in existing programs. The charter and PSC schools operated by YPI utilize quarterly and unit assessments like Gates-MacGinitie and 4Sight to monitor student progress and determine the need for additional interventions. Directors of Instruction meet with teachers to analyze student performance, provide coaching, support and feedback daily, weekly, and monthly. They utilize iObservation to collect information, set goals and create plans which lead to teacher evaluations. LAPN Partner, Hollygrove, has invested resources for continuous improvement based on the evaluation of data to optimize programs and to inform the management of performance outcomes. The agency's electronic health record system (TIER) produces reports customized to contract needs, as well as standard program reports. Children and youth enrolled in clinical programs are screened and assessed using the Child and Adolescent Needs and Strengths (CANS) assessment tool. A Life Domain assessment is utilized to determine functioning in school behavior, achievement, attendance, and social functioning for youth served in camps and after school programs.

LAPN staff and partners will document the data implementation process through a timeline with specific benchmarks and dates for completion of critical milestones for the longitudinal data system during implementation. This can be seen in the Implementation Timeline included in *Other Appendix*, p. 756. Documentation will occur in semi-annual reports that track progress toward benchmarks, and in a yearly formative assessment of data management in LAPN that will describe lessons learned over the past year, best practices, and recommendations provided by the Intervention Teams and the LAPN Advisory Board to support ongoing improvements in data management.

The LAPN Team will build the capacity of the management team through regular,

scheduled monthly trainings and information sessions provided by Social Solutions (the creator of the ETO data system). These will provide detailed information on the use of data to build effective programs, and will target upcoming features and capacities to benefit data-driven solutions in the LAPN. The Project Director will summarize this information at each quarterly Advisory Board meeting. YPI's internal ETO Administrator will provide quarterly updates of data-driven solutions in the LAPN to the Director and the YPI Management team, which will also be presented to the Advisory Board. Quarterly Management Team meetings will use a protocol created by the ETO Administrator working with the Program Director for reviewing and assessing data that will be used to promote understanding and best practices. The LAPN Team will also provide annual training for Advisory Board members (as part of management) in the analysis and use of data that will incorporate partner feedback.

Experience, lessons learned and capacity creating formal and informal partnerships

Please see the Memorandum of Understanding included. Individually, each LAPN partner provides services that contribute to the continuum of solutions as established by the LAPN and that corresponds with their vision, and theories of change and action as expressed in the MOU. Throughout the planning year, YPI has worked with each partner to integrate their agency theory of change and action with that of the LAPN. Partners have been selected for inclusion in the LAPN based in part on this integration and the ways in which their theories provide services not already available in the partnership. The vision and theories of change and action for each partner and the LAPN as a whole are part of the MOU and agreed to by each partner. This has been developed through monthly Work Group meetings that align these theories with the overall planning for implementation services, including the development of LAPN theories of change and action that integrate these partner theories. A critical part of this

process had been the integration of funding, data, and outcomes to better unify services and support residents. There is a complete understanding amongst all LAPN partners of the steps necessary to carry out a strategic and effective action plan as documented in the MOU. Each LAPN partner has provided specific financial support to the LAPN efforts, and each is also providing programmatic support as documented in this narrative, the MOU, and attached Commitment Letter from each partner.

YPI and the LAPN have leveraged numerous lessons learned during the planning year that build upon the experiences that YPI has in leading collaboratives and working with partners. A key lesson is the need for a clear governance structure that provides understandable and acceptable roles for partners to exercise leadership and provide support. Partners require not only a defined role with responsibilities in the partnership, but also incentives to complete required tasks effectively, as well as support to do so. Partners (particularly nonprofits) are typically stretched tight with personnel and mandated duties. The LAPN planning team realized that paying a stipend to partner staff would have increased accountability, while also enabling partner staff to engage more fully without burdening partner agencies with unpaid responsibilities. For example, LAPN partner Thai CDC was paid to provide translation services for the Thai community during planning; without a stipend, agency staff did not have the capacity to assist. In implementation, YPI will follow all applicable EDGAR procurement procedures to allocate funding to partners, and those contracts will include funding for partners' time spent in LAPN meetings, trainings, and to complete deliverables in a timely fashion.

As a related measure to increase productivity and accountability of partners, YPI and the LAPN initiated a detailed orientation for new partners brought in during planning that allowed partner staff to better understand planning requirements and goals. The LAPN planning team

further learned that follow-up one-on-one meetings after the orientations would have helped partners better understand their role in the proposed continuum of solutions, thus increasing their capacity to participate in a more meaningful way. Capacity building during orientation and ongoing meetings included better communication strategies for residents and partners on the use of data in a program such as LAPN, and how to effectively deploy the ETO data system.

A final lesson learned that has positively impacted implementation is the targeted partner outreach the LAPN began doing to ensure that all required PN segments and services linked to the segmentation analysis were represented by qualified partners. The selection of appropriate partners with strong match support through in-kind services and funding for programs is critical to long term viability and sustainability.

LAPN has established a systematic process for integrating existing services in the Neighborhood provided by public and private partners during the planning year. As discussed, all LAPN partners currently serve 75% of the schools in the LAPN through existing services and programs and will scale up efforts over the five years.

YPI will work with the City and County of Los Angeles, LAUSD, and other public partners on the Leverage Committee to assess existing resources to be integrated into LAPN services. In some cases, such as the Pacoima GRYD and FamilySource Centers operated by YPI and El Nido with City of Los Angeles funding, this is a straightforward process as all clients and services are in the LAPN area. For workforce development programs that serve out-of-school youth, such as LARCA, the program provides [redacted] in funding to provide services integrated into LAPN objectives and benchmarks. For other public funding this will reflect the larger transformation developed by public agencies. For example, the restructuring and re-bid of the City's WIA funding will align, braid, and target workforce funding to the LAPN and will be

integrated into the continuum of solutions. The City is transforming the OneSource Centers serving youth with workforce funds into Dropout Recovery Centers targeting at-risk youth (through programs integrated in the LAPN such as Youth WorkSource Centers and LARCA).

The Leverage Committee will work with the City of Los Angeles Workforce Investment Board to establish plans for services and funding, and will work with the Mayor's Office and the appropriate City Council members. Once the service plan is finalized, the Los Angeles City Council will approve the reallocation of funds for the LAPN.

For integration of funding from private partners, the Leverage Committee will continue a process already begun during planning. Partners will work with the committee and LAPN staff to review funding requirements and to build infrastructure (such as assessment linked to the database) needed to integrate these services in a manner congruent with partner funding requirements, the LAPN continuum of solutions and the targeted need in the LAPN.

As the Lead Agency and fiscal agent, the Youth Policy Institute is serving as the steward for grant funds and will provide all administrative oversight and coordination with the U. S. Department of Education. YPI is responsible for working with school and community partners to guide development of the collaborative; monitoring and supporting activities to ensure they converge with school and classroom goals and agendas; helping to develop and provide technical assistance to schools and partners providing services; ensuring a close partnership between schools and partners; and managing fiscal matters; and data management and assessment results as required by the U.S. Department of Education and the National Evaluator.

Partners are an integral part of LAPN and will have a decisive role in oversight and management. As described in the MOU, the LAPN management system is based on a democratic understanding of leadership and a collaborative approach to implementation. The LAPN

initiative is a Neighborhood project that depends on the coordinated interaction of multiple organizations that pool existing and new financial, expert and human resources. This coordination goes beyond integrating existing services and managing new programs to include a comprehensive agreement on a unified theory of change and action plan that has been collaboratively developed over the planning year and described in the MOU. The significance of the planning year is demonstrated in the LAPN Team's ability to develop a sound, culturally-relevant plan and management structure, while creating a comprehensive strategic plan for the coordination of LAPN services. The LAPN Team has successfully developed a streamlined and uniform Assessment Tool that is ready for immediate implementation at all schools and Centers.

Because the LAPN Team has assembled a collaborative structure of braided services and expertise to serve the target LAPN zone, the management structure offers significant authority and freedom for action by partners. LAPN partners serve on the Advisory Board and play significant roles in defining LAPN services. Partners have reviewed and contributed multiple suggestions for revisions on this proposal, and all have approved the LAPN Team's methodology and services as described in the proposal and the MOU.

The MOU and implementation strategies are supported by the experience of YPI leading similar collaborative efforts. In particular, through its Hollywood FamilySource Center, YPI is working with five collaborative partners (2010-present). YPI's Family Development Network in Pacoima partnered with six neighborhood assets from 2008 to 2010. Two Full-Service Community School programs (2008-13 and 2010-15) work with 14 partners to provide blended services in a school-based model. In a Communities Empowering Youth grant from the U.S. Department of Health and Human Services (2006-09), YPI boosted the capacity of five youth serving nonprofits in Los Angeles to enhance Board Development, Program Implementation,

Funding Development, and Community Outreach. YPI has also worked in Hollywood to build a health careers sector intermediary. Working with the Los Angeles City College, and major employers like Children's Hospital, YPI has developed strategic public and private revenue streams and partnerships to create and implement pathways to health sector career employment.

A critical component to management of LAPN's collaborative services has been the development of a clearly understood and agreed-upon process for holding the Lead Agency and partners accountable for required activities and services provided. YPI has established the following procedures to develop guidelines for implementation and partnerships with public and community agencies. On a quarterly basis, the Program Director will work with the staff to provide oversight by reviewing the program files of partners to ensure that proper procedures are in place through written monitoring reports. Budget management training will be provided by YPI, as needed, upon grant award to assist partners in completing monthly invoices and ensure that financial records match budget categories. YPI will provide orientation and training in reporting, filling out intake forms, and using the LAPN longitudinal data system. Operational staff led by the Project Director and partners will review in monthly meetings.

YPI and LAPN partners will have written agreements and procedures that establish responsibilities as well as clear partner rights. These will include formal resolution procedures for differences of opinion. Disciplinary procedures for partners will be handled by YPI's Executive Team led by the Executive Director. Steps to be taken and any necessary corrections will be reviewed and developed into a Corrective Action Plan with a timeline for partner actions and steps that YPI will take if partners do not meet LAPN requirements.

The governance structure of LAPN will rely on established programmatic and administrative structures already in place in LAPN. The **Advisory Board** has been established

during planning and will ramp up during implementation. As documented in the MOU, the LAPN Advisory Board is representative of the geographic communities served by LAPN, and a minimum of one-third of Advisory Board members are Neighborhood residents, residents of the City of Los Angeles who are low-income, or Public Officials. Please see the complete list of Advisory Board members included in the *Other Appendix*, p. 754. The Program Director will work with the LAPN Data Team to develop quarterly assessment reports of programs and school/community sites. Based on information received from the ETO system, these will assess all LAPN activities and will be tracked over time. Advisory Board meetings will present a forum for stakeholders to understand progress in meeting objectives. They will approve quarterly reports or, if issues or challenges are identified in the reports, the Board will form short-term **Intervention Teams** to provide specific suggestions for improvement of progress in meeting benchmarks for a particular solution. Intervention Teams will include partner and community representatives with expertise in the trouble area. For example, if the early childhood education services do not result in children entering kindergarten demonstrating age-appropriate functioning, partners like First 5 LA, LA Universal Preschool, and the Child Care Resource Center will form an Early Childhood Readiness Intervention Team and use the ETO data to recommend course corrections in programming. Intervention Teams will work with the Project Director to support the implementation of the corrections, and Teams will report to the Advisory Board at its quarterly meetings. A great strength of the Intervention Teams is their flexibility: they emerge to address implementation challenges identified by ETO, and will cease once their recommendations have been successfully implemented.

A **Leverage Committee** will be comprised of selected members of the Advisory Board and will work with funders and partners to maximize leveraging of funding. The Committee will

report quarterly to the Advisory Board. Each target school receiving services will have a **Local School Team** comprised of LAPN staff (including credentialed teachers with strong turnaround qualifications), students, parents and residents. The Team will provide an Overview Report each quarter that will be part of the overall LAPN Progress Report each quarter that details how that school is meeting its objectives in client services and mastery of learning goals by students and parents. Additionally, a similar **Promise Neighborhood Team** will be developed at each of six Promise Neighborhood Centers with a similar report completed quarterly. School and Community Reports will be compiled each quarter by LAPN staff for presentation to the Advisory Board. Each Site Team will include parents and residents.

Implementation Teams are made up of YPI and partner staff providing core services in the continuum of solutions. They meet every month to review services and data, and report to the Director. Implementation Team members are responsible for data collection for their partner agency and for ensuring that all services are captured and analyzed for inclusion in the quarterly report that will be reviewed by the relevant Workgroup and approved by the Advisory Board.

The LAPN **Management Team** will have ultimate oversight and responsibility for implementation. The Management Team will include the YPI Executive Team and partner representatives chosen by the Advisory Board who will rotate annually to allow all partners to participate on the Management Team. The Management Team will attend all quarterly Advisory Board meetings to receive progress reports and recommendations for continual improvement.

Residents will assume decisive leadership roles on all Boards and Teams. They will provide oversight and feedback, and will be given responsibilities for financial and programmatic elements. Residents will receive professional development and LAPN Team support in completing tasks. Each resident involved in LAPN governance roles will be supported

and shadowed by a LAPN staff member who will answer questions, assist with reviewing reports and data analysis and support residents with program improvement suggestions. This process will be guided by the example and active input of the Neighborhood Councils. These Councils in Pacoima and Hollywood include civic-minded elected resident representatives who are well-versed in LAPN issues. Council members will also be involved in LAPN Governance, and will provide mentoring and professional development assistance to build the capacity and confidence of residents to participate in LAPN governance.

Partners will be informed of meetings and provided with updated contact information through a shared Google calendar and the use of project management software maintained and updated by LAPN staff. LAPN will make quarterly reports reviewed by the Advisory Board available online at the LAPN website. A monthly newsletter will provide highlights of LAPN. Email, Facebook, and Twitter updates will provide daily information on activities, and will be the responsibility of the YPI Marketing Director and the LAPN website.

The LAPN Team will build management capacity through the use of the Center for Nonprofit Management classes for senior staff that will enhance understanding of the use of both formal and informal partnerships in a collaborative structure such as LAPN. YPI Executive Director Dixon Slingerland will provide quarterly workshops for LAPN leaders, including Advisory Board members, on building effective partnerships across programs, based on his more than 15 years experiences in implementing these solutions. The YPI Management Team led by the Program Director will attend meetings and engage with the community organizations, such as Neighborhood Councils to define best practices and build future resources for the LAPN. The Director will report to the Executive Team at quarterly Management Team Briefings.

Experience, lessons learned and capacity with integrating multiple funding streams

YPI and the LAPN have worked over the past year to build and expand support for the 'braiding' of diverse funding. Please see the LA Reconnections Academy (LARCA) case study on p. 70 for an example of formula and competitive funding with common program goals and objectives. This has been done in YPI's own programs as the agency has developed and honed a place-based strategy that has evolved into the LAPN. The City of Los Angeles has anticipated the model of Promise Neighborhoods through the use of its LA Reconnections Career Academy (LARCA), as well as through Community Development Block Grants and Community Services Block Grant funds; traditionally these block grants have been spread thinly around the city. The City of Los Angeles consolidated CDBG and CSBG funding in FamilySource Centers operated in the LAPN by YPI, partner El Nido, and the City of Los Angeles. These Centers provide a strong foundation for LAPN services with [redacted] in funding each year.

The Urban Policy Working Group includes City of Los Angeles departments that pool information on resources and funds to target city neighborhoods. The Los Angeles County Neighborhood Revitalization Workgroup seeks out public sector integration of human services with philanthropic funding. The Los Angeles Workforce Systems Collaborative creates pathways to high-demand, high-growth industries, and sustainable careers in Los Angeles. The California Promise Neighborhoods Initiative is establishing 40 Promise Neighborhoods throughout the state that will manage and streamline state human services funding. The Health in All Policies Task Force brings together 19 State agencies, departments, and offices while enlisting California Department of Public Health (CDPH) staff to coordinate state health policies. First 5 LA has established 14 'Best Start' communities, including in Pacoima. YPI is coordinating efforts in the LAPN to align and support early childhood services. YPI management will coordinate with stakeholder groups that First 5 LA has established in Pacoima.

A good example of funding integrated into the LAPN will include the use of Title 1 funds to support academic tutoring services. All LAPN target schools are Program Improvement and eligible for Supplemental Educational Services (SES) tutoring. YPI is an authorized SES provider in the State of California and has additionally been selected by LAUSD to provide tutoring for families attending PI schools. YPI will provide English Language Arts and mathematics tutoring, and will also coordinate available services, so that parents can review and select between all SES providers in the area authorized by the CA Department of Education. This academic tutoring is provided at no cost to the Promise Neighborhood through Title I.

YPI also works with schools in the target neighborhoods to leverage and integrate existing programs into the place-based model that LAPN provides. Please see *Appendix F*, p. 258- 444 for a list of services at LAPN schools that will be integrated into program services.

YPI integrates funding streams through its delivery of programs. YPI's current FIPSE College Preparation program funded by the U.S. Department of Education will support 40 hours of professional development each year for YPI program staff located at three LAPN schools. During the planning year, YPI received a five-year, [redacted] grant from the U.S. Department of Education to support the San Fernando Valley Full-Service Community School program, which targets five schools in the LAPN. A [redacted] award from the U.S. Department of Education in 2010 provides physical education and nutrition programs at two LAPN target schools. In 2010, YPI received [redacted] from the U.S. Department of Commerce to open and operate 80 Public Computer Centers. 20 Centers will be located in the LAPN. The U.S. Department of Labor in 2010 awarded [redacted] over three years and [redacted] over three years in 2012 (through a subgrant from partner MCS) to YPI to work with medical employers to recruit, train, and place 700 low-income LAPN residents in unsubsidized Health Careers. YPI is

also annually supported by the Los Angeles Community Development Department with [redacted] in funding to operate the Hollywood FamilySource Center that serves more than 2,600 Neighborhood residents each year, two Youth WorkSource Centers in Pacoima and Hollywood that total [redacted] per year, a subcontract for LARCA education and career preparation services for out of school youth at San Fernando High School for [redacted] over three years, as well as Workforce Investment Act funding for Summer Youth Employment that is training and placing 135 LAPN youth ages 14-24 in jobs in summer 2012.

In addition to public funding, YPI and partners have worked to bring in private support for LAPN services, including the LA Fund for Public Education, Annenberg Foundation, California Community Foundation, The California Endowment, California Wellness Foundation, Dwight Stuart Youth Fund, Citibank, a coalition of Hollywood businesses, JPMorgan Chase, LA Area and Pacoima Chambers of Commerce, United Way of Greater Los Angeles, Weingart Foundation, IBM, Apple, and LISC. For the planning year, YPI raised [redacted] in private funding. As documented in this proposal, YPI and partners have received [redacted] in financial and in-kind matching commitments for implementation services. This includes [redacted] in private support from the philanthropic and corporate communities.

The LAPN Team will build capacity to integrate funding streams by leveraging all capacity building described throughout this section, including partner and community outreach, building capacity with data, and establishing effective partnerships. All of these are critical to the integration of funding streams. Similarly, YPI will leverage existing relationships with groups and partnerships doing exactly this in Los Angeles that are partners in the LAPN, such as the LA County Neighborhood Revitalization Workgroup and the Urban Policy Working Group. The LAPN Director will attend quarterly meetings to build a greater understanding of requirements to

blend funding in common goals and objectives that yield greater program efficiencies and cost savings. A strong example of this is the partnership with the City of Los Angeles with LARCA and the Youth Worksource Centers to serve out-of-school youth. Program Directors for these will attend the Management Team Briefings each quarter to provide best practices that will be implemented in the LAPN. The Management Team will also utilize data driven solutions as established with the ETO system to define opportunities for improved LAPN integration, and use the Advisory Board meetings as a forum for establishing common goals and objectives critical to effective development of integrated funding streams.

Section 5: Commitment to Work with a National Evaluator

The LAPN project will hire a local, independent evaluator to support the analysis of assessment data and work with the LAPN Data Team to develop assessment procedures in support of evaluation provided by the National Evaluator. The LAPN Team wishes to use the local evaluator to receive rapid time analysis of program data while installing course corrections on a schedule faster than may be possible when receiving analysis from the National Evaluator. The local evaluator will also offer an additional measure of accountability in assessing the continuum of solutions and student, family, and community outcomes.

The local, independent evaluator will be [redacted] an Associate Professor [redacted] at California State University, Northridge. For the past [redacted] years, he has been a Co-Investigator for the [redacted] Research Project, and holds a Ph.D. in Education from UCLA. He has over ten years of experience with research and evaluation of educational programs, particularly those targeting low-income, first-generation college Students of Color. Please see resume included in the *Appendix*, p. 23. Dr. Martha Rivas,

YPI's Director of Research and Evaluation, will collaborate with [redacted] with gathering information needed for assessment of services.

YPI and its LAPN partners are fully committed to working with the U.S. Department of Education and the selected national evaluator to ensure that data collection and program design are consistent with a rigorous national evaluation as well as with LAPN solutions and strategies. The Director will work with the Advisory Board as well as with the national evaluator to ensure that project design and data collection plans are congruent with the national evaluation and that they meet standard methodologies, including identifying a credible comparison group and/or random assignment group for a control to act as a comparison group of non-participants to assess effectiveness. The LAPN will develop this in consultation with the national evaluator to identify and collect reliable and valid baseline data. It will include full access for the national evaluator to all data gathered weekly, monthly, quarterly, and yearly by the ETO database. It will include all assessment data gathered by staff, and all school academic data, referrals, and community surveys addressing need and changes to academic, family and community indicators.

Competitive Priority 4- Comprehensive Local Early Learning Network

The priority and goal of this Network is to align and coordinate between early learning entities at the local and state level to support increased outcomes for children across the domains of early learning so that they are ready for school in the LAPN. Alignment and synergy with local efforts as well as state systems building efforts around early learning will occur for: Quality Rating and Improvement Systems (QRIS), Standards/Curriculum, Assessments, Professional Development, Health Promotion, and Data Systems.

LAPN will partner with important local entities providing the services surrounding early learning, including First 5 Los Angeles, Los Angeles Universal Preschool (LAUP), the Los

Angeles County Child Care Office, the Los Angeles Child Care Resource Center (CCRC), the Early Education Division of Los Angeles Unified School District (LAUSD), and the Los Angeles County Office of Education's (LACOE) Head Start division. Partners will work in the Early Childhood Education Workgroup to implement a system of quality rating, assessments and supports to providers to help meet school readiness outcomes for children.

LAPN will also incorporate connections and planning for the above-mentioned domains, and will establish the following benchmarks to provide early learning programs in the LAPN. Quality Rating and Improvement System: The committee will agree upon a quality rating for the programs within LAPN based on the Los Angeles County STEP program and the LAUP Star Quality Rating system. That design will be aligned with the state Early Learning Quality Rating Improvement System Advisory Committee's (ELQISAC) final recommendations to the legislature on the structure of a state QRIS. Each level will have funding attached to it to incentivize providers to reach the next level of quality. The rating scale will be aligned to standards and curriculum designed for the local LAUSD Transitional Kindergarten program. Standards and Curriculum: The state early learning foundations and local Transitional Kindergarten curriculum standards will be benchmarks for proficiency in children under the age of 5. These standards will be aligned to the above QRIS design at each level. Assessments and Data System: In order to evaluate programs as to their quality level and improvement in raising student proficiency in all of the early learning foundations, the program will use the Desired Results Developmental Profile (DRDP), the Classroom Assessment Scoring System (CLASS), the Early Childhood Environmental Rating Scale (ECERS) and the complimentary version for Infant/Toddler Classroom, the Infant Toddler Environmental Rating Scale (ITERS) for Center based programs as well as the parallel version for family childcare, the Family Child Care

Environmental Rating Scale (FCCER). All of these assessments will provide both rapid time feedback for improvement in the classroom for teachers/providers and parents, as well as track the overall improvements in child proficiency for the early learning foundations. These assessment tools will be integrated into the ETO longitudinal data system implemented in the LAPN to capture all services and programs. Professional Development: The tiered QRIS will incentivize teachers to increase education and training along the California Permit Matrix and competency levels, which are aligned with state early learning standards. For Family, Friend and Neighbor/license-exempt providers, the program will contract with First 5 LA and CCRC to provide training in early language and literacy. Family Engagement: The program will use the Los Angeles *Abriendo Puertas*/Opening Doors model of family engagement and connecting with the family engagement models used in the LAUSD Transitional Kindergarten classrooms. Health Promotion: The State of California in the next year will administer the funding received for home visiting under the American Recovery and Reinvestment Act (ARRA). The committee will leverage local investments from this program for additional home visiting programs to particularly at-risk families. The LAPN Team will partner with local health care plans such as Kaiser Permanente and Aetna and with clinics to provide universal developmental screenings using an evidence-based standardized screening tool at all well-baby checks.

In addition to including early learning opportunities in multiple locations described above, YPI and its LAPN partners will explore opportunities through multiple platforms that include public television and web-based applications and forums. The individual responsible for overseeing and coordinating the LAPN early childhood initiatives will be Colleen Reilly.

[redacted] provides high-level oversight of [redacted] Quality Assessment and Improvement System, including the full implementation of [redacted] into this rating system. She

has over 15 years' experience conducting reviews utilizing the [redacted] and training others to conduct these reviews. Since 2007, [redacted] has received annual training to anchor-level reliability on [redacted] instruments by the tool's authors and she is trained to anchor-level on [redacted]

[redacted] has 22 years of experience in the field of early childhood education. Please see the resume included in *Appendix*, p. 11 for credentials, including appropriate State certification, as well as experience in managing and administering high quality early learning programs.

Competitive Priority 6- Arts and Humanities

LAPN will provide access to the arts and humanities in programs and services provided in the continuum of solutions. YPI is working with partners to offer LAPN youth access to arts and humanities through afterschool programs, Summer Academies, and enrichment programs. Services will include graphic design, art classes, disc jockey training, digital music, and photography. Service learning projects at LAPN schools will help students develop volunteer assignments to improve the community and to support college application. Running Clubs and other fitness/nutrition activities will build healthy lifestyles. Heroes of Life will provide multimedia production classes. The Harmony Project will expand its music-based mentoring program in Hollywood and Pacoima, including performance ensembles and youth orchestras. The Hollywood Police Activities League (PAL) will provide their Martial Arts Academy, a soccer program, and Hollywood Fit Club. The HeArt Project will provide arts education, and The Unusual Suspects Theatre Company will provide a Theatre Residency Program for youth.

The Actors' Gang will provide creative writing and playwriting, Shakespeare study, theatre for social awareness, image and makeup, mask making, improvisation, and design. Create Now will provide the Show Off performing arts program. YPI will lead cultural field trips to the Queen Mary, the LA County Museum of Art, and other institutions.

Implementation Grant Priority 8 (Invitational)

The LAPN Team will work with the LAUSD Division for Adult and Career Education to enroll eligible residents and family members in adult schools to take classes in preparation for the General Education Development (GED) test, as well as classes for English literacy, family literacy, and work-based literacy training, as determined by assessments. YPI has its own direct-funded grant from the California Department of Education for adult ESL and GED classes. Additionally, many of the job training programs provided by YPI and partners at the FamilySource Centers, in Youth WorkSource Centers, and in job training programs offer remedial training to help clients reach the basic literacy levels needed for program entry.

The Los Angeles Promise Neighborhood offers a comprehensive solution to the grave issues of woeful academic achievement and poverty-stricken communities in one of the fastest growing urban centers in the nation. LAPN provides a continuum of solutions well integrated with existing resources as well as partnerships with both public and private agencies in Los Angeles to offer an extensive array of critically needed services for youth and families. This framework builds upon the extensive experience and background of the Youth Policy Institute and key partners over the past decade in establishing the foundation for a Promise Neighborhood to take root and flourish in Los Angeles.

Los Angeles Promise Neighborhood Memorandum of Understanding (MOU)
With the Youth Policy Institute (YPI) and Partners

This Memorandum of Understanding (MOU) is hereby entered into for the purpose of implementing a Promise Neighborhoods implementation grant in the Pacoima and Hollywood communities of the City of Los Angeles. The Los Angeles Promise Neighborhood implementation project is building upon successful planning years which have clearly established targeted need for services in the Neighborhood, while developing and strengthening the community partnerships required to implement all services needed for a 'continuum of solutions' as discussed below and in the attached proposal. The Los Angeles Promise Neighborhood will significantly improve the educational and developmental outcomes of children and families as described in this Memorandum of Understanding (MOU) and in the narrative. Such collaboration will provide for the implementation of comprehensive educational, social, and health services for students, families, and the community.

The goal and vision of the Los Angeles Promise Neighborhood is to improve child outcomes by implementing a comprehensive plan that was established and refined over the past planning years for a seamless continuum of cradle-through-college-through-career services. This "continuum of solutions" provides both academic programs and family and community supports, including: high quality prenatal and early childhood education; school transformation services; K-12 programs to support all targeted schools; programs that promote parental involvement and family literacy activities; mentoring and other youth development programs; parenting education and parent leadership; community service and service learning opportunities; programs that prepare children for college and career success; mental health services and counseling; housing support, and other services to stabilize and assist families in Pacoima and Hollywood. The ultimate goal of all program services is to increase academic achievement for all children residing in the targeted LAPN over the five year implementation period and beyond.

The consortium consists of Lead Agency Youth Policy Institute, a community-based nonprofit organization in Los Angeles, public sector partners, institutions of higher education, as well as community-based organizations and nonprofit organizations. All collaborative partners signing below agree to support the Promise Neighborhood program by fully participating in implementation of services and in management/oversight of all services as needed. Each partner signing this MOU and participating in the Los Angeles Promise Neighborhood fully agrees to share all client and program data gathered in the course of providing services and provide access to relevant data sources to the national evaluator and Department of Education as permitted by HIPAA regulations or other governing bodies of State and Federal Law. Each partner participating in implementation services agrees to attend professional staff training required by the Youth Policy Institute as needed for the use and implementation of the longitudinal data system essential to gather all program data. Each partner agrees to attend all Advisory Board and other meetings as needed to provide feedback on programming and delivery plans as required by the Lead Agency and the U.S. Department of Education throughout the five year implementation period. Partners will participate in the Promise Neighborhood project as defined and finalized during the planning years to implement agreed upon programs and services. They will help promote the program and recruit participation by students, families, and residents served by the partnering organizations; facilitate quality improvement processes and evaluation by participating in related activities and providing access to and integration with data and data systems as needed during the grant period, as permitted by HIPAA regulations or other

governing bodies of State and Federal Law. Partners will work with YPI to create a system of accountability to monitor, maintain and measure performance in accordance with this MOU. They will continue to work on sustainability of this program with YPI during the term of this grant and afterwards.

Residents will have an active role in decision making during implementation of the Promise Neighborhood by serving on the Advisory Board and on other groups that oversee implementation of program services during the five year implementation period. The full LAPN Advisory Board is included in the Appendix, and a minimum of one-third of the Board are a combination of residents of the communities served, or residents of the city or county in which the neighborhood is located but who live outside the geographic area proposed to be served, and who are low-income. Residents will provide ongoing feedback and review of program goals, objectives, and outcomes as they are implemented and reviewed annually in community forums, focus groups and surveys completed each year of the five year implementation period.

The Youth Policy Institute and each partnering agency signing this MOU share aligned theories of change and theories of action (discussed below) that informed the implementation design in order to meet unified goals and outcomes established for the Promise Neighborhoods program and detailed in the included proposal. Each partner will provide specific programs in support of these theories that will be implemented during the five year implementation period.

The Los Angeles Promise Neighborhood **theory of change** includes the following key principles. 1) Effective, achievement-oriented schools and strong social and community services are critical to support educational achievement of children in poverty. 2) Effective change can be best achieved by serving an entire well-defined neighborhood comprehensively and at scale to reach the majority of eligible youth and family residents (including youth from before birth to young adulthood, ages 0-20). 3) Change is best achieved through strategies that include a well thought out pipeline of high quality programs, services and activities that start from birth and continue to college graduation and career and include everything that children need to succeed (as offered by YPI and partners). Change will be expected and measured in common goals, objectives, and outcomes on the individual, family, and community level. 4) Activities must be resident- and family-driven; building social capital is a significant pathway to desired change. Resident and family participation are essential to building active community support for and involvement in program services. 5) Accountability for outcomes is key. All program activities and associated outcomes must be rigorously evaluated; continuous feedback loops must be developed and used to improve and refine program offerings (e.g. information through surveys and real time program data assessment and integrated data management). 6) A culture of success must be rooted in inclusiveness, partnership, leadership and teamwork and cultivated through a relationship with all stakeholders: community partners, families, residents, schools, public partners, and others to break down agency "silos" and develop cross-agency solutions for clients.

The **theory of action** describes a plan for specific actions affecting overall outcomes for youth and families residing in the Promise Neighborhood and receiving implementation services. 1) A fully developed and productive partnership among residents, schools, community-based agencies, business, and institutions is critical and necessary and must be focused on building capacity to support neighborhood children and families to succeed. 2) Families benefit from having access to a pipeline of services, a comprehensive, seamless 'continuum of solutions' derived from identification of neighborhood based needs and strengths (e.g. through LAPN's completed needs assessment and segmentation analysis) to help children succeed from before birth to young adulthood. Services provided by partners will be integrated and have common

outcomes across program services, a focus on shared milestones, support during transitional time periods, and no time or resource gaps, as described in the narrative. 3) Organizing and building community relationships empower the Neighborhood and increase and enhance the communities' capacity for positive growth and development. 4) Data and information through assessment and evaluation are necessary for ongoing improvement of implementation activities.

Assessment of change and success of LAPN implementation will be conducted by YPI and partners on a weekly to monthly basis, by Promise Neighborhood staff led by the YPI Director of Research and Evaluation and working with residents and partners on the Advisory Board and Intervention Teams that target each segment of program services provided in the Neighborhood. The Advisory Board comprising residents, partners, and public officials will provide quarterly feedback on planning activities during the year. The Advisory Board will form short-term Intervention Teams to address challenges as they arise during project implementation. Members of the Advisory Board will attend monthly Intervention Team meetings in their area of expertise in order to troubleshoot and ensure continuous quality control and improvement in all implementation services. Intervention Teams will provide quarterly feedback on program services and offer recommendations for changes in services or emphasis within the Neighborhood to better meet the evolving needs of Promise Neighborhood residents. YPI and all Promise Neighborhood partners agree to share all program data, to the limit permitted by HIPAA regulations or other governing bodies of State and Federal Law, regarding program services and activities provided for residents as part of the Los Angeles Promise Neighborhood.

YPI and Promise Neighborhood partners are committed to working with the U.S. Department of Education and the selected national evaluator to ensure that data collection and program design are consistent with a rigorous national evaluation. The Director will work alongside the Advisory Board and the national evaluator to ensure that the project design and data collection plans are congruent with national evaluation and that they meet standard methodologies. This will include written agreements from LAUSD and partners to provide all necessary data as permitted by HIPAA regulations or other governing bodies of State and Federal Law. It will include full access to all data gathered weekly, monthly, quarterly, and yearly by the customized database. In addition, it will include all assessment data by case managers, all school academic data, referrals, and community surveys addressing need and changes to academic, family and community indicators. The program will provide professional development for data collection and integration for staff for a continuous feedback loop to analyze success of ongoing efforts that provide program services.

Each partner's programmatic (activities and services) and financial commitment are described below and in the narrative and/or Appendix as part of the implementation plan. Details of financial commitments and how values were determined are in the commitment letters.

Agency-Specific Roles

Youth Policy Institute (YPI)

YPI will be the Lead Agency and Fiscal Agent for the Los Angeles Promise Neighborhood Implementation Grant. The vision and mission of YPI is to provide education, technology, and training services to lift low-income families out of poverty. Our theory of change is that youth and families in poverty are best served through place-based and neighborhood strategies that blend a wide range of services and funding to support schools, partners, and families. Our theory of action offers support for families in need that includes well integrated programs with blended funded and integrated data management and evaluation to assess effectiveness. Relevant and current programs and support services for youth and families in support of the theory of change

and theory of action include: afterschool programs, school transformation programs at selected Public School Choice schools (such as the San Fernando Institute for Applied Media and the Sylmar Biotech Health Academy) in partnership with the Los Angeles Unified School District, preschool and early childhood services, direct-funded charter schools, tutoring, job training, adult education, parenting education, college preparation services, technology support and computer ownership programs, and community and supportive services offered through the City of Los Angeles Hollywood FamilySource Center and the Youth WorkSource Centers operated by the Youth Policy Institute. These Centers provide case management, referrals, legal support, tax preparation, financial literacy, and youth leadership development. YPI will be responsible for grant administration and for reporting and gathering of information. YPI personnel will attend required conferences related to grant services. YPI will work with partners to hire and employ the Program Director and personnel. YPI will coordinate implementation services in Years 1-5 by working with Los Angeles Promise Neighborhood partners, the schools in the target communities, and partners to provide a 'continuum of solutions' tailored to needs. Working with the Advisory Board, YPI will implement and complete objectives and outputs related to program services, while leading efforts with partners to gather required assessment data. YPI will coordinate with the national evaluator to develop an evaluation strategy and a plan to identify and collect reliable and valid baseline data to assess implementation efforts and ensure that evaluation data is gathered as required and disseminated to the Department of Education, to community partners, residents, and other stakeholders across the region, state, and nation.

City of Los Angeles

City staff from the Mayor's Office of Strategic Partnerships, the Mayor's Office of Education and the Urban Policy Working Group will be involved personally in directing the various City departments and agencies that will participate. The City provides [redacted] a year in staff time to help coordinate implementation. The Mayor's Office of Strategic Partnerships will work with the philanthropic and nonprofit communities to build a shared agenda, foster public-private partnerships, and collaborate on strengthening place-based strategies. The Mayor's Office of Education engages stakeholders, develops community collaborations, seeks additional revenue and champions progressive policy change in order to ensure that every student in Los Angeles has access to a quality education. The Urban Policy Working Group is an ad-hoc committee of City departments and agencies that work together in fulfilling the City's role as a full partner. The Community Development Department (CDD) will work collaboratively with Promise Neighborhood agencies to provide 22,917 eligible clients with access to comprehensive social and employment-related services intended to support youth, adults and families. Services within the target areas will be provided by the City's system of three FamilySource Centers, as well as its two WorkSource Centers and three Youth WorkSource Centers. The State Enterprise Zone Program will continue to provide business and job creation incentives for both target areas for the next five years. CDD departmental resources will be applied as leveraged resources valued at [redacted] CDD is administering a new Workforce Innovation Fund grant funded by the U.S, Department of Labor (2012-15) for [redacted] to provide services targeting out of school youth in six catchment areas in the City of Los Angeles, including the Los Angeles Promise Neighborhood. The Youth Policy Institute is subgranted [redacted] for services to 400 out-of-school youth. As a result of state legislation, the Community Redevelopment Agency of Los Angeles (CRA/LA) along with 400 other CRAs in the state was dissolved in February of this year. But over the past five years, CRA/LA has invested over [redacted] in Hollywood and [redacted] in Pacoima. The Recreation and Parks Department (RAP) operates 12 parks and

recreation centers serving Pacoima and Hollywood. They include Barnsdall, De Longpre, Hollywood, Lemon Grove, Lexington Avenue, Seily Rodriguez, and Selma in Hollywood and EI Dorado Avenue, David M. Gonzalez, Hubert H. Humphrey, Northeast Valley Multipurpose, and Ritchie Valens in Pacoima. There are three additional proposed parks in the target area. They include: Carlton Way Park (funded), La Mirada Park (funded), and Kagel Canyon Site (unfunded). Services for the target population include: LAKIDS dance, sports, karate, Summer Night Lights, summer day camps, and music activities for 2,229 youth and adults. RAP's current funding is [redacted] per year. The Los Angeles Public Library (LAPL) operates five branches (Cahuenga, Felipe de Neve, Frances Howard Goldwyn, Will & Ariel Durant, and Pacoima) in the target Neighborhood. LAPL contribution amounts to [redacted] per year through staff time and specific services for the target population including general volunteers, Literacy Center, adult literacy tutors, public computers, Wi-Fi, and materials. All libraries have been upgraded with computers and broadband services through a Department of Commerce BTOP grant. The Los Angeles Police Department (LAPD) provides public safety in Pacoima and Hollywood. In Pacoima, the area encompassed by the Los Angeles Promise Neighborhood falls within the boundaries of the area serviced by the Foothill Area Community Police Station and in Hollywood is served by the Hollywood Area Community Police Station. LAPD provides basic police services and specialized resources to the community in the catchment zone. The value of LAPD's current funding is [redacted] per year. The Department of Building and Safety carries out an active code enforcement program within the target area to preserve, enhance and protect the safety, appearance and economic stability of the community. They are especially attuned to ensuring that vacant buildings and lots do not become public safety or health hazards. The Los Angeles Housing Department (LAHD) implements several housing programs that are critical to the health and well-being of lower income families throughout Los Angeles. These programs include the Systematic Code Enforcement Program (SCEP) [redacted] annual budget), the Los Angeles Rent Stabilization Ordinance [redacted] annual budget), and citywide fair housing enforcement ([redacted] annual budget). The City of Los Angeles has received nearly [redacted] from the U.S Department of Housing & Urban Development (HUD) in recent years for three Neighborhood Stabilization Program (NSP) grants which will be fully expended over the next two years. All of the Pacoima catchment area is in an NSP2 target area. City resources expended for the Affordable Housing Trust Fund (affordable rental housing developments) include [redacted]: eight properties and 481 units for Hollywood and [redacted] and one property and 51 units for Pacoima. Permanent Supportive Housing Resources include: [redacted] in Hollywood (one property, 70 units) and [redacted] in Pacoima (one property, 64 units). LAHD's annual funding is [redacted] The Housing Authority of the City of Los Angeles (HACLA) provides resources that include: public housing (San Fernando Gardens) and Section 8 vouchers. In Hollywood, HACLA has invested [redacted] in program funds while in Pacoima it has invested [redacted] for a total of [redacted] The Department of Transportation (LADOT) operates DASH bus service in the Hollywood target area and also manages the "Safe Passages to Schools" programs for the target schools which will Install bike lanes including bike detection equipment, bike racks, and pavement markings; construct bulbouts; and conduct safety education and enforcement programs. Bikeways Office is in the process of implementing San Fernando Road Bike Path Phase 2 within the Pacoima boundary area at a cost of [redacted] which includes improvements to Metrolink tracks and signals operation and construction of a bridge over the Tujunga Wash. The Department of Cultural Affairs (DCA) operates Cultural Centers in the targeted Neighborhood. DCA will provide match

funding through the alignment of Promise Neighborhood goals and DCA support to: the Pacoima Chamber of Commerce and/or Heroes of Life Inc., Art of Elysium, Celebration Theater, Friends of the Junior Arts Center, The HEART Project, The Hollywood Chamber of Commerce, and/or The Thai Cultural Community Center for community-based programs such as workshops, classes, demonstrations, events, concerts and family festivals. DCA's total current funding is [redacted] The Department of Neighborhood Empowerment (DONE) oversees the two Neighborhood Councils (Pacoima and East Hollywood) that operate within the target area. These Councils consist of volunteers who live or work in the target area and who are elected by their fellow residents in neighborhood elections. The Councils meet monthly and serve as advisory groups to the Mayor and City Council on local issues and policies. Councils receive an annual budget of [redacted] to carry out community programs and events and to communicate with the residents and business owners of their neighborhood. The Los Angeles Homeless Services Authority (LAHSA) is a joint-powers authority between the City and the County of Los Angeles. LAHSA funds more than 100 non-profit organizations throughout the City and County that provide specialized programs related to homelessness, including but not limited to: domestic violence, mental illness, substance abuse, job training, family strengthening, health, mainstream benefits enrollment, and most importantly, supportive short and long-term housing. This year LAHSA completed its third major homeless ness report which provides detailed information on the problem within the target area. LAHSA's current funding is valued at [redacted].
The Department of City Planning (DCP) recently completed an update to the Hollywood Community Plan. The Plan included zone changes to restore commercial and residential density near transit stations, and provide increased park space, as well as to improve mobility options in and around Hollywood. The Plan calls for implementation of various programs including installation of bike lanes, streetscape and pedestrian improvements and includes [redacted] for a nexus study to fund additional transportation improvements. DCP Staff who are committed to these efforts represent at least [redacted] over the next year. The Mayor’s Office of Gang Reduction and Youth Development (GRYD) is responsible for coordinating and implementing the City's anti-gang program. The GRYD Office focuses on the City's prevention and intervention strategies through individual case management, crisis management, and Summer Night Lights (a program that provides after-dark recreational and job opportunities for at-risk youth in City parks during the summer months). GRYD's funding in the targeted Pacoima and Hollywood communities is [redacted] per year.

Based on the contributions described above, the City of Los Angeles’ total leveraged funding is approximately [redacted] The overall vision of this leveraged funding is to blend multiple funding streams (both City and LAPN) for place-based programs and services that support revitalization of the distressed target communities of Hollywood and Pacoima. The City's goals and objectives are aligned with the vision of the LAPN to ensure positive educational and developmental outcomes for children and families by providing a seamless continuum of cradle-through-college-and-career services. YPI, in partnering with the City to carry out the provisions of this grant, agrees to keep the City well informed of its activities and to include appropriate City staff on any advisory committees or planning groups in order to ensure the continued alignment of goals and objectives for the City and LAPN.

The City will work with YPI to integrate its resident data with the LAPN ETO longitudinal database, which will measure progress in meeting the aligned goals and objectives by required indicators. The City's Community Development Department (CDD) is currently piloting the integrated data partnership by providing YPI access to its Integrated Services

Information System (ISIS) data, which will export individual resident data to be imported directly into ETO. YPI is currently working CDD staff and ISIS programmers to establish data interface parameters and establish a timeline where YPI will share ETO reports to guide decision-making processes to improve City services. CDD has further agreed to allow YPI to pilot the ETO system at its FamilySource Center in place of CDD's ISIS data tracking system. If successful, the City will explore broadening and deepening its data integration with LAPN.

County of Los Angeles

The County of Los Angeles commits to provide a total of [redacted] in match through the Department of Public Health (DPH) and Department of Mental Health (DMH). DPH protects health, prevents disease, and promotes the health and well-being of all persons in Los Angeles County and conducts activities through a network of public health professionals throughout the community. DPH will provide programs and services that include Children's Medical Services (CMS) which provides preventive screening, diagnostic, treatment, rehabilitation, and follow-up services, California Children's Services, Medical Therapy Program, Child Health & Disability Prevention Program, and Health Care Program for Children in Foster Care. The Office of AIDS Programs and Policy (OAPP) directs the response to the HIV/AIDS epidemic in LA County. OAPP manages grants from the federal Centers for Disease Control and Prevention, Health Resources and Services Administration, and the State of California for HIV/AIDS services. Public Health Services (PHS) County Direct is for Community Health Sciences Pacoima clinic. This clinic may service patients outside the 91331 zip code. The Substance Abuse Prevention and Control (SAPC) program will provide alcohol and other drug prevention, treatment, and recovery programs and services for individuals through contracts with over 150 community-based organizations. Department of Mental Health will provide services through four contractors with eight locations and one directly operated site in Pacoima. In partnering with Youth Policy Institute in carrying out the provisions of this grant, Youth Policy Institute has agreed to keep the County well informed of its activities and to include appropriate County staff on any advisory committees or planning groups.

Los Angeles Unified School District (LAUSD)

LAUSD's vision of all youth achieving will be realized through LAUSD's theory of change of 1) transforming teaching and learning so that we prepare all youth to graduate college and workforce ready; 2) ensuring there is an effective employee at every level of the organization focused on improving student outcomes; 3) providing a portfolio of high quality schools for youth, families, and communities; 4) ensuring a safe, caring, and nurturing environment for all youth; and 5) operating an effective, efficient, and transparent organization in order to assure the public trust. LAUSD's theory of action is 1) improve the quality of instruction for all children by building upon a recent trajectory of improvement in student achievement through early implementation of Common Core State Standards strategies, moves, and new lessons and units and full implementation of the OCR-approved English Language Learners Master Plan; 2) provide extensive professional development for teachers to support the implementation described in #1; 3) continue to expand the school models and choice options available to students and their parents at elementary, middle and high school in part through completion of a building campaign that has brought more than 75 new schools to the system in the past decade and in part by greatly increasing the options available for families; and 4) expand parent and community engagement in individual schools and in system-level planning through increasing transparency resulting from better communications and improved service delivery. LAUSD will utilize all available tools to transform LAPN target schools to realize the LAPN vision to improve children's

educational and developmental outcomes. Los Angeles is unique in the nation in having the Public School Choice process that facilitates school restructuring and transformation. LAUSD staff at all levels from the Superintendent to school-site staff will be engaged with LAPN implementation. LAUSD staff will dedicate significant time every year as part of collaboration necessary to implement the LAPN continuum of solutions. All LAUSD schools served in the LAPN commit to working with YPI to become Full-Service Community Schools to target academic deficiencies and boost academic performance over the implementation period. LAUSD will participate in a Pilot Higher Education Research Consortium and will implement a multiple measures teacher evaluation and professional development system (the Educator Growth and Development Cycle) at all District schools in the LAPN.

The District's goals and objectives are aligned with the vision of the LAPN of providing all students with an excellent education. LAUSD is committed to integrating its student- level data with the LAPN ETO longitudinal database, which will measure progress in meeting the aligned goals and objectives by required indicators.

Los Angeles Area Chamber of Commerce (LA Chamber)

The LA Chamber's vision is full prosperity for the Los Angeles region. The LA Chamber ensures the continued viability and success of commerce and industries in the Southern California region. The LA Chamber will serve as the link to the Los Angeles Compact. Chamber members will also provide at least 1,000 hours of volunteer time each year. Volunteers will offer their time to serve as mentors, tutors, and hosts and coordinators for job shadowing opportunities. LA Chamber staff and members will also serve on the Advisory Board and attend other meetings and events. Volunteers will share their skill sets and experience to support youth. For the five-year Promise Neighborhoods implementation period LA Chamber commits to providing a total of [redacted] in private match funds in financial and in-kind support.

ABC-Learn, Inc. (ABC)

ABC commits [redacted] of in-kind matching funds to implement Reading Enhances Academic Development (READ), a family-based literacy program. ABC's vision is to serve youth and adults, especially those who are disadvantaged, by providing educational materials and services to help them become literate, productive members of society. ABC's theory of change is that positive changes occur more readily in an emotional atmosphere of acceptance, support and an expectation of success. ABC's theory of action is that it will expand its current positive and successful relationships with at-risk families through provision of in-home tutoring services, free book distribution, and language development for children and adults. ABC, like LAPN, operates in an inclusive and cooperative manner with community partners to provide services required by our community and referring our clientele to other organizations that may provide additional resources for our community members; thus, creating a pipeline of services for our families.

Academic Performance Excellence (APEX) Academy

The vision of Apex Academy is to set high-standards, establish clear expectations, provide meaningful instruction, and support children to excel academically. APEX Academy is a direct-funded charter school that is a Local Education Agency (LEA). It will work with the LAPN as a target school and as a LAPN partner for academic instruction and school improvement services. The APEX Academy theory of change is to educate students to excel academically through strong expectations and partnerships. APEX's theory of action provides multiple academic supports and assistance to put children on the path to lifelong learning.

The Actors' Gang

The Actors' Gang provides youth theater arts workshops during and after school, and theater workshops, including an in-school Theater Infusion Program; an afterschool theater program during the academic year; and, an intensive summer theater program. The Actors' Gang's vision is to present new, unconventional and uncompromising plays and dynamic reinterpretations of the classics; to introduce theatre to children; develop and train young adult performers and audiences and to bring the freedom of self-expression to the incarcerated. Our theory of change is that theater education programs reach at-risk youth, increase tolerance, self-esteem, teambuilding and positive personal expression while helping kids succeed in school. Our theory of action is that children benefit from in-school and after-school theater workshops that provide a theatrical framework within which to explore their own creativity while sharing in self-expression and accomplishment with peers; while families and communities benefit from enrichment classes for youth. The Actors' Gang will provide [redacted] in match for the LAPN.

Los Angeles City Councilmember Richard Alarcón

Richard Alarcón is the Councilmember of Council District 7, which covers Pacoima. Councilmember Alarcón will pilot a CCT program for 9th graders at San Fernando High School to increase student retention and performance. Councilmember Alarcón commits [redacted] from his Discretionary Funds and commits to a fundraising campaign to raise an additional [redacted]

Armenian National Committee of America- Western Region

The Armenian National Committee of America- Western Region (ANCA-WR) will provide outreach and supportive services to the Armenian community in Hollywood through a range of K-12 education services provided by our agency. Our vision is to advance the concerns of the Armenian American community on a broad range of issues, including education. Our theory of change is that high quality programs that build social capital support an academically driven community that benefits both youth and adults. In our theory of action, this is supported through a network of programs for K-12 students to support them beyond high school graduation with the Path to College Program, the College Financial Aid workshops, and the ANCA-WR Executive Internship Program. ANCA-WR will provide [redacted] per year of in-kind match support over the implementation period.

Bert Corona Charter Middle School (Bert Corona)

Bert Corona's vision is to prepare students for academic success in high school, as well as postsecondary education; to prepare students to be responsible and active participants in their community; and to enable students to become lifelong learners. Our theory of change is to equip low-income students in grades 6–8 for academic success and active community participation. Our theory of action is to provide clear and high expectations for all students, a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and culturally enriched curriculum. Bert Corona will work with the LAPN to leverage resources through its Full Service Community Schools program and Carol White Physical Education Program to provide mentoring and youth development, remedial education and academic enrichment, parenting education and leadership services, increased access to social service programs, and instruction in healthy eating habits and nutrition and physical fitness activities. Bert Corona commits [redacted] of in-kind match support.

Boys & Girls Club of San Fernando Valley (BGCSFV)

BGCSFV will provide educational support: Character & Leadership ("Teens Take Action - Keystone Club", " Juniors Take Action -Torch Club" and "Motivating the Teen Spirit" (MTS) Project Learn, The College Center, and POWER Hour. Education & Careers ("Project LEARN", Project "Job Readiness", "Power Hour" and "The College Center") (tutoring, computer

education, vocational preparation, and employment). BGCSFV commits to provide [redacted] in in-kind match support. BGCSFV's vision is that young people in the San Fernando Valley realize their full potential as productive, caring, and responsible citizens. Our theory of change incorporates the Formula for Impact which includes the Five Key Elements for Positive Youth Development to support the whole child with education, fitness & recreation, nutrition and socialization and leadership skills. Our theory of action is the creation of a platform that supports the whole child, education, fitness & recreation, nutrition and socialization, and leadership skills.

California Emerging Technology Fund (CETF)

CETF will provide funding from the CETF private-sector seed capital contributed by AT&T and Verizon. CETF will implement School2Home as a "centerpiece" of neighborhood transformation at all target middle schools, which will build the capacity of these schools to effectively integrate technology into their efforts to improve academic outcomes and help improve the quality of life in the LAPN. CETF commits to provide a total of [redacted] in match. CETF's vision is to close the "Digital Divide." CETF's theory of change is that by providing the support needed for low performing schools to strategically integrate the use of technology into their instructional plans and parental efforts, this will support overall school improvement efforts. CETF's theory of action is to strategically use technology to help low performing schools increase the level of meaningful engagement of parents and students, therefore increasing academic outcomes.

Centro Latino for Literacy (Centro Latino)

Centro Latino provides an on-line Pre-ESL Basic Spanish language literacy program called *Leamos*™ and proposes to offer *Leamos* at ten partner sites within the LAPN boundaries and serve 100 parents (grandparents and/or principal caretakers of K-12), in a twelve month period. Centro Latino's vision is that non-literate adult Spanish speakers have the opportunity to become functionally bi-literate (Spanish and English). Our theory of change is that families and Latino adults benefit from the development of basic literacy skills to support their children's education. Our theory of action is that *Leamos* increases students' self-confidence prompting them to pursue and achieve their personal goals. Centro Latino commits [redacted] of in-kind matching funds.

Child Care Resource Center (CCRC)

CCRC commits [redacted] of in-kind matching funds to expand the Beyond the Book Family Literacy Program, targeted to children 0-5, to an additional 100 families, bringing the total number of families served by this program to 2,600. CCRC promotes optimal child development and family well-being through access to quality child care, family support, economic development, and community education. CCRC's vision is to promote optimal child development and family well-being. CCRC's theory of change is that children with low literacy skills have poor educational, employment and health outlooks; children that live in poverty and those that do not speak English at home- 2 characteristics of CCRC's target population- have the highest likelihood of not being prepared for school; early literacy programs will help ensure children are ready for school. CCRC's theory of action is to implement the What a Difference a Book Makes campaign to support children to be ready for school. This directly aligns with and supports the early childhood component of the LAPN continuum of solutions.

CFY- Los Angeles (CFY-LA)

CFY-LA commits [redacted] of cash and in-kind matching funds; in-kind funds will be used to deliver our Digital Learning Program at Le Conte Middle School and at Maclay Middle School to 454 sixth graders and their families. CFY-LA's vision is to help students in low-income communities, together with their teachers and families, harness the power of digital learning to improve educational outcomes. CFY- LA's theory of change is that providing digital learning

activities to students, training and professional development to their teachers and families, along with the technology needed to access the Internet will lead students to capture more self-directed learning time especially outside the classroom, help teachers make lessons more engaging and targeted to specific student needs, help parents reinforce learning at home, and ultimately increase student achievement and college readiness/success. CFY-LA's theory of action is to realize increased educational outcomes though our whole-school/community partnership model. The CFY-Los Angeles program shares LAPN's commitment to effective, achievement-oriented schools to support educational achievement of children in poverty, and welcomes the opportunity to provide the Digital Learning Program as part of a continuum of solutions.

Communities in Schools (CIS)

CIS' vision is that students achieve in school, graduate and go on to bright futures. Our evidence-based theory of change is that integrated student services result in positive outcomes for students and schools. CIS' theory of action is to hire and position full-time dedicated and trained professionals inside partner schools to determine both school and student needs and then establish relationships with local businesses, social service agencies, health care providers, parent and volunteer organizations to provide the appropriate resources and necessary interventions to support that community, keep students in school and prepared for their futures. CIS will implement its comprehensive range of student services intended to help students achieve academically and graduate from high school. CIS commits [redacted]% of the funds needed to implement its program (which costs [redacted] per school).

Create Now

Create Now is a 501 (c)(3) non-profit organization that will provide training and materials to teach therapeutic programs in music, writing, visual arts and the performing arts. Create Now's vision is that everyone has the opportunity to create a better future for themselves and inspire others with their creative talents. Our theory of change is to expose at-risk children and youth to a high-quality arts education so they have positive, creative outlets and can learn valuable skills that can lead to jobs and careers. Our theory of action is to provide Create Now programs in Title 1 schools through our new *TEACH (Teach Evolutionary Arts for Children's Hearts)* initiative that brings high quality, interactive arts education to students in K-12 that is fun, while providing youth with knowledge and skills. Create Now commits [redacted] in in-kind match funds.

El Nido Family Centers (El Nido)

El Nido will provide [redacted] of in-kind matching funds (provided that its current grantors maintain the same level of funding for the next five years) to maintain and enhance the Pacoima FamilySource Center and Gang Reduction & Youth Development Programs with case management for youth ages 10-15 and their families, youth development activities, academic enrichment, parenting education, crisis counseling, hiring a van driver, and increasing space at the current location. El Nido's vision is to break the cycle of poverty and related issues, incorporating methods that are family-focused, strength-based, culturally competent, skills/character building, and collaborative. El Nido's theories of change and action are in total alignment with those of the L.A. Promise Neighborhood. In El Nido's view, the change sought may best be achieved through the following core principles: achieving neighborhood scale; building community; creating a pipeline of high-quality, coordinated, accessible programs; evaluating programs to facilitate continuous improvement; and cultivating a culture of passion, accountability, leadership and teamwork. El Nido's theory of action for achieving the desired change includes the following elements: a fully developed, inclusive and productive collaboration among residents, schools, community based agencies, business, and institutions; a

pipeline of comprehensive, seamless "continuum of solutions"—services addressing identified neighborhood-based needs and strengths; partners providing services that are integrated, appropriately supported, with common outcomes and milestones, and eliminate resource gaps; organizing and building on existing and new relationships that empower the community and promote positive growth and development; and openly-shared data and information through assessment and evaluation, for ongoing improvement of implementation activities.

Emerge Workplace Solutions

Emerge Workplace Solutions offers access to fair lending services, financial education and financial literacy services (in English and Spanish) in order to provide benefits to low- and middle-income workers and communities, and offer an alternative to predatory lending activities. Emerge's vision is to improve the economic well-being of low-income people and communities. Its theory of change targets the shift of underbanked workers to mainstream banking practices to support stable financial planning. Our theory of action provides programs to improve financial knowledge and skills, and strengthen credit so that clients qualify for low-interest mainstream bank products. Emerge proposes to contribute its financial education and literacy services and access to fair lending products, which traditionally cost [redacted] per family per year, to 1000 families in the Pacoima community. Emerge commits [redacted] of in-kind matching funds over 5 years.

Facing History and Ourselves

Facing History and Ourselves' vision is that by engaging students of diverse backgrounds in an examination of prejudice, it will promote the development of a more humane and informed citizenry. Our theory of change is that high quality professional development for teachers prepares them to use instructional strategies to foster students' academic and civic engagement and achievement and thus contributes to their readiness for college, careers, and citizenship. Our theory of action includes professional development seminars, in-service workshops, follow-up coaching, and consultation on improving classroom and school climate, and carrying out evaluation. Facing History and Ourselves will establish a school culture that promotes academic engagement and learning at the Social Justice Humanitas Academy at Cesar Chavez High School through professional development for teachers and staff, and curriculum and lesson plan consultations. Facing History and Ourselves commits [redacted] of in-kind matching funds.

FAME Assistance Corporation (FAC)

FAC will offer *Let's Move L.A.!,* which is the local branch of First Lady Michelle Obama's nationwide campaign to end childhood obesity. *Let's Move L.A.!'s Kidz' Zone* program helps children achieve recommended amounts of daily physical activity, as well as the proper mix of aerobic, stretching, muscle and bone strengthening activities. FAME's vision is to support a plan to build Los Angeles. FAME's commitment to *Let's Move L.A!* is based on our theory of change, which is that good health; freedom from preventable disease; affordable, nutritious, plentiful foods; and safe, clean places to be active are at the core of a thriving community. FAME's theory of action is its demonstrated success in bringing *Let's Move L.A!* programs to neighborhoods across Los Angeles, ensuring that children are introduced to a variety of fun physical activities and simple nutrition education, as well as programming that provides the daily recommended minimums for exercise. FAME commits [redacted] of in-kind matching funds.

First 5 LA

Pacoima is a Best Start community and will benefit from First 5 LA funding and benefits. This place-based initiative targets early childhood education programs and development services that include: prenatal care, early childhood classes and workshops, parenting education and resources, as well as funding to enhance parks and other public areas. First 5 LA commits to

providing [redacted] in in-kind matching funds for Pacoima's Best Start program over the five-year implementation period.

Friends of the Family (FOF)

Friends of the Family will provide early care and learning for children and parent education with a focus on language development and expanded parental expectations, after-school enrichment and mentoring, mental health services, trauma mitigation, case management, and community organizing. FOF's vision is one of vibrant communities where children and families thrive and succeed and where each child realizes his or her unique potential of mind, body, and spirit. Our theory of change is that increases in parental capacity are the most important influence in children's developmental success and that pro-social parent/child attachment and language rich environments are critical for optimizing children's early development. Our theory of action includes designing services and programming that partner with participants while eliminating barriers to access. Friends of the Family commits [redacted] of in-kind matching funds.

Harmony Project

The Harmony Project promotes positive development of at-risk youth and builds community through music-based mentoring and development of neighborhood youth orchestras. The Harmony Project's vision is that children and communities are healthy and that children develop as musical ambassadors of peace, hope, and understanding amongst people of diverse cultures, backgrounds, and beliefs. Our theory of change is that providing multi-year mentoring to youth, combined with student and parent engagement, prevents school drop-out and helps students develop the habits of mind they need to attend college. Our theory of action provides at-risk youth with ongoing tuition-free music lessons during after school hours and youth orchestras from an early age through cost-sharing partnerships with schools and community centers. The Harmony Project proposes to maintain and expand Hollywood music-based mentoring programs to add 60 students (to bring the total served in Hollywood to 332) to a musicianship course, provide instruments for 30 students, and continue support for the current 272 students in two youth orchestras. The Harmony Project commits [redacted] of in-kind matching funds.

The HeArt Project

The HeArt Project will offer arts education services at its Hollywood Media Arts Academy to out of school students served in the LAPN. Our vision is for students to stay in school, evolve as unique individuals, and flourish as creative adults. Our theory of change is predicated on a long-term approach to programs and support that favors the development of authentic relationships with youth over time. Our theory of action leverages resources and expertise working artists and creative professionals, cultural centers, and colleges/universities to offer a four-step "ladder" of increasingly advanced arts opportunities. The HeArt Project commits [redacted] of in-kind matching funds over the five-year implementation period.

Heroes of Life

Heroes of Life will provide youth in Pacoima daytime and after school programs in the areas of multimedia production, music lessons, art, special event planning, and instruction on how to prepare for a job interview, how to manage an office, and how to use a personal computer. Our vision is to help people, with an emphasis on youth and young adults, to gain skills for employment. Our theory of change is that positive youth development occurs through active involvement and focus on programs and services targeted to their needs. Our theory of action is that development occurs through youth development programs with a technology focus that empower youth. Heroes of Life commits to [redacted] of in-kind matching funds.

Hollygrove

Hollygrove will provide EPSDT Medi-Cal services, mental health services for 50 zero-to-five-year olds, and a year round afterschool program for 100 high-needs children and youth that offers instruction in healthy life skills and literacy, academic tutoring and achievement, social skills training, recreation activities, gang prevention and addiction prevention workshops. Hollygrove's vision is to do whatever it takes to ensure families thrive. The Hollygrove theory of change incorporates the use of community supports and clinical interventions to achieve the family's desired outcomes. Our theory of action includes a comprehensive assessment process with evidenced based practices to evaluate, implement, monitor and measure individual, family and community outcomes. Hollygrove commits to an annual in-kind match of [redacted] for a total [redacted] over the five years of implementation.

Hollywood Beautification Team

The Hollywood Beautification Team will implement a community tree planting effort for the purpose of improving health of residents which compliments HBT's Graffiti Abatement work for Public Safety, providing job training, and employing at-risk youth, who will receive paid job skills training. Our vision is to enhance the quality of life in Los Angeles by teaching and empowering people to change their environments through community capacity building, physical improvements and job creation. Our theory of change is that improving physical environments at schools and in neighborhoods provides critical opportunities for growth. Our theory of action is that this can be accomplished through cleaning, planting trees, removing graffiti, and creating murals. Hollywood Beautification Team commits [redacted] of in-kind matching funds.

Hollywood Community Housing Corporation (HCHC)

HCHC is a community-based non-profit corporation that preserves and expands the supply of affordable housing in Hollywood. HCHC's vision is to improve quality of life for lower income households and foster social advancement; respect and preserve the history, culture and architecture of communities. HCHC will build on collaborative partnerships, market LAPN events and services, provide an emergency food pantry for the Hollywood community, and continue to provide affordable housing. HCHC commits [redacted] of in-kind matching funds.

Hollywood Police Activities League (PAL)

The Hollywood Police Activities League will expand program offerings, which include a Youth Leadership Council, martial arts, soccer, Hollywood Fit Club, Junior Police Academy, and a scholarship program. PAL's vision is to prevent juvenile delinquency by offering youth positive, healthy, and enriching activities under supervision and mentorship of police officers. PAL's theory of change incorporates a community policing model to create a bond between the neighborhood and police officers. Our theory of action includes at least three hours of activities in sports, clubs for youth per week. PAL commits [redacted] of in-kind matching funds.

Hollywood Wilshire YMCA (The Y)

The Y will expand the School-Based Y program at Grant and Ramona Elementary Schools, and will offer activities for students' families through subsidized family memberships and nutrition workshops in partnership with Kaiser Permanente. The Y will also provide subsidized youth memberships for Le Conte MS and Bernstein HS students. The Y's vision is to help people live a balanced, healthy life in spirit, mind, and body. The Y's theory of change is that growth for children derives from access to physical education and benefits of routine physical activity, team building, and leadership. Our theory of action includes physical education, programming, mentoring, and information about healthy eating through implementation of the School Based Y program and Y access. The Y commits [redacted] of in-kind matching funds.

Korean Churches for Community Development (KCCD)

KCCD will provides families with foreclosure prevention counseling, homebuyer education, marriage and fatherhood education, and provide a new initiative to increase internet access. KCCD's vision is to strengthen all communities by maximizing the resources of Korean organizations involved in economic development and neighborhood revitalization. Our theory of change is that by providing families with internet and technology training courses, we will support students' academic and long-term success. Our theory of action incorporates multi-lingual instructors; working with partners to advertise the resources and scope of the program; and teaching parents on subjects beyond basic internet usage including how to prepare for online testing, and submit homework online. KCCD commits [redacted] of in-kind funding over 5 years.

LACER (Literacy, Arts, Culture, Education, Recreation) After School Programs

LACER Afterschool Programs will target Academic Achievement in Support of Student Graduation from High School, including student proficiency in core subjects, successful transition from middle to high school, and access to A-G requirements. LACER's vision is to provide underserved youth with an arts and literacy based afterschool program. LACER's theory of change is that through whole-child centered programming we can impact academic achievement and matriculation rates that will result in higher high school graduation rates. Our theory of action is to provide free after school programming five days a week until 6:00pm., using trained tutors and instructors for academic support, including homework assistance and individualized literacy instruction, recreational opportunities and standards-based arts training. LACER commits [redacted] of in-kind matching funds.

Los Angeles City College (LACC)

LACC's vision is to be an urban oasis of learning that educates minds, opens hearts, and celebrates community. LACC will offer classes at off-campus sites for dual enrollment students, child care services in the campus Child Development Center for enrolled students, counselor and tutoring support through student success programs and campus learning resources facilities, retention services through Upward Bound and TRIO program, and resources through the English Literacy Program. LACC commits to provide [redacted] in match over the implementation period.

Los Angeles Mission College (LAMC)

LAMC will increase support to all students improve transition from secondary school to Mission College; expand outreach efforts and educate about financial resources; establish early college assessment program; maximize academic preparation through tutoring and supplemental lab instruction in math and English; and provide Jumpstart on college via classes at high schools. LAMC's vision is to inspire students to become informed, active citizens who recognize and appreciate the common humanity of all people. Our theory of change requires the input of student assessments to place them into the curriculum and achieve student success results. Our theory of action includes the evaluation of student assessment results with course completion and graduation. LAMC commits [redacted] of in-kind matching funds for five years.

Los Angeles Education Partnership (LAEP)

LAEP will maintain its community schools and the School Readiness/Early Learning program, which will improve child development, family functioning, and systems of care. LAEP's vision is to foster excellent schools, great teachers, and engaged communities. LAEP's theory of change includes academic and holistic supports aligned with five conditions of collective success: a common agenda, continuous communication, backbone support organization, mutually reinforcing activities, and shared measurement systems. Our theory of action targets four focus areas: rigor and relevance of programs, college access and readiness, ninth grade success, and a focus on at-risk youth. LAEP will provide [redacted] in in-kind match funds for LAPN.

Los Angeles Universal Preschool (LAUP)
The LAUP vision is of high-quality preschools for all children, families and communities of LA County. LAUP's theory of change is that if families have access to high-quality, low or no-cost preschool, children will be fully prepared when they enter kindergarten to learn and succeed, creating a ripple of positive outcomes. LAUP's theory of action is creating and implementing standards of high-quality, outcome-based preschool establishes rigorous tools that can replicated and institutionalized. LAUP proposes that the best way to align early childhood education with the cradle to career/college continuum of services is to raise the quality of all existing Center-based preschool providers in the LAPN. LAUP will do this with its proven model of Quality Support Coaching that utilizes one-on-one teacher mentors; the LAUP Quality Start Ratings Systems that use both the Early Childhood Environmental Rating Scale (ECERS) for our center-based preschools and the Family Child Care Environmental Rating Scale (FCCERS) for LAUP's home-based preschools. LAUP utilizes the Classroom Assessment Scoring System (CLASS), an observational tool focused on what matters- the classroom interactions that boost student learning. LAUP commits [redacted] of in-kind matching funds.

Managed Career Solutions (MCS)
The vision of MCS is to improve the economic well-being of communities through quality employment, training and support services. MCS operates the Hollywood WorkSource Center, a WIA City-funded center that provides programs and services to job seekers and local businesses in the LAPN. MCS commits to provide [redacted] of in-kind match that will support local businesses to increase economic development and employment opportunities in the LAPN.

Manifest Your Destiny Foundation (MYD)
MYD's vision is to provide underserved youth a path to empowerment and educational excellence. MYD will provide the Summer Empowerment Academy (S.E.A.), an intensive week-long educational, cultural, and service-learning program for rising 9th grade students in LAUSD. MYD proposes to add 50-75 additional students to the current S.E.A. program. MYD commits to [redacted] of in-kind matching funds.

McGraw-Hill Companies
McGraw-Hill Companies' vision is built education services through blending of technology with best practices. McGraw-Hill Companies will implement the Power of U (PoU) program for 800 students in two schools during 2012-13 and will scale up each year until 4000 students at 5 schools are served each year. PoU is a digital instruction platform that delivers personalized daily instructional schedules for students and teachers while maximizing the available resources within each building. McGraw-Hill commits [redacted] of in-kind matching funds.

MEND- Meet Each Need With Dignity
MEND is a comprehensive resource for critically needed supportive services. Services provided for LAPN families upon referral will include an emergency food bank, clothing, a medical and dental clinic, a shower program, a Christmas program, education and training programs, and other community resources. MEND will work with the LAPN to expand its home visitation program that helps families with critical needs. Home Visiting volunteers will be trained to provide a basic assessment of a household situation and then to make referrals to MEND and other LAPN services. MEND's vision is that all members of our community living in poverty attain self-reliance and contribute to society. Our theory of change is that recognizing the worth of each individual and providing services that meet their basic human needs empowers and assists each in breaking the bonds of poverty. Our theory of action seeks volunteers who can help

us improve our performance and deliver quality services to the community while committing ourselves to our client's well-being. MEND commits [redacted] of in-kind matching funds.

Northeast Valley Health Corporation (NEVHC)

NEVHC will offer primary care services, including pediatrics, women's health, and adult medicine, Prenatal Services, a Fast Track Vaccination program, flu clinics, the Reach Out and Read literacy program, and health education and nutrition activities. NEVHC's vision is to be an integral part of a healthcare system that provides access to all. Our theory of changes focuses on improved quality of care, patient safety and decreased corporate liability and the establishment of a peer reviewed Quality Improvement environment where all employees have the tools necessary to participate regularly in QI activities and the QI Officer is fully supported. Our theory of action establishes quality, safe, evidence-based, patient centered primary health care to medically underserved residents of Pacoima. NEVHC commits [redacted] of in-kind matching funds.

Our Streets Dream – Nuestras Calles Sueñan

Our Streets Dream vision is to support youth in becoming self-reliant to achieve their dreams of graduating from high school, attending college, obtaining a career and becoming productive citizens. Our theory of change is that community change only occurs through work and partnerships with the family. Our theory of action is that strength-based organizing and programs empower the neighborhood. Our Streets Dream will provide an in-kind match of [redacted].

Pacoima Chamber of Commerce (PCC)

PCC volunteers will serve as mentors, tutors, and hosts and coordinators for job shadowing. PCC staff and members will serve on the Advisory Board and attend meetings and events. Our theory of change is that business and economic leadership is critical to the overall well-being of families. Our theory of action integrates this through outreach and volunteer opportunities for members in community projects. PCC commits to an in-kind match of [redacted] for five years.

Pacoima Charter School

Pacoima Charter School is an Effective School that has partnered with the Youth Policy Institute over the past decade to implement a broad range of education and training services at the school to boost academic achievement of students while supporting parents. The vision of the school is to create an environment that fosters high academic achievement among our large low socio-economic urban population of Pre-K to 5th grade students. Our theory of change is that learning succeeds best when provide in multiple effective paths that reach needs of the entire school. Our theory of action is that students succeed with effective learning programs targeted to their needs.

Parent Revolution

Parent Revolution has organized parents throughout California to establish formal, school-based, autonomous, and highly structured organizations called "Parents Union" chapters. A Parents Union chapter designs a campaign for policy changes at local schools with the technical assistance of a Parent Revolution organizer. Our vision is to transform public education based on what is good for children, not adults, by empowering parents to transform underperforming schools through community organizing. Our theory of change is that creating kids-first education reform requires fundamentally changing the education policy power structure. Our theory of action relies on transferring real power to parents to transform low-performing public schools - the intellectual foundation of California's Parent Trigger law. Parent Revolution will assign an organizer to develop Parents Union chapters at LAPN schools. Parent Revolution commits to provide a [redacted] in-kind private match support.

Phoenix House

Phoenix House will target at-risk youth ages 12 to 18 by expanding its Outpatient Treatment Program serving Pacoima and its ACCESS (Assertive Community Care Ensuring Sobriety and

Success) program for highest-risk teens, as well as implementing Prevention, Early Intervention and Treatment Services at local middle and high schools. Phoenix House's vision is protecting and supporting individuals, families, and communities affected by substance abuse and dependency. The Phoenix House theory of change is that evidence-based, family-centered prevention and early intervention are effective in diverting youth from the path towards addiction and criminality and that targeted counseling services are essential in changing individual behavior and strengthening pro-social values, thus ensuring future academic and personal success. Our theory of action includes Evidence-Based Practices in prevention and outpatient treatment services to ensure that youth receive effective prevention services and that EBP-based treatment addresses individual needs. Phoenix House commits [redacted] in in-kind match funds.

Public Counsel

Public Counsel will provide *pro bono* legal advocacy and social work services to ensure that at-risk youth have access to a high quality education. Our vision is to provide free assistance to low-income clients and addresses systemic poverty and civil rights issues through impact litigation and policy advocacy. Our theory of change is that free legal services for at -risk youth result in an increase in educational opportunities, and that free legal services for at-risk families result in an increase in income, family stability and well-being. Our theory of action includes providing free legal services: answering questions, giving legal advice, brief legal services, in depth legal services and representation, workshops and trainings for clients, workshops and trainings for partners, collaboration with partners about legal issues affecting their clients, and referral to other Public Counsel programs or other community resources. Public Counsel commits [redacted] of in-kind funding ([redacted] per year for five years).

The Saban Free Clinic (Saban)

Saban operates the Mark S. Taper Foundation Health Center in Hollywood, providing medical and behavioral health services. Our vision is to be a medical home for the underserved. Our theory of change is to promote community health and well-being through providing a medical home that offers comprehensive, dependable and affordable quality health care in a caring environment. Our theory of action includes intensive community-based outreach and education initiatives with services that include individual care, group care, and education fully integrated into a medical treatment plan. Saban commits [redacted] of in-kind matching funds.

Salvadoran-American Leadership and Educational Fund (SALEF)

SALEF will enhance the mentoring program at APEX Academy, expand services to STEM Academy and Helen Bernstein, and incorporate a parent component. Our vision is to promote civic participation and representation of Latino communities. Our theory of change integrates leadership development and education support to build a foundation for success for at risk youth. Our theory of action includes evidence-based mentoring, leadership development, college preparation, and scholarship opportunities. SALEF commits [redacted] of in-kind matching funds.

Santa Monica Blvd. Community Charter School

The vision of our direct-funded charter school and Local Education Agency (LEA) is to provide a quality education for all students, to create a learning community that involves families, and to give children the skills needed to be successful in school and beyond. Our theory of change incorporate the truth that low income children are able to learn as well as children in higher socio-economic classes, and that we have the capacity to ameliorate the challenges due to poverty. Our theory of action incorporates learning for academic achievement and development of the whole child. Our school is a target school and partner in the LAPN.

SOSMentor

SOSMentor's vision is that LA youth make healthy eating choices, live an active lifestyle, and become health advocates. Our theory of change is that interactive nutrition and physical education, leadership training, and mentoring prevents and reverses the epidemic of overweight, obesity and diet-related disease. SOSMentor utilizes two strategies in our theory of action: partnership-building with community stakeholders, and a "train-the-trainer" approach, in which participants receive education and leadership training that enables them to educate and mentor others. SOSMentor will implement its ShapeUp nutrition and physical education mentoring program and its Healthy Schools Campaign that integrates nutrition workshops into afterschool activities at LAPN target schools. SOSMentor commits [redacted] of in-kind match funding.

Spark

Spark's vision is to strengthen the community by helping youth become motivated learners and connected community members, and by encouraging adults to nurture through mentoring and volunteerism. Spark's theory of change is that apprenticeships will support youth to make timely grade level advancements, graduate from high school, and set positive future goals. Spark's theory of action is to support at-risk youth with one-on-one apprenticeships that expose students to college and career options, set positive goals, and obtain a postsecondary education and/or career. Spark will provide its apprenticeship program for LAPN middle school students, by recruiting volunteers to create a hands-on apprenticeship experience for each student in a career of their choice at a real workplace. Spark commits [redacted] of in-kind matching funds.

Thai Community Development Center (Thai CDC)

Thai CDC will provide the Thai Children and Family Services (TCFS), which focuses on helping families become self-sufficient and well-adjusted and develop advocacy and negotiation skills to address childcare needs and healthcare and educational needs. Thai CDC's vision is to create a thriving community by creating businesses and jobs, developing decent and affordable housing, and revitalizing public space. Our theory of change is that community economic development outcomes lead to a decent quality of life. Our theory of action enhances community economic development, wealth creation, and asset building through affordable housing, small business support, and community development. Thai CDC commits [redacted] of in-kind match funds.

UCLA Community Based Learning Program (CBL)

The CBL is an umbrella organization for youth-serving projects that assist at-risk youth, ages 14-21. CBL will engage 200 middle and high school LAPN youth by offering academic support services, a College Knowledge program for youth and their families, and career exploration, including internship and employment opportunities. Our vision is that all young people successfully transition to adulthood. Our theory of change is that youth, with the aid of guidance and learning opportunities, should become their own agent of change. Our theory of action is that our program brings university resources to the community by providing academic assistance, workforce preparation, leadership and enrichment to help youth complete secondary school and advance to postsecondary opportunities. CBL commits [redacted] in-kind matching funds.

University of Southern California School of Social Work (USC)

USC School of Social Work's theory of change is first grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and second utilizes competency-based education as an outcome performance which is measured by practice behaviors that are comprised of knowledge, values, and skills working with children and families. Our theory of action is that we're committed to utilizing of the outcome approach in order to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities. USC School of Social Work will provide Master's of Social

Work Interns for all LAPN target schools, where they will provide counseling and mental health services for students. USC School of Social Work commits [redacted] of in-kind match support.

The Unusual Suspects Theatre Company (USTC)

USTC will implement 3 Theatre Workshops each year in Pacoima that will serve up to 120 youth and families; up to 800 additional Pacoima residents, service providers and volunteers per year will be impacted by the work by attending Page Plays and performances and participating in post-performance community discussions. Our vision is to be a source of compassion, strength and support for youth in underserved and at-risk environments; and to be a bridge that helps them make positive life choices. Our theory of change sees arts as a forum to build self-esteem, communication and coping skills necessary to help participants make positive life choices, such as staying in school and avoiding violent conflict. Our theory of action includes workshops that employ theatrical story development, script writing, improvisation techniques, onstage performance and audience interaction to help participants develop self-esteem, respect and tolerance of others, as well as the communication, coping and behavioral skills necessary to make positive life choices. USTC commits [redacted] of in-kind matching funds.

Vaughn Next Century Learning Center (Vaughn NCLC)

Vaughn NCLC is a direct funded charter school and a Local Education Agency that commits to being a target school and a partner in the LAPN. Vaughn's vision is that our students will possess proficient literacy skills, English fluency and technological competence; they will demonstrate knowledge and application of the arts, cultures, literature, history and social science, health, mathematics, communication, science, problem solving and work ethics; they will value friendship, responsibility, cultural diversity, quality of life and the democratic process; and they will become well informed of our interconnected world and pursue higher education. Vaughn's theory of change seeks to educate students to possess proficient literacy skills, and technological competence while demonstrating knowledge of the arts, cultures, literature, history and social science, health, mathematics, communication, science, problem solving and work ethics. Vaughn's theory of action addresses maximum learning opportunities for students to reduce social stressors and create a caring community for students and families. Vaughn NCLC commits [redacted] of in-kind matching funds.

Victory Outreach Sylmar (Victory Outreach)

Victory Outreach will serve 50 men in their Pacoima Recovery Home for parolees, probationers, substance abusers, and former gang members; and to serve 20 men and women in residential re-entry. Victory Outreach's vision is to inspire and instill within people the desire to fulfill their potential in life with a sense of dignity, belonging, and destiny. Victory Outreach's theory of change is that youth and adults succeed and achieve a sense of dignity, belonging and destiny through self-reliance, and the completion of actions such as graduating from high school, attending college, obtaining a career and becoming productive citizens while serving God and the community. Our theory of action embraces the development of churches, rehabilitation homes and training centers in strategic cities of the world to support youth and adults. Victory Outreach commits [redacted] of private in-kind matching funds.

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Los Angeles Promise Neighborhood Memorandum of Understanding
With Youth Policy Institute (YPI) and Partners

I have reviewed the Memorandum of Understanding, including the specific roles and duties for my organization, and commit to these roles and duties as described.

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Victoria Outreach Sylmar

Appendix F

(Evidence, timing of implementation, partner participation, costs and source of funds, #/% of children served per solution, penetration rate and growth plans)

I. LAPN PENETRATION RATES

The Los Angeles Promise Neighborhood principal goal is to ensure programs and services are available and utilized by the most vulnerable individuals: children and youth. LAPN's Theory of Change highlight the belief that change is best achieved through strategies that include a well thought out pipeline of high quality programs, services and activities that start from birth and continue to college graduation and career and include everything that children need to succeed. As such, the LAPN penetration and scale-up rates prioritize serving a greater proportion of children (0-5) as an intervention model to ensure developmental and educational foundations are established in their early years. Nonetheless, it is equally important to support all youth through their educational and personal goals. As such, holistic approach to penetrate the LAPN is to serve children and youth in the entire neighborhood, increasing by 5% annually to reach 65% of all youth by Year 5 of implementation as noted below:

LAPN Penetration by Age Group

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Ages 0-4	70%	70%	75%	75%	80%
Ages 5-9	50%	50%	55%	60%	65%
Ages 10-14	40%	45%	50%	55%	60%
Ages 15-17	30%	35%	35%	40%	50%
Total	**45%**	**50%**	**55%**	**60%**	**65%**

LAPN Penetration by Targeted Students

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
LAPN Students	80%	85%	90%	95%	100%

	Year 1	Year 2	Year 3	Year 4	Year 5
Students Served	10,255	10,895	11,535	12,175	12,820
% of Students Served	80%	85%	90%	95%	100%

II. CONTINUUM OF SOLUTIONS SUMMARY

The LAPN Proposed Continuum of Solution Summary (Appendix F) is a template identifying the following: (1) needs assessment indicators which help inform (2) proposed solutions; (3) solutions prescribed by age cohort and educational segments; (4) indicates the target number of youth served by each program; (5) the percentage of same age cohort reach in the neighborhood; (6) the cost of program per youth; (7) partners' program commitments within each program; and lastly a (8) specific School Implementation Plans for each of the target schools with school specific benchmarks that link to general LAPN benchmarks discussed in the narrative. This Appendix F Continuum of Solution Summary outlines specific partners and programs aligned respective solutions within each educational segment.

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School: Hillery T. Broadous Elementary School

Total Number of Students	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th grade	5th grade
777	132	158	115	130	157	115

	Broadous	LAUSD	LA County	CA
% Latino	97	74	64	52
% African American	2	10	9	7
% Native American	0	0.5	0.5	1
% Asian	0.4	7	10	12
% White, non-Hispanic	0.3	9	15	26
% English Language Learners (ELLs)	52	32	10	17
% Limited English Proficient (LEP)	51	33	33	31
% Special Education Students	12	11	10	9
% SES Socioeconomically Disadvantaged	91	81	66	58
% Free/Reduced Lunch	93	76	65	57
% of Students with Disabilities	9	12	11	11
Transiency Rate	17.2	20.75		
# Migrant Students	3	1712	6762	73785
Attendance Rate	95.7	94.5		
Truancy Rate	37	46	36	30
% Students who feel safe at school	87	N/A	N/A	N/A
Graduation Rate (4yr)	N/A	61	71	76
% Students enrolled in A-G curricula	N/A	74	51	40
% Students enrolled in A-G curricular with "C or better"	N/A	25		

% of students who pass the CAHSEE	N/A	23	25	27
% Students enrolled in at least one (1) Advanced Placement (AP) Course	N/A	13	15	16
Physical Fitness- % meeting all 6 criteria	22.4	23.3	28	31
% at or above Proficiency (ELA)	42	21.4	26	27
% at or above Proficiency (Math)	61	23	27	28
Academic Performance Index (API)	773	729	800	778
Program Improvement Status Year	Year 4	N/A	N/A	N/A
Student: Counselor Ratio		N/A	N/A	N/A
Student:Teacher Ratio	22	20	22	23

Indicators		**Broadous Elementary School's Annual Goals for Improvement**				
Goal:	School age students in the LAPN zone are academically prepared for timely grade level advancement, high school graduation, and college entry.	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Benchmark 1:	Only 61% of students are at grade level (proficient/advanced) in Math. Students will experience an average 6 percentage point increase per year of students meeting grade level Math standards according to annual California Standards Test results.	69%	75%	81%	87%	93%

Benchmark 2:	Only 42% of students are at grade level in English Language Arts (ELA). Students will experience an average of 8 percentage point increase per year of students meeting grade level ELA according to annual California Standards Test results.	50%	58%	66%	74%	82%
Benchmark 3:	The current Academic Performance Index (API) Score Base Score is 773. The goal for all public schools in California is 800.	780	792	801	810	822
Benchmark 4:	Broadous is a Program Improvement School Year 4 and has missed Adequate Yearly Progress (AYP) measures for the past five years. As part of LAPN services the school will work to implement the LAUSD imposed intervention plan and meet AYP measures by Implementation Year 4 and exit Program Improvement status by the end of Implementation Year 5				Meet all AYP measures	Meet all AYP measures for second year and exit PI status
Benchmark 5:	The Average Daily Attendance (ADA) rate is 95.7%, and the truancy rate is 37%. The Attendance rate will increase by an average of .5 percentage point in Years 1-5. The truancy rate will decline by an average of 5 percentage points each of Years 1-5.	96.2%/32%	96.7%/27%	97.2%/22%	97.7%/ 17%	98.2%/12%

Benchmark 6:	The percentage of students at the school meeting all 6 criteria for physical fitness according to the California Department of Education Fitnessgram assessment administered yearly is 22.4%. Students will benefit from physical education services provided as part of the LAPN and reflect an average of 6-8 percentage points or higher improvement each implementation year.	29%	35%	41%	49%	57%
Benchmark 7:	87% of students at the school feel safe there according to school level surveys. Through the implementation of LAPN services as described below, this percentage will rise an average of 2 percentage points in each of Years 1-5.	89%	91%	93%	95%	97%
Benchmark 8:	Only 6% of parents completed the annual LAUSD survey last year. Participation rates will will rise as defined below each year.	75%	80%	85%	90%	95%
Benchmark 9:	Only 29% of English language learners at Broadous Elementary scored proficient on the CELDT test. This will increase by an average of 8 percentage points each implementation year (Years 1-5).	37%	45%	53%	61%	69%

Benchmark 10:	Of special education students, only 33% scored as proficient in Math and 21% in ELA. This will increase by an average of 7 percentage points each implementation year.	40%/28%	47%/35%	54%/ 42%	61%/49%	68%/56%

School Profile

Broadous Elementary School has high percentages of English Language Learners (ELLs) and students with Limited English Proficiency (LEPs), 52% and 51% respectively. The school's percentages of ELLs and LEPs are significantly higher than the district (32% and 33%), county (10% and 33%), and state (17% and 31%). In response, the LAPN plan for Broadous has specific supports in place for ELLs and LEPs. 91% of Broadous students are socioeconomically disadvantaged and 93% qualify for free/reduced price lunch. LAPN will ensure students and their families receive supportive services in school and are connected to the full continuum of solutions to help address their basic needs.

School Transformation

As a low-performing school, Broadous will receive select components of the School Transformation plan. See School Transformation in the Appendix for details.

Professional Development & Instruction

In the 2012-13 academic year, LAUSD will begin implementing a new teacher evaluation system that includes professional development (PD). LAUSD's PD will focus on proper implementation of the new California Common Core Standards, using the new LAUSD Teaching & Learning Framework and the Educator Growth & Development Program, and on effective strategies and practices associated with supporting English Language Learners to master English and fully access the core curriculum. The LAPN Academic Coach will fully support the implementation of LAUSD's Teacher Evaluation and Professional Development Plan, with a particular focus on improving instruction for English Language Learners (ELLs) and students with Limited English Proficiency (LEPs). See the Other Appendix for the full LAUSD Teacher Evaluation & Professional Development Plan details. To further support ELLs and LEPs at Broadous, LAPN will implement a Pacoima Charter School Best Practice of utilizing the Success for All reading program, as well as peer-assisted learning strategies, use of instructional conversations and use of literacy logs by ELL students.

The LAPN Promise Corps Academic Coach will work full time at Broadous to support teaching and the professional development activities discussed above. The Academic Coach will be a credentialed teacher, and work with teachers and administrators to implement the school-level PD plan. The plan will also include leadership development for the principal and teachers, including professional development for teachers without the principal present to facilitate open discussion. LAPN will also provide external professional development opportunities to supplement the school-based PD. YPI is a member of the Center for Nonprofit Management, through which staff members can access a variety of half- and full-day trainings, including Making Meetings Work, Supervising for Success, or Coaching is Hot.

Data-Driven Excellence

Broadous Elementary will be fully integrated into the LAPN Efforts to Outcomes (ETO) longitudinal database to ensure programs and services are effective and to continually improve those that are lacking. ETO's Early Warning System will provide Broadous staff with regular reports that track academic and developmental indicators and flag students who drop below proscribed achievement levels for intervention. ETO will track grades, assessment scores, attendance and tardiness, and participation in LAPN programs, among other indicators.

All LAPN schools will use student achievement data to drive improvements in teaching, motivate students, and monitor individual-, classroom-, grade-, and school-level achievement. Students will know and understand their CST scores and quarterly benchmark assessments, and they will work with their teachers to set and achieve goals. Data will be provided to teachers and parents (not just principals and administrators). Classroom-level data and specific classroom academic goals will be posted on the wall of each classroom, so that students and parents can understand progression each year. Individual student data generated quarterly is shared with parents through School Report Cards, which will include expanded information such as school wide academic benchmarks and results collected through the ETO system to build transparency and support of the teacher, staff, parents, students, and residents.

Supportive Services

All LAPN students will be assessed by LAPN staff (primarily Case Managers with assistance from school-based staff) and provided with a Comprehensive Service Plan (CSP) that will be updated annually. CSPs will connect all students to the full continuum of cradle-through-college/career solutions offered at their school and in the Neighborhood. The LAPN

continuum of solutions will be reflected on Service Menus that detail available programs and services, including locations, hours, and eligibility information. Service Menus will be distributed at schools through the Full Service Community School programs, at LAPN Community Centers, and on the LAPN website. Academic assessments and other indicators (e.g. attendance) will be analyzed in ETO to provide students with specific recommendations for programs that will meet their needs.

In response to the very high percentage of Broadous students who qualify as socioeconomically disadvantaged and/or eligible for free/reduced price lunch, LAPN will work with a Student Support Team at Broadous to define high risk students in need of full case management services beyond the CSP. The Team will include the LAPN Full Service Community School (FSCS) Coordinator, FSCS Family Advocate, and other members that may include a School Social Worker; a Grade Level Coordinator; a School Counselor; a Behavior Facilitator; and a Teacher. Based on a recommendation from a teacher, school staff, or parent, the Team will examine and recommend students for Case Management. Case Management staff, including partners, will work to complete a Case Management Plan for each youth recommended for full case management services. This Plan will identify barriers to self-sufficiency, academic achievement and family stability including: food, shelter, transportation, safety, health care, employment, needs of youth and family members (substance abuse, mental health, domestic violence), student academic need, parental concerns (child abuse, parenting, and access to childcare and after school programs), and financial need.

Students and families at Broadous will also have access to LAPN partner Friends of the Family's support services, including youth development, parent support and education, family development and mental health support. LAPN staff at Broadous will also reach out to families in need to connect them to the full continuum of LAPN solutions.

Feeder School Development

LAPN and school staff at Broadous will work closely with other LAPN schools to promote the LAPN feeder pattern. Broadous Elementary's LAPN Full Service Community School staff at will work closely with LAPN FSCS staff at Maclay Middle School and Vaughn to invite and orient incoming 6th grade students to an LAPN middle school. See Feeder School Development in the Appendix for additional details on developing the LAPN feeder pattern.

Full Service Community School Program

Broadous will have a full-time Full Service Community School (FSCS) Coordinator and part-time Family Advocate. FSCS staff will work closely with the other LAPN staff at Broadous, including the Afterschool Coordinator, the Wellness Coordinator, and Promise Corps staff to seamlessly integrate Broadous' programs. These LAPN staff will collaborate on academic support services (details below in Promise Corps section), Eat, Play, Live programs (details below in Eat, Play, Live), Educational and Cultural Field Trips, Violence and Gang Prevention programs, 21st Century Technology programs, and Arts and Humanities Enrichment programs. There are additional details on these programs in the solutions found later in Appendix F.

The Full Service Community School program at Broadous will also work to increase parent engagement at the school by providing programming targeted to parents.

Promise Corps: Academic Coach & Tutors

Broadous will have a Promise Corps of one full time Academic Coach and four part time Tutors. In addition to the duties of the Academic Coach detailed in the Professional Development section, the Coach will also supervise and train the Tutors at the school site, and work with teachers and Tutors to align academic support with instruction. The Academic Coach will also facilitate two annual Parent Academic Information Sessions that will involve parents in their children's education (see Promise Corps in the Appendix for details).

Tutors are college students (or graduates) with at least two years of postsecondary education who have completed YPI's Tutor Training Program. This training provides a school-specific orientation and monthly training on academic concepts, classroom management, CPR, building relationships with key stakeholders, communication strategies, and other topics as needed.

Promise Corps Tutors provide support services during school hours on the schedule and intensity level established with teachers and the Academic Coach. Promise Corps staff will work with teachers to pull students out of class for tutoring based on academic need. Tutoring will focus on the lowest performing students or students on the "hot list" (scoring Far Below Basic or Below Basic but close to moving up to the next level of proficiency). Each Tutor will be assigned 20 students per semester who will receive a minimum of 30 hours of academic tutoring. 160 Broadous students will receive tutoring each year.

Afterschool Program

Broadous' Afterschool Program has a full time Coordinator who facilitates programs from when school ends until 6:00 P.M. Monday through Friday. The Coordinator provides students with academic assistance, enrichment activities, and athletics. The Afterschool Coordinator works closely with the Full Service Community School Coordinator, the Wellness Coordinator, and the Promise Corps Academic Coach and Tutors to integrate Broadous' school-based services in a seamless continuum for students. See additional details on the Afterschool program in the Appendix.

Eat, Play, Live: Nutrition & Exercise

Broadous will have a part-time Wellness Coordinator to oversee Eat, Play, Live: Nutrition & Exercise programs. The Wellness Coordinator works with FSCS staff to coordinate the health and nutrition activities for parents and students. The Wellness Coordinator will utilize the SPARK PE training she's received to train all Broadous' teachers so they can do SPARK activities with their students during Advisory period or recess.

College & Career Awareness

The Full Service Community School program, Afterschool program, and Promise Corps will collaborate to promote a college-going culture at Broadous Elementary School. College and career awareness activities will be targeted to both students and their parents. LAPN will create a College Corner at Broadous, decorated with college banners and featuring informational materials. Broadous students will participate in "I'm going to college!" events where local college students and alumni will visit the school to talk about how they successfully go in to college and what college life is like. Broadous students will go on at least one field trip each year to an area college or university. LAPN will also implement a College Club for students. Club members may engage in the following activities: (a) Collect a list of where each school staff member attended college- announce the school, city and state of 1-3 staff members per week. Students may go around the school to ask several teachers and then complete a geography-related lesson where they have to locate the cities in which the colleges are located; (b) Students will create a "College Wall of Fame" in the school hallway where photos of famous individuals are posted along with the name of the college or university that they attended; (c) Club coordinators will assign each student a university/college to research and report back to the club on (sports, activities, how to apply, grades needed, tuition assistance, etc); or (d) Club coordinators may hold a mini-career day for students by inviting local professionals to speak on their experiences in their respective fields.

School: Broadous Elementary School LAPN STAFF

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 AM	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15
7:30 AM	Check E-mails: Read / Reply	Check E-mails: Read / Reply	Check E-mails: Read / Reply	Check E-mails: Read / Reply	Prior Night Workshop Clean Up
8:00 AM					Check E-mails: Read / Reply
8:30 AM	Professional Development	Administrative Functions	AM Parent Engagement Meeting	Prep for Workshop	
9:00 AM		ELL's and LEP Professional Development		Parent Workshop: Computer Literacy	Meet with Principal about programs and outcomes
9:30 AM					
10:00 AM	Prep for Workshop	Prep for Workshop	Prep For Workshop		Administrative Functions
10:30 AM	Parent Wellness Workshop	ESL Classes / Workshop	Parenting Workshop		
11:00 AM				Clean up Parent Workshop	
11:30 AM	Parent Workshop Clean Up	Parent Workshop Clean Up	Parent Workshop Clean Up	Parent Phone Calls	
12:00 PM	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch
12:30 PM					
1:00 PM	Department Meeting / Training	Administrative Functions	Parent Phone Calls	Parent Phone Calls	Prep for Workshop
1:30 PM					Mentoring and/or Transition Workshop
2:00 PM	Community Outreach: Flyers, Banners, etc.	College & Career Club for Students	College Corners: Flyers and Banners	College & Career Club for Students	
2:30 PM					Parent Clean Up Workshop
3:00 PM	Afterschool Program	Afterschool Program	Afterschool Program	Afterschool Program	Afterschool Program
3:30 PM					
4:00 PM					
4:30 PM					
5:00 PM					
5:30 PM					
6:00 PM	PM Parent Phone Calls	PM Parent Phone Calls	PM Parent Phone Calls	PM Parent Engagement Meeting	PM Parent Phone Calls
6:30 PM	Wrap up and Prep for Next Day	Wrap up and Prep for Next Day	Wrap up and Prep for Next Day		Wrap Up Week
7:00 PM					

Parent Workshop	Administrative	Meetings
Student Workshop	Outreach	Professional Development
After School Program/ Club	Lunch/ Supervison	Parent/ Family Events

School: Grant Elementary School

Total Number of Students	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th grade	5th grade	6th Grade
685	89	119	93	112	89	96	87

	Grant	LAUSD	LA County	CA
% Latino	72	74	64	52
% African American	4	10	9	7
% Native American	0	0.5	0.5	1
% Asian	9	7	10	12
% White, non-Hispanic	15	9	15	26
% English Language Learners (ELLs)	46	32	10	17
% Limited English Proficient (LEP)	49	33	33	31
% Special Education Students	11	11	10	9
% SES Socioeconomically Disadvantaged	94	81	66	58
% Free/Reduced Lunch	90	76	65	57
% of Students with Disabilities	9	12	11	11
Transiency Rate	13.4	20.75		
# Migrant Students	0	1712	6762	73785
Attendance Rate	96.3	94.5		
Truancy Rate	27	46	36	30
% Students who feel safe at school	87	N/A	N/A	N/A
Graduation Rate (4yr)	N/A	61	71	76
% Students enrolled in A-G curricula	N/A	74	51	40
% Students enrolled in A-G curricular with "C or better"	N/A	25		

% of students who pass the CAHSEE	N/A	23	25	27
% Students enrolled in at least one (1) Advanced Placement (AP) Course	N/A	13	15	16
Physical Fitness- % meeting all 6 criteria	12.9	23.3	28	31
% at or above Proficiency (ELA)	45	21.4	26	27
% at or above Proficiency (Math)	57	23	27	28
Academic Performance Index (API)	769	729	800	778
Program Improvement Status Year	Year 3	N/A	N/A	N/A
Student:Teacher Ratio	24	20	22	23
Student: Counselor Ratio	685	N/A	N/A	N/A

Indicators		**Grant Elementary School's Annual Goals for Improvement**				
Goal:	School age students in the LAPN zone are academically prepared for timely grade level advancement, high school graduation, and college entry.	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Benchmark 1:	Only 57% of students are at grade level (proficient/advanced) in Math. Students will experience an average 6 percentage point increase per year of students meeting grade level Math standards according to annual California Standards Test results.	63%	69%	75%	81%	87%
Benchmark 2:	Only 45% of students are at grade level in ELA. Students will experience an average of 7 percentage point increase per year of students meeting grade level ELA according to annual California Standards Test results.	52%	59%	66%	73%	80%

Benchmark 3:	The current Academic Performance Index (API) Score Base Score is 769. The goal for all public schools in California is 800.	775	782	792	805	819
Benchmark 4:	Grant is a Program Improvement School Year 3 and has missed Adequate Yearly Progress (AYP) measures for the past four years. In the last year, the school met 16 out of 21 indicators. As part of LAPN services the school will work to implement the LAUSD imposed intervention plan and meet AYP measures by Implementation Year 4 and exit Program Improvement status by the end of Implementation Year 5				Meet all AYP measures	Meet all AYP measures for second year and exit PI status
Benchmark 5:	The Average Daily Attendance (ADA) rate is 96.3%, and the truancy rate is 27%. The Attendance rate will increase by an average of .3 percentage point in Years 1-5. The truancy rate will decline by an average of 4 percentage points each of Years 1-5.	96.6%/23%	96.9%/19%	97.2%/15%	97.5%/ 11%	97.8%/7%
Benchmark 6:	The percentage of students at the school meeting all 6 criteria for physical fitness according to the California Department of Education Fitnessgram assessment administered yearly is 12.9%. Students will benefit from physical education services provided as part of the LAPN and reflect an average of 6-8 percentage	19%	25%	31%	39%	47%

	points or higher improvement each implementation year.					
Benchmark 7:	87% of students at the school feel safe there according to school level surveys. Through the implementation of LAPN services as described below, this percentage will rise an average of 2 percentage points in each of Years 1-5.	89%	91%	93%	95%	97%
Benchmark 8:	69% of parents talk to teachers about the schoolwork of their child. This percentage, according to annual LAUSD and LAPN surveys, will rise 4-5 percentage points each year.	73%	77%	82%	87%	92%
Benchmark 9:	Only 29% of English language learners at Grant Elementary scored proficient on the CELDT test. This will increase by an average of 8 percentage points each implementation year (Years 1-5).	37%	45%	53%	61%	69%
Benchmark 10:	Of special education students, only 39% scored as proficient in Math and 27% in ELA. This will increase by an average of 7 percentage points each implementation year.	46%/34%	53%/41%	60%/ 48%	67%/55%	74%/62%

School Profile

Grant Elementary School has a long history in the Hollywood community. Many of its teachers have taught two or three generations of families, which is a huge asset. Families and school personnel have great relationships with one another. Another school asset is its diversity- over twenty languages are spoken by Grant ES students and their families.

Grant Elementary School has high percentages of English Language Learners (ELLs) and students with Limited English Proficiency (LEPs), 46% and 49% respectively. The school's percentages of ELLs and LEPs are significantly higher than the district (32% and 33%), county (10% and 33%), and state (17% and 31%). In response, the LAPN plan for Grant has specific supports in place for ELLs and LEPs. 94% of Grant students are socioeconomically disadvantaged and 90% qualify for free/reduced price lunch. LAPN will ensure students and their families receive supportive services in school and are connected to the full continuum of solutions to help address their basic needs. Only 12.9% of Grant students meet all 6 fitness criteria, compared to 23.3% of students in the district, 28% of students in the county, and 31% of students in the state. LAPN will supplement the Eat, Play, Live: Nutrition & Exercise program at Grant to help keep students healthy and active. The percentages of Grant students who are proficient in ELA or math (45% and 57% respectively) well surpasses the percentages of students proficient in ELA and math at the district level (21.4% and 23%), county level (28% and 27%), and state level (27% and 28%). LAPN will build on Grant's academic best practices that have contributed to these levels of achievement to support all students to score at or above proficiency.

Grant Principal Chris Ikeanyi reports that district budget cuts will reduce his current afterschool staff. He cites the reduced afterschool program as a safety concern- Grant ES students need safe places to go after school ends for the day. LAPN will fill this gap by providing a full-time Full Service Community School Coordinator, part-time Family Advocate, part-time Wellness Coordinator, full-time Academic Coach, and four part-time Tutors. These LAPN staff members will support the current afterschool program to serve more students with additional activities, in particular tutoring, which was identified as a key need by the principal.

Budget cuts will also result in the loss of Grant's Psychiatric Social Worker (PSW). Although LAPN partner Hollygrove provides mental health services at Grant, the loss of this position will make it more challenging for Grant ES to address students' needs. LAPN staff will connect students to the LAUSD PSA Counselor and PSW co-located at YPI's Hollywood

FamilySource Center. In addition, LAPN's supportive services, including the creation of Comprehensive Service Plans for every student, will help Grant meet the needs of all of its students.

School Transformation

As a low performing school, Grant Elementary will receive select components of the School Transformation plan. These components will support three priorities for academic achievement: (1) Growth in achievement for all students - all students progress at least 1 grade level each year; (2) Focused interventions for the "hot list" - students whose CST scores are just below the threshold to move up to the next level (e.g. from Far Below Basic to Below Basic) and who only require a shorter term targeted intervention to improve; and (3) Focused interventions for all students scoring Far Below Basic or Below Basic so that all students score at or above Proficiency.

As part of Grant's transformation, LAPN will implement the Efforts to Outcomes (ETO) data system and additional academic assessments that will create a data-driven culture at the school. This data will enable teachers and administrators to focus on the three priorities listed above, while also tracking whether the school is making progress in achieving the Benchmarks for annual improvement. Details are below in the Data-Driven Excellence section.

LAPN will provide extensive instructional support and professional development (PD) for Grant's teachers and administrators as part of School Transformation. LAPN's Promise Corps will offer on-campus PD and academic support services, and will build on the instructional program and PD currently offered at the school.

See Appendix F for additional details on School Transformation.

Professional Development & Instruction

Grant Elementary School's professional development (PD) focuses on standards for core subjects, although Principal Ikeanyi would like to see additional PD offered in this area, especially for the sciences. For English Language Arts (ELA), Grant ES currently uses California Treasures, a research-based comprehensive language arts program that integrates instruction in all areas of the discipline. It incorporates high quality, multi-cultural, award-winning literature with explicit instruction and ample practice. Treasures integrates the components of a balanced literacy program under a single umbrella: phonemic awareness and phonics, fluency, reading comprehension strategies, English language development

and mainstreaming strategies, differentiated instruction techniques and materials, small group strategies and resources, and vocabulary tools and strategies. The LAPN Academic Coach will support the ongoing use of this curriculum.

Principal Ikeanyi wants to implement project-based learning that integrates all standards within a unit. LAPN will invite Principal Robledo and teachers from target middle school San Fernando Institute for Applied Media (SFiAM) to provide training on project-based learning, as SFiAM teachers began implementing this over the past year and can share best practices.

The LAPN Promise Corps Academic Coach will work full time at Grant to support teaching and the professional development activities discussed above. The Academic Coach will be a credentialed teacher, and work with teachers and administrators to implement the school-level PD plan. The plan will also include leadership development for the principal and teachers, including professional development for teachers without the principal present to facilitate open discussion. Per Principal Ikeanyi's request, the Academic Coach will also cover child development and instructional best practices that take children's developmental stage into account. The Academic Coach will also help continue the implementation of the Second Step curriculum, an evidence-based program focused on violence prevention. Teachers offer hands-on 30-minute lessons that cover topics like how to identify feelings, problem-solving skills, and how to get along with others.

LAPN will also provide external professional development opportunities to supplement the school-based PD. YPI is a member of the Center for Nonprofit Management, through which staff members can access a variety of half- and full-day trainings, including Making Meetings Work, Supervising for Success, or Coaching is Hot.

In the 2012-13 academic year, LAUSD will begin implementing a new teacher evaluation system that includes professional development. LAUSD's PD will focus on proper implementation of the new CA Common Core Standards, using the new LAUSD Teaching & Learning Framework and the Educator Growth & Development Program, and on effective strategies and practices associated with supporting English Language Learners to master English and fully access the core curriculum. The LAPN Academic Coach will fully support the implementation of LAUSD's Teacher Evaluation and Professional Development Plan, with a particular focus on improving instruction for English Language Learners (ELLs) and students with Limited English Proficiency (LEPs). See Other Appendix for the full LAUSD Teacher Evaluation & Professional Development Plan details.

Data-Driven Excellence

Grant Elementary has begun building a data-drive school culture, and LAPN will build on its use of data to track assessments, CST scores, and achievement in core subjects. Grant Elementary will be fully integrated into the LAPN Efforts to Outcomes (ETO) longitudinal database to ensure programs and services are effective and to continually improve those that are lacking. ETO's Early Warning System will provide Grant staff with regular reports that track academic and developmental indicators and flag students who drop below proscribed achievement levels for intervention. ETO will track grades, assessment scores, attendance and tardiness, and participation in LAPN programs, among other indicators. ETO's Early Warning System will also address the need at Grant for early identification of students who struggle with reading. ETO will merge multiple academic indicators to identify which students need a reading intervention.

All LAPN schools will use student achievement data to drive improvements in teaching, motivate students, and monitor individual-, classroom-, grade-, and school-level achievement. Students will know and understand their CST scores and quarterly benchmark assessments, and they will work with their teachers to set and achieve goals. Data will be provided to teachers and parents (not just principals and administrators). Classroom-level data and specific classroom academic goals will be posted on the wall of each classroom, so that students and parents can understand progression each year. Individual student data generated quarterly is shared with parents through School Report Cards, which will include expanded information such as school-wide academic benchmarks and results collected through the ETO system to build transparency and support of the teacher, staff, parents, students, and residents.

Supportive Services

Grant Elementary currently has extra space on campus and LAPN is exploring the possibility of co-locating a Promise Neighborhood Community Center on campus.

Grant works closely with many community-based organizations to provide supportive services to students and their families. A large proportion of Grant students (94%) are socioeconomically disadvantaged, and Grant ES is located in an area of the Neighborhood with extremely high rates of child poverty, including one block group near the school with 100% child poverty. The supportive services provided by Grant and its partners are a very important resource for this segment of

the community. LAPN partner Hollygrove provides mental health services on campus one day per week, as does the Children's Bureau and Queenscare. Big Smile Dental Care comes to Grant twice a year to do dental screenings.

With the understanding that children's home lives affect their behavior and that many of Grant's students have difficult home lives, the school has changed its disciplinary policies so that students engage in community service at the school rather than being suspended for infractions.

All LAPN students will be assessed by LAPN staff (primarily Case Managers with assistance from school-based staff) and provided with a Comprehensive Service Plan (CSP) that will be updated annually. CSPs will connect all students to the full continuum of cradle-through-college/career solutions offered at their school and in the Neighborhood. The LAPN continuum of solutions will be reflected on Service Menus that detail available programs and services, including locations, hours, and eligibility information. Service Menus will be distributed at schools through the Full Service Community School programs, at LAPN Community Centers, and on the LAPN website. Academic assessments and other indicators (e.g. attendance) will be analyzed in ETO to provide students with specific recommendations for programs that will meet their needs. And again, this system will help identify struggling students and connect them with resources to help them succeed.

In response to the very high percentage of Grant students who qualify as socioeconomically disadvantaged and/or eligible for free/reduced price lunch, LAPN will work with Grant's Care Teams to define high risk students in need of full case management services beyond the CSP. Care Teams include the LAPN Full Service Community School Coordinator, FSCS Family Advocate, and other members that may include a School Social Worker; a Grade Level Coordinator; a School Counselor; a Behavior Facilitator; and a Teacher. Based on a recommendation from a teacher, school staff, or parent, the Team will examine and recommend students for Case Management. Case Management staff, including partners, will work to complete a Case Management Plan for each youth recommended for full case management services. This Plan will identify barriers to self-sufficiency, academic achievement and family stability including: food, shelter, transportation, safety, health care, employment, needs of youth and family members (substance abuse, mental health, domestic violence), student academic need, parental concerns (child abuse, parenting, and access to childcare and after school programs), and financial need.

LAPN staff at Grant will also reach out to families in need to connect them to the full continuum of LAPN solutions.

Feeder School Development

LAPN and school staff at Grant will work closely with other LAPN schools to promote the LAPN feeder pattern. Grant Elementary School's LAPN Full Service Community School staff at will work closely with LAPN FSCS staff at Le Conte Middle School to invite and orient incoming 7th grade students and their parents to an LAPN middle school.

Full Service Community School Program

Grant will have a full-time Full Service Community School (FSCS) Coordinator and part-time Family Advocate. FSCS staff will work closely with the other LAPN staff at Grant, including the Afterschool Coordinator, the Wellness Coordinator, Promise Corps staff, and Grant's Parent Center Coordinator to seamlessly integrate Grant 's programs. These LAPN staff will collaborate on academic support services (details below in Promise Corps section), Eat, Play, Live programs (details below in Eat, Play, Live), Educational and Cultural Field Trips, Violence and Gang Prevention programs, 21st Century Technology programs, and Arts and Humanities Enrichment programs. There are additional details on these programs in the solutions found later in Appendix F.

Grant's Parent Center holds vibrant parent meetings, as well as providing educational workshops such as how to conduct a parent/teacher conference (what questions to ask, etc.). Principal Ikeanyi would like to increase parent engagement at the school though, so the Full Service Community School program will support this goal. Grant's Parent Center is currently open from 8:00 A.M. to 1:30 P.M., so the FSCS staff will enable the center to open during the afternoon and early evening, as well provide workshops on topics like financial literacy (with the option to open a matched savings account), parenting and child development, and college access. FSCS staff will work with Grant's Parent Representatives to continue to help with translation for parent/teacher conferences, recognize parent volunteers, and hold fundraisers for the school.

FSCS staff will also support Grant's Safety Valet program, where volunteers are stationed outside the school during morning drop off and afternoon pick up to help monitor traffic and keep students safe.

Promise Corps: Academic Coach & Tutors

Grant will have a Promise Corps of one full time Academic Coach and four part time Tutors. In addition to the duties of the Academic Coach detailed in the Professional Development section, the Coach will also supervise and train the Tutors at the school site, and work with teachers and Tutors to align academic support with instruction. The Academic Coach will also facilitate two annual Parent Academic Information Sessions that will involve parents in their children's education (see Appendix F- Promise Corps for details).

Tutors are college students (or graduates) with at least two years of postsecondary education who have completed YPI's Tutor Training Program. This training provides a school-specific orientation and monthly training on academic concepts, classroom management, CPR, building relationships with key stakeholders, communication strategies, and other topics as needed. Hollywood High School students currently tutor at Grant, so they will be integrated into the Promise Corps and will participate in YPI's Tutor Training Program also.

Promise Corps Tutors provide support services during school hours on the schedule and intensity level established with teachers and the Academic Coach. Promise Corps staff will work with teachers to pull students out of class for tutoring based on academic need. Tutoring will focus on the lowest performing students or students on the "hot list" (scoring Far Below Basic or Below Basic but close to moving up to the next level of proficiency). Each Tutor will be assigned 20 students per semester who will receive a minimum of 30 hours of academic tutoring. 160 Grant students will receive tutoring each year.

Afterschool Program

Grant's Afterschool Program will have a full time Coordinator who facilitates programs from when school ends until 6:00 P.M. Monday through Friday. The Coordinator provides students with academic assistance, enrichment activities, and athletics. In response to Grant's need for arts and humanities enrichment, the Harmony Project will provide music-based mentoring to students. The Afterschool Coordinator works closely with the Full Service Community School Coordinator, the Wellness Coordinator, and the Promise Corps Academic Coach and Tutors to integrate Grant's school-based services in a seamless continuum for students. See additional details on the Afterschool program in Appendix F.

Eat, Play, Live: Nutrition & Exercise

Grant will have a part-time Wellness Coordinator to oversee Eat, Play, Live: Nutrition & Exercise programs. The Wellness Coordinator works with FSCS staff to coordinate the health and nutrition activities for parents and students. To address the high percentage of Grant students unable to meet the 6 fitness criteria, the Wellness Coordinator will utilize the SPARK PE training she's received to train all Grant teachers so they can do SPARK activities with their students during Advisory period or recess. SPARK activities are designed to engage all students in physical activity without the need for expensive equipment or extensive training for teachers. SPARK will supplement Grant's "Focus Fish" weekly physical education program that bring outside vendors to work with the school's three part-time P.E. coaches. Previous "Focus Fish" activities have been karate, dance, and yoga.

To further increase physical activity options for students, the Hollywood Wilshire YMCA will expand its School Based Y program to Grant Elementary. The School Based Y program provides physical education programming directly to students in local elementary schools during school hours, and students receive at least 200 minutes of physical education every 10 days. In addition to physical education, the School Based Y program also educates youth about the importance of regular exercise and about good nutrition and eating unhealthy foods in moderation in order to encourage students to adopt realistic lifetime eating habits.

College & Career Awareness

Principal Ikeanyi is really passionate about building a college-going culture at Grant Elementary School. YPI supported this passion by obtaining a Clean & Connected Communities mini-grant from Councilmember Eric Garcetti to create a College Hallway and paint a mural at Grant ES in 2011. LAPN will further support the principal's vision for the school by implementing a variety of college and career awareness activities, including some targeted toward parents.

The Full Service Community School program, Afterschool program, and Promise Corps will collaborate to promote this college-going culture at Grant Elementary School. College and career awareness activities will be targeted to both students and their parents. LAPN will create a College Corner at the end of Grant's College Hallway, featuring informational materials. Grant students will continue to participate in "I'm going to college!" events where local college students and alumni will visit the school to talk about how they successfully got in to college and what college life is like.

Grant students will go on at least one field trip each year to an area college or university, and their parents will be invited on to attend college field trips too.

LAPN will also implement a College Club for students. Club members may engage in the following activities: (a) Collect a list of where each school staff member attended college- announce the school, city and state of 1-3 staff members per week. Students may go around the school to ask several teachers and then complete a geography-related lesson where they have to locate the cities in which the colleges are located; (b) Students will create a "College Wall of Fame" in the school hallway where photos of famous individuals are posted along with the name of the college or university that they attended; (c) Club coordinators will assign each student a university/college to research and report back to the club on (sports, activities, how to apply, grades needed, tuition assistance, etc); or (d) Club coordinators may hold a mini-career day for students by inviting local professionals to speak on their experiences in their respective fields.

School: Grant Elementary School: LAPN Staff

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 AM	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15
7:30 AM	Administrative Fuctions	Prior Night Workshop Clean Up	Prior Night Workshop Clean Up	Prior Night Workshop Clean Up	Leadership Development: Principal and Teachers
8:00 AM		School Level PD Planning	Administrative Functions	Parent Center Coordinator Meeting	
8:30 AM	Prep for Workshop				Meeting with Principal about Programs and Outcomes
9:00 AM	Parent Workshop: Child Development		Prep For Workshop	Prep for Workshop	
9:30 AM		Prep for Workshop	Parent Leadership Workshop	Parent ESL Workshop / Classes	Administrative Functions
10:00 AM	Workshop Clean Up	Parent ESL Workshop / Classes	Workshop Clean Up	Workshop Clean Up	Case Management Meeting: High Risk Students
10:30 AM	ETO Tracking	Workshop Clean Up	Department Meeting	School Leadership Meeting	
11:00 AM		Parent / Community Outreach			
11:30 AM	Parent Phone Calls			Parent Phone Calls	
12:00 PM	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch
12:30 PM					
1:00 PM	Student Workshop: Violence and Gang Prevention Programs	Parent Phone Calls	Parent Phone Calls	Administrative Fuctions	LAPN Coordinator Meeting / Collaborative Meeting
1:30 PM					
2:00 PM		College & Career Club	College Corners: Flyers and Banners	College & Career Club	
2:30 PM					
3:00 PM	Afterschool Program: Eat, Play, Live (Wellness Program)	Afterschool Program: Arts and Humanities Enrichment Programs	Afterschool Program	Afterschool Program: 21st Century Technology Programs	Afterschool Program: Educational and Cultural Field Trips
3:30 PM					
4:00 PM					
4:30 PM					
5:00 PM					
5:30 PM					
6:00 PM	Prep for Workshop	Prep for Workshop	Prep For Workshop	Parent Engagement Meeting	Wrap Up Week
6:30 PM	Parent Workshop: Financial Literacy	Parent Workshop: College Access	Parent Workshop: Parenting & Child Development		
7:00 PM					

*** PromiseCorps will be on site througout the week during operation hours**

Parent Workshop	Administrative	Meetings
Student Workshop	Outreach	Professional Development
After School Program/Club	Lunch/Supervision	Parent/Family Events

School: Ramona Elementary School

Total Number of Students	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th grade	5th grade	6th Grade
730	113	114	128	105	90	100	80

	Ramona	LAUSD	LA County	CA
% Latino	81	74	64	52
% African American	2	10	9	7
% Native American	0.3	0.5	0.5	1
% Asian	8	7	10	12
% White, non-Hispanic	9	9	15	26
% English Language Learners (ELLs)	50	32	10	17
% Limited English Proficient (LEP)	63	33	33	31
% Special Education Students	14	11	10	9
% SES Socioeconomically Disadvantaged	97	81	66	58
% Free/Reduced Lunch	92	76	65	57
% of Students with Disabilities	12	12	11	11
Transiency Rate	13.9	20.75		
# Migrant Students	22	1712	6762	73785
Attendance Rate	95.7	94.5		
Truancy Rate	27	46	36	30
% Students who feel safe at school	91	N/A	N/A	N/A
Graduation Rate (4yr)	N/A	61	71	76
% Students enrolled in A-G curricula	N/A	74	51	40
% Students enrolled in A-G curricular with "C or better"	N/A	25		
% of students who pass the CAHSEE	N/A	23	25	27

% Students enrolled in at least one (1) Advanced Placement (AP) Course	N/A	13	15	16
Physical Fitness- % meeting all 6 criteria	15.5	23.3	28	31
% at or above Proficiency (ELA)	45	21.4	26	27
% at or above Proficiency (Math)	61	23	27	28
Academic Performance Index (API)	779	729	800	778
API Increase + or Decrease in past academic year - (by how many points)	13+			
Program Improvement Status Year	Year 5	N/A	N/A	N/A
Student:Teacher Ratio	22	20	22	23
Student: Counselor Ratio	0	N/A	N/A	N/A

Indicators		**Ramona's Annual Goals for Improvement**				
Goal:	School age students in the LAPN zone are academically prepared for timely grade level advancement, high school graduation, and college entry.	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Benchmark 1:	Only 61% of students are at grade level (proficient/advanced) in Math. Students will experience an average 6 percentage point increase per year in meeting grade level Math standards according to annual California Standards Test results.	67%	73%	79%	85%	91%
Benchmark 2:	Only 45% of students are at grade level in ELA. Students will experience an average of 8 percentage point increase per year in meeting grade level ELA according to annual California Standards Test results.	53%	61%	69%	77%	85%

Benchmark 3:	The current Academic Performance Index (API) Score Base Score is 779. The goal for all public schools in California is 800.	784	793	802	814	825
Benchmark 4:	Ramona is a Program Improvement School Year 2 and has missed Adequate Yearly Progress (AYP) measures for the past three years. In the last year, the school met only 11 out of 21 indicators. As part of LAPN services, the school will work to implement the LAUSD imposed intervention plan and meet AYP measures by Implementation Year 4 and exit Program Improvement status by the end of Implementation Year 5				Meet all AYP measures	Meet all AYP measures for second year and exit PI status
Benchmark 5:	The Average Daily Attendance (ADA) rate is 95.7%, and the truancy rate is 27%. The Attendance rate will increase by an average of .5 percentage point in Years 1-5. The truancy rate will decline by an average of 4 percentage points each of Years 1-5.	96.2%/23%	96.7%/19%	97.2%/15%	97.7%/ 11%	98.2%/7%

Benchmark 6:	The percentage of students at the school meeting all 6 criteria for physical fitness according to the California Department of Education Fitnessgram assessment administered yearly is 15.5% in 2010-11. Students will benefit from physical education services provided as part of the LAPN and reflect an average of 6-8 percentage points or higher improvement each implementation year.	22%	29%	36%	44%	52%
Benchmark 7:	91% of students at the school feel safe there according to school level surveys. Through the implementation of LAPN services as described below, this percentage will rise an average of 1-2 percentage points in each of Years 1-5.	92%	93%	94%	96%	98%
Benchmark 8:	65% of parents talk to teachers about the schoolwork of their child. This percentage, according to annual LAUSD and LAPN surveys, will rise 5 percentage points each year.	70%	80%	85%	90%	95%
Benchmark 9:	Only 23% of English language learners at Ramona Elementary scored proficient on the CELDT test. This will increase by an average of 8 percentage points each implementation year (Years 1-5).	31%	39%	47%	55%	63%

Benchmark 10:	Of special education students, only 33% scored as proficient in Math and 26% in ELA. This will increase by an average of 7 percentage points each implementation year.	40%/33%	47%/40%	54%/ 47%	61%/54%	68%/61%

School Profile

Ramona Elementary School has high percentages of English Language Learners (ELLs) and students with Limited English Proficiency (LEPs), 50% and 63% respectively. The school's percentages of ELLs and LEPs are significantly higher than the district (32% and 33%), county (10% and 33%), and state (17% and 31%). In response, the LAPN plan for Ramona has specific supports in place for ELLs and LEPs. 97% of Ramona students are socioeconomically disadvantaged and 92% qualify for free/reduced price lunch. LAPN will ensure students and their families receive supportive services in school and are connected to the full continuum of solutions to help address their basic needs. Only 15.5% of Ramona students meet all 6 fitness criteria, compared to 23.3% of students in the district, 28% of students in the county, and 31% of students in the state. LAPN will supplement the Eat, Play, Live: Nutrition & Exercise program at Ramona to help keep students healthy and active. The percentages of Ramona students who are proficient in ELA or math (45% and 61% respectively) well surpasses the percentages of students proficient in ELA and math at the district level (21.4% and 23%), county level (28% and 27%), and state level (27% and 28%). LAPN will build on Ramona's academic best practices that have contributed to these levels of achievement to support all students to score at or above proficiency.

Ramona Principal James Hum reports that district budget cuts have resulted in a significant decrease in his support staff, so LAPN will fill this gap by providing a full-time Full Service Community School Coordinator, part-time Family Advocate, part-time Wellness Coordinator, full-time Academic Coach, and four part-time Tutors. Principal Hum also identifies that the school would benefit greatly from the presence of a Pupil Services & Attendance (PSA) Counselor or a Psychiatric Social Workers (PSW) on campus. LAPN will work with LAUSD to provide this additional staff person to Ramona, and in the meantime LAPN staff will connect students to the LAUSD PSA Counselor and PSW co-located at YPI's Hollywood FamilySource Center (which is a few blocks from Ramona).

From conversations with Principal Hum, LAPN staff learned that Ramona struggles to meet the needs of students with fluency issues, but who do not qualify as having special needs. Principal Hum wants mechanisms in place to identify these students, provide them with additional supportive services, and track their ongoing academic or developmental needs to ensure they are continually supported. Despite this weakness, Ramona does well with special needs students; they are fully integrated into mainstream classes and the school culture does not tolerate harassment or bullying. LAPN's supportive services, including the creation of Comprehensive Service Plans for every student, will help Ramona meet the needs of all of its students.

School Transformation

As a low performing school, Ramona Elementary will receive select components of the School Transformation plan. These components will support three priorities for academic achievement: (1) Growth in achievement for all students - all students progress at least 1 grade level each year; (2) Focused interventions for the "hot list" - students whose CST scores are just below the threshold to move up to the next level (e.g. from Far Below Basic to Below Basic) and who only require a shorter term targeted intervention to improve; and (3) Focused interventions for all students scoring Far Below Basic or Below Basic so that all students score at or above Proficiency.

As part of Ramona's transformation, LAPN will implement the Efforts to Outcomes (ETO) data system and additional academic assessments that will create a data-driven culture at the school. This data will enable teachers and administrators to focus on the three priorities listed above, while also tracking whether the school is making progress in achieving the Benchmarks for annual improvement. Details are below in the Data-Driven Excellence section.

LAPN will provide extensive instructional support and professional development (PD) for Ramona's teachers and administrators as part of School Transformation. LAPN's Promise Corps will offer on-campus PD and academic support services, and will build on the instructional program and PD currently offered at the school.

See Appendix F for additional details on School Transformation.

Professional Development & Instruction

Currently Ramona Elementary School's professional development funding is focused on coaching for teachers and students. The school has a Literacy Coach and a Math Coach who work with teachers, and coaches who work with children who have the highest needs. Coaches guide, rather than lead, professional development activities, so that they are participatory. Principal Hum identifies that Ramona's match instruction, which is conceptual, is very strong, and this is confirmed by the fact that a majority of his students are scoring at or above proficiency in math (61% of Ramona students, compared to 23% of LAUSD students). Achievement in English Language Arts (ELA) is not as strong at Ramona (45% of students score at or above Proficiency), and Principal Hum also identifies that teachers need support with writing and other literacy activities. The LAPN Academic Coach will focus their professional development activities on literacy to address this need. Ramona ES currently uses California Treasures, a research-based comprehensive language arts program that integrates instruction in all areas of the discipline. It incorporates high quality, multi-cultural, award-winning literature with explicit instruction and ample practice. Treasures integrates the components of a balanced literacy program under a single umbrella: phonemic awareness and phonics, fluency, reading comprehension strategies, English language development and mainstreaming strategies, differentiated instruction techniques and materials, small group strategies and resources, and vocabulary tools and strategies. The LAPN Academic Coach will support the ongoing use of this curriculum. In addition, LAPN will provide the Success for All (SFA) curriculum, a whole-school reform model that includes reading, writing, and oral language development programs for students. SFA is a Pacoima Charter School Best Practice that will be replicated at Ramona.

Principal Hum is starting to implement project-based learning in 6th grade classrooms so students learn more about their career options. LAPN will invite Principal Robledo and teachers from target middle school San Fernando Institute for Applied Media (SFiAM) to provide training on project-based learning, as SFiAM teachers began implementing this over the past year and can share best practices.

The LAPN Promise Corps Academic Coach will work full-time at Ramona to support teaching and the professional development activities discussed above. The Academic Coach will be a credentialed teacher, and will work with teachers and administrators to implement the school-level PD plan. The plan will also include leadership development for the principal and teachers, including professional development for teachers without the principal present to facilitate open

discussion. Per Principal Hum's request, leadership development activities will develop teachers' sense of personal responsibility toward students, build their resiliency, and create a school culture based on community empowerment.

LAPN will also provide external professional development opportunities to supplement the school-based PD. YPI is a member of the Center for Nonprofit Management, through which staff members can access a variety of half- and full-day trainings, including Making Meetings Work, Supervising for Success, or Coaching is Hot.

In the 2012-13 academic year, LAUSD will begin implementing a new teacher evaluation system that includes professional development. LAUSD's PD will focus on proper implementation of the new CA Common Core Standards, using the new LAUSD Teaching & Learning Framework and the Educator Growth & Development Program, and on effective strategies and practices associated with supporting English Language Learners to master English and fully access the core curriculum. The LAPN Academic Coach will fully support the implementation of LAUSD's Teacher Evaluation and Professional Development Plan, with a particular focus on improving instruction for English Language Learners (ELLs) and students with Limited English Proficiency (LEPs). See Other Appendix for the full LAUSD Teacher Evaluation & Professional Development Plan details. The implementation of the Pacoima Charter School Best Practice of utilizing the Success for All reading program, as well as peer-assisted learning strategies, use of instructional conversations, and use of literacy logs, will further support increased academic achievement for ELLs and LEPs.

Data-Driven Excellence

Ramona Elementary will be fully integrated into the LAPN Efforts to Outcomes (ETO) longitudinal database to ensure programs and services are effective and to continually improve those that are lacking. ETO's Early Warning System will provide Ramona staff with regular reports that track academic and developmental indicators and flag students who drop below proscribed achievement levels for intervention. ETO will track grades, assessment scores, attendance and tardiness, and participation in LAPN programs, among other indicators. ETO's Early Warning System will also help identify the Ramona students who are struggling, but do not have special needs, so that those students can receive additional supportive services.

All LAPN schools will use student achievement data to drive improvements in teaching, motivate students, and monitor individual-, classroom-, grade-, and school-level achievement. Students will know and understand their CST scores and

quarterly benchmark assessments, and they will work with their teachers to set and achieve goals. Data will be provided to teachers and parents (not just principals and administrators). Classroom-level data and specific classroom academic goals will be posted on the wall of each classroom, so that students and parents can understand progression each year. Individual student data generated quarterly is shared with parents through School Report Cards, which will include expanded information such as school wide academic benchmarks and results collected through the ETO system to build transparency and support of the teacher, staff, parents, students, and residents.

Supportive Services

All LAPN students will be assessed by LAPN staff (primarily Case Managers with assistance from school-based staff) and provided with a Comprehensive Service Plan (CSP) that will be updated annually. CSPs will connect all students to the full continuum of cradle-through-college/career solutions offered at their school and in the Neighborhood. The LAPN continuum of solutions will be reflected on Service Menus that detail available programs and services, including locations, hours, and eligibility information. Service Menus will be distributed at schools through the Full Service Community School programs, at LAPN Community Centers, and on the LAPN website. Academic assessments and other indicators (e.g. attendance) will be analyzed in ETO to provide students with specific recommendations for programs that will meet their needs. And again, this system will help identify struggling students and connect them with resources to help them succeed.

In response to the very high percentage of Ramona students who qualify as socioeconomically disadvantaged and/or eligible for free/reduced price lunch, LAPN will work with a Student Support Team at Ramona to define high risk students in need of full case management services beyond the CSP. The Team will include the LAPN Full Service Community School Coordinator, FSCS Family Advocate, and other members that may include a School Social Worker; a Grade Level Coordinator; a School Counselor; a Behavior Facilitator; and a Teacher. Based on a recommendation from a teacher, school staff, or parent, the Team will examine and recommend students for Case Management. Case Management staff, including partners, will work to complete a Case Management Plan for each youth recommended for full case management services. This Plan will identify barriers to self-sufficiency, academic achievement and family stability including: food, shelter, transportation, safety, health care, employment, needs of youth and family members (substance abuse, mental health, domestic violence), student academic need, parental concerns (child abuse, parenting, and access to childcare and after school programs), and financial need.

LAPN staff at Ramona will also reach out to families in need to connect them to the full continuum of LAPN solutions.

Feeder School Development

LAPN and school staff at Ramona will work closely with other LAPN schools to promote the LAPN feeder pattern. Ramona Elementary School's LAPN Full Service Community School staff at will work closely with LAPN FSCS staff at Le Conte Middle School to invite and orient incoming 7th grade students to an LAPN middle school. See Appendix F for additional details on developing the LAPN feeder pattern.

Full Service Community School Program

Ramona will have a full-time Full Service Community School Coordinator and part-time Family Advocate. FSCS staff will work closely with the other LAPN staff at Ramona, including the Afterschool Coordinator, the Wellness Coordinator, Promise Corps staff, and Ramona's Parent Center Coordinator to seamlessly integrate Ramona's programs.

The Full Service Community School program at Ramona will also work to increase parent engagement at the school by providing programming targeted to parents. Ramona's Parent Center is currently open from 8:00 A.M. to 1:30 P.M., so the FSCS staff will enable the center to open during the afternoon and early evening, as well provide workshops on topics like financial literacy (with the option to open a matched savings account), parenting and child development, and college access. These LAPN staff will collaborate on academic support services (details below in Promise Corps section), Eat, Play, Live programs (details below in Eat, Play, Live), Educational and Cultural Field Trips, Violence and Gang Prevention programs, 21st Century Technology programs, and Arts and Humanities Enrichment programs. There are additional details on these programs in the solutions found later in Appendix F.

Safety is a concern in the area surrounding Ramona, so the school has implemented a Safe Routes to School program that the FSCS staff will support. Each student works with the school's Community Representatives to map a safe route to school. Ramona stations a sign-in agent at the school's two entrances, and the school rules state that students cannot run, skateboard, or bike within 1 mile of the school due to pick up/drop off car traffic that poses safety hazards. LAPN FSCS staff will provide support to help students create their safe route to school, and will increase the presence of school staff before and after school to serve as a deterrent to unsafe activities.

Promise Corps: Academic Coach & Tutors

Ramona will have a Promise Corps of one full time Academic Coach and four part time Tutors. In addition to the duties of the Academic Coach detailed in the Professional Development section, the Coach will also supervise and train the Tutors at the school site, and work with teachers and Tutors to align academic support with instruction. The Academic Coach will also facilitate two annual Parent Academic Information Sessions that will involve parents in their children's education (see F for details on the Promise Corps).

Tutors are college students (or graduates) with at least two years of postsecondary education who have completed YPI's Tutor Training Program. This training provides a school-specific orientation and monthly training on academic concepts, classroom management, CPR, building relationships with key stakeholders, communication strategies, and other topics as needed.

Promise Corps Tutors provide support services during school hours on the schedule and intensity level established with teachers and the Academic Coach. Promise Corps staff will work with teachers to pull students out of class for tutoring based on academic need. Tutoring will focus on the lowest performing students or students on the "hot list" (scoring Far Below Basic or Below Basic but close to moving up to the next level of proficiency). Each Tutor will be assigned 20 students per semester who will receive a minimum of 30 hours of academic tutoring. 160 Ramona students will receive tutoring each year.

Afterschool Program

Ramona's Afterschool Program will have a full time Coordinator who facilitates programs from when school ends until 6:00 P.M. Monday through Friday. The Coordinator provides students with academic assistance, enrichment activities, and athletics. In response to Ramona's need for arts and humanities enrichment, the Harmony Project will provide music-based mentoring to students. The Afterschool Coordinator works closely with the Full Service Community School Coordinator, the Wellness Coordinator, and the Promise Corps Academic Coach and Tutors to integrate Ramona's school-based services in a seamless continuum for students. See additional details on the Afterschool program in the Appendix F.

Eat, Play, Live: Nutrition & Exercise

Ramona will have a part-time Wellness Coordinator to oversee Eat, Play, Live: Nutrition & Exercise programs. The Wellness Coordinator works with FSCS staff to coordinate the health and nutrition activities for parents and students. To address the high percentage of Ramona students unable to meet the 6 fitness criteria, the Wellness Coordinator will utilize the SPARK PE training she's received to train all Ramona teachers so they can do SPARK activities with their students during Advisory period or recess. SPARK activities are designed to engage all students in physical activity without the need for expensive equipment or extensive training for teachers. This is especially important at Ramona, where the recess yard equipment is outdated and insufficient.

To further increase physical activity options for students, the Hollywood Wilshire YMCA will expand its School Based Y program to Ramona Elementary. The School Based Y program provides physical education programming directly to students in local elementary schools during school hours, and students receive at least 200 minutes of physical education every 10 days. In addition to physical education, the School Based Y program also educates youth about the importance of regular exercise and about good nutrition and eating unhealthy foods in moderation in order to encourage students to adopt realistic lifetime eating habits.

College & Career Awareness

The Full Service Community School program, Afterschool program, and Promise Corps will collaborate to promote a college-going culture at Ramona Elementary School. College and career awareness activities will be targeted to both students and their parents. LAPN will create a College Corner at Ramona, decorated with college banners and featuring informational materials. Ramona students will continue to participate in "I'm going to college!" events where local college students and alumni will visit the school to talk about how they successfully got in to college and what college life is like. Ramona students will go on at least one field trip each year to an area college or university.

At the principal's request, LAPN will also implement a College & Career Club for students. Currently the school participates in Read Across America, which brings volunteer mentors to campus to read to children and talk about their profession, but Principal Hum wants more sustained college and career awareness activities, which the College & Career Club will provide. Club members may engage in the following activities: (a) Collect a list of where each school staff member attended college- announce the school, city and state of 1-3 staff members per week. Students may go around

the school to ask several teachers and then complete a geography-related lesson where they have to locate the cities in which the colleges are located; (b) Students will create a "College Wall of Fame" in the school hallway where photos of famous individuals are posted along with the name of the college or university that they attended; (c) Club coordinators will assign each student a university/college to research and report back to the club on (sports, activities, how to apply, grades needed, tuition assistance, etc); or (d) Club coordinators may hold a mini-career day for students by inviting local professionals to speak on their experiences in their respective fields.

School: Ramona Elementary School: LAPN Staff

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 AM	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15
7:30 AM	Prep for Week	Check E-mails: Read / Reply	Prior Night Workshop Clean Up	Prior Night Workshop Clean Up	Prior Night Workshop Clean Up
8:00 AM			Check E-mails: Read / Reply	Check E-mails: Read / Reply	Check E-mails: Read / Reply
8:30 AM	ETO Tracking	ELL's and LEP Professional Development			
9:00 AM			Promise Corps: Professional Development	Professional Development: Writing and Literacy	Meet with Principal about programs and outcomes
9:30 AM	Department Training and/or Collaborative Meetings	Parent Phone Calls			
10:00 AM		Prep for Workshop	Prep for Workshop		Administrative Functions
10:30 AM		ESL Classes / Workshop	Parent Leadership Workshop	Case Management Meeting: High Risk Students	
11:00 AM					
11:30 AM	Parent Phone Calls	Workshop Clean Up	Workshop Clean Up		
12:00 PM	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch
12:30 PM					
1:00 PM	Prep for Workshop	Administrative Functions	Parent Phone Calls	Parent Phone Calls	Weekly Safety Meeting
1:30 PM	Parent: Wellness Workshop				
2:00 PM		College & Career Club for Students	College Corners: Flyers and Banners	College & Career Club for Students	Student: Violence and Gang Prevention
2:30 PM					
3:00 PM	Afterschool Program	Afterschool Program	Afterschool Program: Harmony Project	Afterschool Program	Afterschool Program
3:30 PM					
4:00 PM					
4:30 PM					
5:00 PM					
5:30 PM					
6:00 PM	Parent Engagement Meetings	Prep for Workshop	Prep for Workshop	Prep for Workshop	Wrap Up Week
6:30 PM		Parent Workshop: Financial Literacy	Parent Workshop: Parenting	Parent Workshop: College Access	
7:00 PM					

*** PromiseCorps will be on site througout the week during operation hours**

Parent Workshop	Administrative	Meetings
Student Workshop	Outreach	Professional Development
After School Program/Club	Lunch/Supervision	Parent/Family Events

School: Santa Monica Boulevard Community Charter School

Total Number of Students	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th grade	5th grade	6th Grade
935	141	134	140	151	143	144	82

	SMBCCS	LAUSD	LA County	CA
% Latino	92	74	64	52
% African American	2	10	9	7
% Native American	0	0.5	0.5	1
% Asian	1	7	10	12
% White, non-Hispanic	4	9	15	26
% English Language Learners (ELLs)	58	32	10	17
% Limited English Proficient (LEP)	72	33	33	31
% Special Education Students	11	11	10	9
% SES Socioeconomically Disadvantaged	100	81	66	58
% Free/Reduced Lunch	74	76	65	57
% of Students with Disabilities	8	12	11	11
Transiency Rate		20.75		
# Migrant Students	8	1712	6762	73785
Attendance Rate	94.8	94.5		
Truancy Rate	8	46	36	30
% Students who feel safe at school	N/A	N/A	N/A	N/A
Graduation Rate (4yr)	N/A	61	71	76
% Students enrolled in A-G curricula	N/A	74	51	40
% Students enrolled in A-G curricular with "C or better"	N/A	25		
% of students who pass the CAHSEE	N/A	23	25	27

% Students enrolled in at least one (1) Advanced Placement (AP) Course	N/A	13	15	16
Physical Fitness- % meeting all 6 criteria	9.9	23.3	28	31
% at or above Proficiency (ELA)	38	21.4	26	27
% at or above Proficiency (Math)	49	23	27	28
Academic Performance Index (API)	733	729	800	778
Program Improvement Status Year	Year 3	N/A	N/A	N/A
Student: Counselor Ratio		N/A	N/A	N/A
Student:Teacher Ratio	21	20	22	23

Indicators		**SMBCCS's Annual Goals for Improvement**				
Goal:	School age students in the LAPN zone are academically prepared for timely grade level advancement, high school graduation, and college entry.	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Benchmark 1:	Only 49% of students are at grade level (proficient/advanced) in Math. Students will experience an average 7 percentage point increase per year of students meeting grade level Math standards according to annualalifornia Standards Test results.	56%	63%	70%	77%	84%
Benchmark 2:	Only 38% of students are at grade level in ELA. Students will experience an average of 8 percentage point increase per year of students meeting grade level ELA according to annual California Standards Test results.	46%	54%	62%	70%	78%

Benchmark 3:	The current Academic Performance Index (API) Score Base Score is 733. The goal for all public schools in California is 800.	743	762	786	801	819
Benchmark 4:	Santa Monica Blvd. Charter is a Program Improvement School Year 3 and has missed Adequate Yearly Progress (AYP) measures for the past four years (only 9 of 17 indicators met in last year). As part of LAPN services the school will work to implement the LAUSD imposed intervention plan and meet AYP measures by Implementation Year 4 and exit Program Improvement status by the end of Implementation Year 5				Meet all AYP measures	Meet all AYP measures for second year and exit PI status
Benchmark 5:	The Average Daily Attendance (ADA) rate is 94.8%. The Attendance rate will increase by an average of .6 percentage point in Years 1-5.	95%	96%	97%	97%	98%
Benchmark 6:	The percentage of students at the school meeting all 6 criteria for physical fitness according to the California Department of Education Fitnessgram assessment administered yearly is 9.9%. Students will benefit from physical education services provided as part of the LAPN and reflect an average of 9 percentage points or higher improvement each implementation year.	19%	28%	37%	48%	57%

Benchmark 7:	A relatively small number of students feel safe there according to school level surveys. Through the implementation of LAPN services as described below, this percentage will rise to 75% by Year 2 and an additional five percentage points each implementation year.	70%	75%	80%	85%	90%
Benchmark 9:	Only 21% of English language learners at Santa Monica Blvd. Community Charter scored proficient on the CELDT test. This will increase by an average of 8 percentage points each implementation year (Years 1-5).	29%	37%	45%	53%	61%
Benchmark 10:	Of special education students, only 13% scored as proficient in Math and 9% in ELA. This will increase by an average of 8 percentage points each implementation year.	21%/17%	29%/25%	37%/ 33%	45%/41%	53%/49%

School Profile

In 2002, Santa Monica Boulevard Elementary School (SMBCCS) became the largest conversion charter school within LAUSD. Before converting to charter status, SMBCCS was placed on LAUSD's one hundred worst schools list. Over the past 10 years, SMBCCS has accomplished much, raising student achievement levels as reflected in an API gain of 235 points. In 2012 Fenton Charter Public Schools took over operations of SMBCCS in order to continue to raise student achievement.

SMBCCS has very high percentages of English Language Learners (ELLs) and students with Limited English Proficiency (LEPs), 58% and 72% respectively. The school's percentages of ELLs and LEPs are significantly higher than the district (32% and 33%), county (10% and 33%), and state (17% and 31%). In response, the LAPN plan for SMBCCS has specific supports in place for ELLs and LEPs. 100% of SMBCCS students are socioeconomically disadvantaged and 74% qualify

for free/reduced price lunch. LAPN will ensure students and their families receive supportive services in school and are connected to the full continuum of solutions to help address their basic needs. Only 9.9% of SMBCCS students meet all six physical fitness criteria, while over three times that percentage of students meet physical fitness criteria in the state (31%). LAPN will address this school-specific need by supplementing Eat, Play, Live: Nutrition & Exercise with physical education services (detailed below).

School Transformation

In taking over operations of SMBCCS, Fenton will maintain the rich heritage of Santa Monica Boulevard Community Charter School while incorporating the field tested best practices that have led to the success of the Fenton Charter Public Schools (FCPS)to improve the academic achievement at SMBCCS. Fenton will transform SMBCCS with changes in the educational program, governance structure, operations, and employment provisions. Fenton will implement the Expected Schoolwide Learning Results (ESLRs) that identify the skills, knowledge and competencies expected of all students enrolled in the Fenton Charter Schools. And SMBCCS will use “Project Wisdom” as a charter education program and implement social emotional programs used by Fenton.

Fenton has begun transitioning the SMBCCS leadership and recruiting and hiring new teachers, following their comprehensive recruitment and selection process. A recruitment committee, consisting of teachers, administrators and other certificated staff from the Fenton Charter Public Schools (FCPS), will participate in job fairs sponsored by colleges, universities and organizations such as the California Charter Schools Association to screen and recommend teacher candidates for hire at Santa Monica Boulevard Community Charter School. An interview committee, separate from the recruitment committee, but also consisting of teachers, administrators, other certificated and classified staff for the FCPS, will interview candidates and invite selected candidates to present lessons in core subject areas. Teacher candidates will be observed by this same committee and recommended for hire to the Board of Directors. New administrators shall be recruited and interviewed by a committee selected by the Board of Directors of the Fenton Charter Public Schools. Selection will be made by the total membership of the Board of Directors. Prior to selection, all teacher candidates will be observed either teaching in their current classroom or are asked to do a demonstration lesson in a classroom at Santa Monica Boulevard Community Charter School.

Professional Development & Instruction

Teachers meet in the beginning of the school year with administration during Professional Goal Setting Conferences to analyze summative assessment data and to identify strengths and weakness along with setting goals for the year. Teachers routinely use data, research, and standards-based curriculum to help children achieve results. Teachers meet biweekly with one another at their grade level and across grade levels to share best practices with one another. Strategic plans are rooted in frequent assessments to monitor student achievement and provide targeted instruction.

Professional development activities will be scheduled on Wednesdays and all programs and school-wide initiatives will be implemented with ongoing support from vendors and consultants. A trainer-of-trainers model will often be used to make the most effective use of resources with Lead Teachers and the LAPN Academic Coach serving as the trainers and mentors. Seven full days of professional development for all certificated staff will be scheduled beginning in the 2012-2013 school year. The Instruction Committee will recommend the focus areas for staff development days after careful analysis of STAR test results from the previous year. Professional development at SMBCCS will focus primarily on Explicit Direct Instruction, Thinking Maps, GLAD Strategies, Mutt-i-grees, Strategies for Academically High-Achieving Students, Discipline with Dignity, Sharing of Best Practices, and State Adopted Programs to increase student achievement; details of these programs are below.

Through an analysis of student achievement data, professional development topics will be targeted to facilitate the school's exit from Program Improvement status and perform above comparison schools. An analysis of CST data reveals students of SMBCCS perform below the state average in the fundamental areas of language arts and mathematics. Instructional practices to target the teaching of these fundamental areas will be areas of intense focus for professional development. Cognitive coaching, completion of graduate degrees, additional credentials and National Board Certification are professional growth activities encouraged within the teacher evaluation system.

The systematic teacher practices of a cohesive instructional program include: 1) Use of Standards Based Curriculum; 2) Universal Screening; 3) Progress Monitoring; and 4) Tiered Interventions. The systematic practices are rooted in research-based components to effectively improve the academic achievement of low socioeconomic status (SES), racial minorities, English Learners, and students with disabilities

Explicit Direct Instruction (EDI) - To refine and align the instructional practice of the entire FCPS teaching staff, Data Works, an educational research group, worked with most teachers at the FCPS to implement its “Explicit Direct Instruction” (EDI) methodology. EDI places significant emphasis on the consistent incorporation of SDAIE (Specifically Designed Academic Instruction in English) and cognitive strategies, while recent studies in brain research inform all aspects of the approach. Lead Teachers and the Academic Coach will be trained in EDI classroom coaching techniques, which include lesson plan development, classroom observation and feedback.

Thinking Maps - SMBCCS adopted and implemented this approach to providing students with the fundamental skills and tools necessary to be self-directed learners and independent thinkers. The use of Thinking Maps in the classroom has been found to promote “equity of access to and explicit teaching of higher order thinking tools for every child and every adult on the journey to lifelong learning.” Essentially, Thinking Maps are visual tools or visual learning strategies that integrate thinking skills with mapping techniques, allowing students to construct knowledge, organize information, solve problems, and communicate with others.

GLAD strategies (Guided Language Acquisition Design) – promote English language acquisition, academic achievement, and cross-cultural skills.

The Mutt-i-grees curriculum, developed by Yale University, has been adopted as the schoolwide program for promoting social/emotional learning. The Mutt-i-grees Curriculum is a new, innovative program that builds on children’s affinity for animals and highlights the unique characteristics and desirability of Mutt-i-grees, or shelter dogs. The curriculum teaches social and emotional skills and is unique in its bridging of humane education and the emerging field of Social and Emotional Learning (SEL).

SMBCCS uses California Treasures, a research-based comprehensive language arts program that integrates instruction in all areas of the discipline. It incorporates high quality, multi-cultural, award-winning literature with explicit instruction and ample practice. Treasures integrates the components of a balanced literacy program under a single umbrella: phonemic awareness and phonics, fluency, reading comprehension strategies, English language development and mainstreaming strategies, differentiated instruction techniques and materials, small group strategies and resources, and vocabulary tools and strategies.

SMBCCS has an on-site Science Specialist for fourth and fifth grades, as well as a Music Program with a full-time music teacher who provides weekly music instruction for all grades, including a Chorus and School Orchestra.

Teachers have designed their own websites which are linked to school website to allow students and parents to receive homework and school updates through these sites.

SMBCCS implements specific strategies for the 61% of the student population identified as English Learners to ensure that all students learn to listen, speak, read and write English. As described above, support and assistance will be provided through a variety of programs and activities:

- Bilingual paraprofessionals will provide direct instructional support for students and translate for parents during parent-teacher conferences.
- Use of SDAIE
- The Treasures literacy program in all classrooms will promote effective strategies for English language acquisition.
- Thinking Maps, GLAD and Visualizing and Verbalizing for Language Comprehension and Thinking strategies will be implemented across the curriculum.
- School expectations will be clearly communicated to all students' families in parent education workshops at the Parent Center and in each classroom.
- Computers in all classrooms will provide access to a variety of resources.
- Classes may be scheduled during summer periods, along with after-school tutoring to provide supplementary instruction.
- Parent Center activities and services will help non-English speaking families support their children.
- Title III Plan will be implemented.

The Director of Instruction/Managing Director will monitor the progress of English Learners. Administrators and/or Lead Teachers will observe ELD instruction two times a week for 15 minutes per visit. Administrators and/or Lead Teachers will observe classroom ELD instruction following established protocols including the explicit teaching of vocabulary, syntax, grammar, functions, conventions of English, maintain a print rich environment, and consistently use visual/graphic representations. Coaching by teacher colleagues will help ensure consistent implementation of specific instructional

delivery. Lead teachers and other selected staff members will follow the same protocols used by administrators. The Director of Instruction, Lead Teachers, and classroom teachers will meet monthly to discuss and evaluate all program-related activities and student progress. SMBCCS will use Illuminate to collect, report, analyze, and interpret monthly data regarding ELs' linguistic progress. Illuminate allows administrators and teachers to analyze EL student achievement on CELDT and the English Language Development Retell Assessment (ELDRA).

The LAPN Promise Corps Academic Coach will work full time at SMBCCS to support teaching and the professional development activities discussed above. The Academic Coach will be a credentialed teacher, and work with teachers and administrators to implement the school level PD plan. The plan will also include leadership development for the principal and teachers, including professional development for teachers without the principal present to facilitate open discussion. LAPN will also provide external professional development opportunities to supplement the school-based PD. YPI is a member of the Center for Nonprofit Management, through which staff members can access a variety of half- and full-day trainings, including Making Meetings Work, Supervising for Success, or Coaching is Hot.

Data-Driven Excellence

SMBCCS will be fully integrated into the LAPN Efforts to Outcomes (ETO) longitudinal database to ensure programs and services are effective and to continually improve those that are lacking. ETO's Early Warning System will provide SMBCCS staff with regular reports that track academic and developmental indicators and flag students who drop below proscribed achievement levels for intervention. ETO will track grades, assessment scores, attendance and tardiness, and participation in LAPN programs, among other indicators.

All LAPN schools will use student achievement data to drive improvements in teaching, motivate students, and monitor individual-, classroom-, grade-, and school-level achievement. Students will know and understand their CST scores and quarterly benchmark assessments, and they will work with their teachers to set and achieve goals. Data will be provided to teachers and parents (not just principals and administrators). Classroom-level data and specific classroom academic goals will be posted on the wall of each classroom, so that students and parents can understand progression each year. Individual student data generated quarterly is shared with parents through School Report Cards, which will include expanded information such as school wide academic benchmarks and results collected through the ETO system to build transparency and support of the teacher, staff, parents, students, and residents.

Supportive Services

All LAPN students will be assessed by LAPN staff (primarily Case Managers with assistance from school-based staff) and provided with a Comprehensive Service Plan (CSP) that will be updated annually. CSPs will connect all students to the full continuum of cradle-through-college/career solutions offered at their school and in the Neighborhood. The LAPN continuum of solutions will be reflected on Service Menus that detail available programs and services, including locations, hours, and eligibility information. Service Menus will be distributed at schools through the Full Service Community School programs, at LAPN Community Centers, and on the LAPN website. Academic assessments and other indicators (e.g. attendance) will be analyzed in ETO to provide students with specific recommendations for programs that will meet their needs.

LAPN will utilize ETO and work with Coordination of Services Teams (COST) and Student Study Teams (SST) at SMBCCS (details on COST and SST in the Promise Corps section) to define high risk students in need of full case management services beyond the CSP. The Team will include the LAPN Full Service Community School (FSCS) Coordinator, FSCS Family Advocate, and other members that may include a School Social Worker; a Grade Level Coordinator; a School Counselor; a Behavior Facilitator; and a Teacher. Based on a recommendation from a teacher, school staff, or parent, the Team will examine and recommend students for Case Management. Case Management staff, including partners, will work to complete a Case Management Plan for each youth recommended for full case management services. This Plan will identify barriers to self-sufficiency, academic achievement and family stability including: food, shelter, transportation, safety, health care, employment, needs of youth and family members (substance abuse, mental health, domestic violence), student academic need, parental concerns (child abuse, parenting, and access to childcare and after school programs), and financial need.

LAPN staff at SMBCCS will also reach out to families in need to connect them to the full continuum of LAPN solutions.

Feeder School Development

LAPN and school staff at SMBCCS will work closely with other LAPN schools to promote the LAPN feeder pattern. SMBCCS's LAPN Full Service Community School (FSCS) staff at will work closely with LAPN FSCS staff at Le Conte

Middle School to invite and orient incoming 7th grade students to Le Conte. See Appendix F for additional details on developing the LAPN feeder pattern.

Full Service Community School Program

SMBCCS will have a full-time Full Service Community School (FSCS) Coordinator and part-time Family Advocate. FSCS staff will work closely with the other LAPN staff at SMBCCS, including the Afterschool Coordinator, the Wellness Coordinator, and Promise Corps staff to seamlessly integrate SMBCCS' programs. These LAPN staff will collaborate on academic support services (details below in Promise Corps section), Eat, Play, Live programs (details below in Eat, Play, Live), Educational and Cultural Field Trips, Violence and Gang Prevention programs, 21st Century Technology programs, and Arts and Humanities Enrichment programs. There are additional details on these programs in the solutions found later in Appendix F.

The Full Service Community School program at SMBCCS will work to increase parent engagement at the school. FSCS and SMBCCS staff will hold Parent Orientation meetings at the beginning of every school year for all grade levels; twice yearly parent conferences to review student progress; provide parents standards-based progress reports; provide parents monthly progress reports to report student progress toward mastery of standards; hold monthly student awards assemblies to recognize positive citizenship, achievement, work habits and attendance; distribute a weekly Parent Newsletter written by the Director to communicate current school events, progress, activities and State and Federal events that impact the Charter School; hold twice yearly school-wide meetings to communicate the focus and direction of the school; and every class at Santa Monica Boulevard Community Charter School will participate in a parent performance to nurture student confidence and foster parental involvement. SMBCCS' FSCS program will offer regular parent education classes in the SMBCCS Parent Center with oversight provided by full-time Parent Educator.

Promise Corps: Academic Coach & Tutors

SMBCCS staff use a medical triage approach to screen student need, apply appropriate tiered instruction, monitor student achievement, and revise application of instruction as needed. Based on the analysis of summative and formative assessments, targeted intervention and acceleration will be provided. Targeted instruction will be provided to students at their level and address student-specific needs, focusing on skills needed to master grade level content in language arts, mathematics, and English language development. This accelerated instruction will take place during the instructional day

and enable a wide range of services from general education teachers, special education teachers, support staff, and administration. A strategic instructional program requires a multi-tiered model of instructional delivery responding to the individual need of each child.

Prevention and intervention strategies will include summative and formative classroom assessments, teacher observations, parent input, and performance on standardized assessments, including the CST and the CELDT. SMBCCS classroom teachers will modify instruction, target specific skills, provide small group instruction, and reach out to LAPN staff for support services as needed.

Students who struggle with classroom prevention and intervention strategies will be provided with additional intensive support during a minute Response to Intervention (RtI) block of time. SMBCCS will employ an RtI model in grades K-6 as part of a cohesive instructional program. This program will require teachers to engage in the use of procedural steps based on diagnostic feedback, use of scientifically-based curriculum, frequent progress monitoring, modification of instruction based on student outcomes, and an instructional delivery based on outcomes of the intervention in place.

Students who continue to struggle despite the intensive support will be brought to the Coordination of Services Team (COST). COST is a team composed of an administrator, lead teacher, classroom teacher, and often a special education representative to discuss needs. The COST team identifies areas of need and designs a plan to systematically address needs. If a student continues to struggle over a defined period of time, he/she will have a Student Study Team (SST) meeting to design an even more intensive academic program and goals for academic success.

LAPN will supplement SMBCCS' professional development and instructional program with the Promise Corps. SMBCCS will have a Promise Corps of one full time Academic Coach and four part time Tutors. In addition to the duties of the Academic Coach detailed in the Professional Development section, the Coach will also supervise and train the Tutors at the school site, and work with teachers and Tutors to align academic support with instruction. The Academic Coach will present at Parent Orientation meetings about academics, including a review of the standards-based progress reports. (see Appendix F for details on the Promise Corps).

Tutors are college students (or graduates) with at least two years of postsecondary education who have completed YPI's Tutor Training Program. This training provides a school-specific orientation and monthly training on academic concepts, classroom management, CPR, building relationships with key stakeholders, communication strategies, and other topics as needed.

Promise Corps Tutors provide support services during school hours on the schedule and intensity level established with teachers and the Academic Coach. Promise Corps staff will work with teachers to pull students out of class for tutoring based on academic need. Tutoring will focus on the lowest performing students or students on the "hot list" (scoring Far Below Basic or Below Basic but close to moving up to the next level of proficiency). Each Tutor will be assigned 20 students per semester who will receive a minimum of 30 hours of academic tutoring. 160 SMBCCS students will receive tutoring each year.

Afterschool Program

SMBCCS' Afterschool Program has a full time Coordinator who facilitates programs from when school ends until 6:00 P.M. Monday through Friday. The Coordinator provides students with academic assistance, enrichment activities, and athletics. The Afterschool Coordinator works closely with the Full Service Community School Coordinator, the Wellness Coordinator, and the Promise Corps Academic Coach and Tutors to integrate SMBCCS's school-based services in a seamless continuum for students. See additional details on the Afterschool program in the Appendix F.

Eat, Play, Live: Nutrition & Exercise

SMBCCS will have a part-time Wellness Coordinator to oversee Eat, Play, Live: Nutrition & Exercise programs. The Wellness Coordinator works with FSCS staff to coordinate the health and nutrition activities listed above in the FSCS description. In order to address the very low percentage of SMBCCS students who meet all 6 fitness criteria, the Wellness Coordinator will utilize the SPARK PE training she's received to train all SMBCCS teachers so they can do SPARK activities with their students during Advisory period or recess. The Hollywood Police Activities League will offer its Martial Arts Academy, which trains children in the art of Tae Kwon Do and mixed martial arts under the supervision of a former LAPD police captain and an assistant martial arts instructor. Students learn the martial art forms and are periodically tested to continue moving up the belt system. They also have an opportunity to compete in up to eight tournaments per year. Hollywood PAL soccer teams compete in the Anahuak Youth Soccer Association league based in Los Angeles. The

kids participate in several tournaments throughout the year. PAL offers a variety of activities through the Hollywood Fit Club including running, hiking, fitness classes, and workout sessions at the YMCA.

College & Career Awareness

The Full Service Community School program, Afterschool program, and Promise Corps will collaborate to promote a college-going culture at Santa Monica Boulevard Community Charter School. College and career awareness activities will be targeted to both students and their parents. LAPN will create a College Corner at SMBCCS, decorated with college banners and featuring informational materials. SMBCCS students will participate in "I'm going to college!" events where local college students and alumni will visit the school to talk about how they successfully got in to college and what college life is like. SMBCCS students will go on at least one field trip each year to an area college or university. LAPN will also implement a College Club for students.

As a component of career exploration, Hollywood PAL's Junior Police Academy is a truly unique program that teaches children, in a safe and wholesome environment, about what it is like to do actual police work. Participants are exposed to all facets of the job by participating in a variety of workshops taught by LAPD experts. Activities include touring the Hollywood police station, learning about crime scene investigation, visiting the Piper Tech-Air Support Division, visiting the horses and officers of the Mounted Unit, meeting members of the Bomb Squad and K9 Bomb detection unit, and much more. The Hollywood Junior Police Academy typically runs 1-2 times per year, with 30 children enrolled between the ages of 10-17. At the end of the program, they receive graduation certificates from the police captain and supervising sergeant.

School: Santa Monica Boulevard Charter School: LAPN Staff

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 AM	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15
7:30 AM	Professional Development: Certificated Staff	Prior Night Workshop Clean Up	Prior Night Workshop Clean Up	Professional Development: Certificated Staff	Professional Development: Certificated Staff
8:00 AM		Professional Development: Certificated Staff	Professional Development: Certificated Staff		
8:30 AM	Administrative Functions			Prep for Workshop	Leadership Development: Principal and Teachers
9:00 AM		Parent Education Classes	Administrative Functions	AM Parent Leadership Workshop	
9:30 AM	AM Parent Engagement Meeting				
10:00 AM		Promise Corps: Targeted Instruction	Professional Development Activities	Workshop Clean Up	Prepare Weekly Parent Newsletter
10:30 AM	ETO Attendance Tracking			Promise Corps: Targeted Instrucion	
11:00 AM		Parent / Community Outreach			Administrative Functions
11:30 AM	Parent Phone Calls		Prep for Workshop	Parent Phone Calls	
12:00 PM	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch
12:30 PM					
1:00 PM	Student: Violence and Gang Prevention Programs	Parent Phone Calls	Parent Performance Workshop	Promise Corps: Targeted Instruction	LAPN Coordinator Meeting / Collaborative Meeting
1:30 PM					
2:00 PM		College & Career Club for Students	College Corners: Flyers and Banners	College & Career Club for Students	
2:30 PM					
3:00 PM	Afterschool Program: Eat, Play, Live (Wellness Program)	Afterschool Program: Arts and Humanities Enrichment Programs	Afterschool Program	Afterschool Program: 21st Century Technology Programs	Afterschool Program: Educational and Cultural Field Trips
3:30 PM					
4:00 PM					
4:30 PM					
5:00 PM					
5:30 PM					
6:00 PM	Prep for Workshop	Prep for Workshop	PM Parent Phone Calls	PM Parent Engagement Meeting	Parent Community Outreach / Wrap Up Week
6:30 PM	PM Parent Leadership Workshop	Parent Workshop: College Access	Wrap up and Prep for Next Day		
7:00 PM					

*** PromiseCorps will be on site througout the week during operation hours**

Parent Workshop	Administrative	Meetings
Student Workshop	Outreach	Professional Development
After School Program/Club	Lunch/Supervision	Parent/Family Events

School: Vaughn Next Century Learning Center

Total Number of Students
515 (K-12)

	Vaughn	LAUSD	LA County	CA
% Latino	98	74	64	52
% African American	1	10	9	7
% Native American	0.3	0.5	0.5	1
% Asian	0.4	7	10	12
% White, non-Hispanic	0.3	9	15	26
% English Language Learners (ELLs)	21.7	32	10	17
% Limited English Proficient (LEP)	60	33	33	31
% Special Education Students	7	11	10	9
% SES Socioeconomically Disadvantaged	99.6	81	66	58
% Free/Reduced Lunch	99	76	65	57
% of Students with Disabilities	6	12	11	11
Transiency Rate	N/A	20.75		
# Migrant Students	0	1712	6762	73785
Attendance Rate	98.3	94.5		
Truancy Rate	2.2	46	36	30
% Students who feel safe at school	81	N/A	N/A	N/A
Graduation Rate (4yr)	N/A	61	71	76
% Students enrolled in A-G curricula	62	74	51	40
% Students enrolled in A-G curricular with "C or better"	37	25		
% of students who pass the CAHSEE	85	23	25	27
% Students enrolled in at least one (1)	40	13	15	16

Advanced Placement (AP) Course				
Physical Fitness- % meeting all 6 criteria	32.9	23.3	28	31
% at or above Proficiency (ELA)	50	21.4	26	27
% at or above Proficiency (Math)	52	23	27	28
Academic Performance Index (API)	796	729	800	778
API Increase + or Decrease in past academic year - (by how many points)	22 +			
Program Improvement Status Year	Year 5	N/A	N/A	N/A
Student:Teacher Ratio	21	20	22	23
Student: Counselor Ratio	N/A	N/A	N/A	N/A

Indicators		**Vaughn's Annual Goals for Improvement**				
Goal:	School age (grades 9-12) students in the LAPN zone are academically prepared for timely grade level advancement, high school graduation, and college entry.	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Benchmark 1:	52% of students are at grade level (proficient/advanced) in Math. Students will experience an average 5 percentage point increase per year of students meeting grade level Math standards according to annual California Standards Test results.	57%	62%	67%	72%	77%
Benchmark 2:	Only 50% of students are at grade level in ELA. Students will experience an average of 5-6 percentage point increase per year of students meeting grade level ELA according to annual California Standards Test results.	55%	60%	65%	71%	77%

Benchmark 3:	The percentage of students at the school meeting all 6 criteria for physical fitness according to the California Department of Education Fitnessgram assessment administered yearly is 32.9%. Students will benefit from physical education services provided as part of the LAPN and reflect an average of six percentage points or higher improvement each implementation year.	39%	45%	51%	56%	73%
Benchmark 4:	81% of students at the school feel safe there according to school level surveys. Through the implementation of LAPN services as described below, this percentage will rise an average of 3 percentage points in each of Years 1-5.	84%	87%	90%	93%	96%
Benchmark 5:	The current passage rate on the California High School Exit Examination (CAHSEE) needed for high school graduation is 85%. This rate will improve by an average of 2 percentage points each implementation year.	87%	89%	91%	93%	95%
Benchmark 6:	62% of eligible students enroll in A-G curricula, and only 37% do it with grade of C or better. Vaughn students will demonstrate on average a 7 percentage point increase each year (Years 1-5) of high school students enrolled in A-G curriculum courses, and an average of 8 percentage point increase of high school students who pass the A-G curriculum with a “C” grade or better each year.	69%/ 45%	76%/53%	83%/61%	90%/69%	97%/ 77%

Benchmark 7:	40% of eligible Vaughn students enroll in at least one Advanced Placement course. This will increase by an average of 6 percentage points each year over the five year implementation period.	46%	52%	58%	64%	70%
Benchmark 8:	High school students will complete college preparatory workshops by 10th grade by end of Year 2. The rate will increase by 5 percentage points each year through Year 5.	80%	85%	90%	95%	100%
Benchmark 9:	The current cohort graduation rate (2010-11) is 51%. This will increase by an average of 6-7 percentage points each of the five implementation years.	57%	63%	69%	76%	83%
Benchmark 10:	Only 23% of English language learners scored proficient on the CELDT test. This will increase by an average of 8 percentage points each implementation year (Years 1-5).	31%	39%	47%	55%	63%
Benchmark 11:	Of special education students 46% scored as proficient in Math and 34% in ELA. This will increase by an average of 5 percentage points each implementation year.	51%/39%	56%/44%	61%/49%	66%/54%	71%/59%
Benchmark 12:	Only 40% of LAPN high school students who graduate with a regular high school diploma obtain postsecondary degrees, vocational certificates, or other certifications/credentials without the need for remediation by the end of Year 1. This percentage will rise by an average of 5-7 percentage points each subsequent implementation year.	46%	52%	59%	65%	72%

School Profile

Vaughn Next Century Learning Center (Vaughn) was previously a failing elementary public school and was transformed into a full-service, community-based, K-12 charter school.

Almost all Vaughn students are classified as socioeconomically disadvantaged (99.6% for the school, compared to 58% for the state of CA, 66% for Los Angeles County, and 81% for LAUSD). Similarly, Vaughn's rates for free/reduced price lunches are much higher than district, county, or state percentages (99% for the school, compared to 57% for the state of CA, 65% for LA County, and 76% for LAUSD). LAPN will address this school-specific need by providing additional supportive services to students and their families (detailed below). Despite the poverty-related challenges faced by Vaughn's students and families, Vaughn's academic achievement surpasses that of the district, county, and state on multiple indicators. 85% of Vaughn students pass the CAHSEE, compared to 23% of LAUSD students. 62% of Vaughn students are enrolled in the A-G curricula, with 37% of those students passing with a "C or better." 74% of LAUSD students are enrolled in A-G, but only 25% of those students pass with a "C or better." 40% of Vaughn high school students are enrolled in at least one Advanced Placement (AP) course, compared to 13% of students in the district. 50% of Vaughn students are at or above proficiency in English Language Arts (ELA) and 52% are at or above proficiency in math. These are twice the rates for LAUSD students: 21.4% are at or above proficiency in ELA and 23% are at or above proficiency in math. LAPN will build on Vaughn's best practices that have led the school to make these major gains in academic achievement.

School Transformation

In 1993 Vaughn Next Century Learning Center became the first conversion charter school in the nation and underwent a full transformation from a failing public elementary school to a PreK-12 full service community charter school. As the school transformed, it incorporated many elements of the Transformation Model (one of four turnaround models).

Vaughn restructured the school day to extend learning time. The instructional calendar was increased from 180 to 200 days for grades 1 through 12, and includes 4 pupil-free days each year for a teacher retreat and 20 half-days for in-service training. Vaughn implemented a full-day Kindergarten, and extended instruction for grades 1 through 8 by 15 minutes per day. Grades 9-12 have 6 periods per day and one to two dual enrollment community college courses each

semester. Vaughn reduced class sizes to 20:1 for PreK-3, to 22:1 for grades 2-5, and 25:1 for grades 6-12. 60% of Vaughn students are classified as having Limited English Proficiency (LEPs), so the school implemented an accelerated English learning program and a school-wide literacy program.

Professional Development & Instruction

Vaughn's instructional program ensures that students have multiple access points to learning, in recognition of students' diverse learning styles. These access points include: directed teaching, flexible student grouping in various forms, team teaching, guided practices, music lessons aligned to standards and taught by credentialed teachers, experiential learning, field studies, curricular trips, hands-on stimulation and lab work, project-based lessons, and differentiated instruction for students with special needs, English learners, gifted/talented students, and immigrant children.

Each grade span has a defined focus that ensures students are prepared for timely promotion and eventually graduation. Vaughn's School Readiness Program for PreK, Kindergarten, and 1st grade offers: (1) learning center activities, interest areas (i.e. block building, dramatic play); (2) use of manipulatives; (3) 45-minute English Language Development (ELD) sessions in Spanish and ELD classes; (4) technology (computer lab, computers in the classrooms); (5) intensive vocabulary development; (6) use of graphic organizers, thinking maps, word walls, focus walls; (7) instruction through physical response, drama, plays; and (8) movement education, music classes, choir. The Literacy and Academic English Program for grades 2-5 offers: (1) instruction through the use of KWL, Word Walls, Thinking Maps (Concept Organizers) and Thematic Focus Walls; (2) supplemental ELD instruction using Hampton Brown Materials; (3) grade level instructional teaming; (4) grade level content instruction with connections to Science and Social Studies; (5) multi-leveled writing program; (6) student handbooks for instructional support; (7) Music Teacher for standards reinforcement, vocabulary development, choir; (8) full time librarian for Read- aloud in the lower grades and research assistance in the upper grades; (9) effective use of computer lab; (10) school-wide poetry reading competition; (11) reading incentive programs; (12) Mad Science (Science enrichment program); (13) teacher collaboration and lesson sharing; (14) use of pre and post test assessments of Reading and Writing skills; (15) data teams for assessment and intervention planning; (16) After-School Tutoring Program; (17) grade level Instructional Teaming; (18) Spelling Bees; and (19) parental involvement in Homework Reading and Writing Projects. Vaughn's Content Acquisition Program for grades 6-8 offers: (1)small learning community design with 125 students per grade; (2) Quarterly Assessments in Core Subjects; (3) intensive writing program; (4) 2-Hour English Block for Strategic Students; (5) Specialized Character Development Program for Adolescents; (6) Wireless

Laptop Mobile Lab; (7) Computer Literacy Course; (8) Integration of English & History Standards; (9)Traditional & Non-Traditional Sports; (10) Music Keyboarding Program for All of Grade 6 students; (11) Band Program; and (12) Service Learning. Vaughn's College and Work Ready Program for grades 9-12 offers: (1) Project-based learning; (2) small learning community design with 125 student per grade; (3) Community College classes; (4) experiential learning; (5) travel study and internship; (6) Wireless Laptop Mobile Lab; (7) Specialized Character Development Program for Adolescents; (8) Quarterly Assessments in Core Subjects; (9) Traditional and Non-traditional Sports; and (10) Music and Band Program.

Vaughn aligns these efforts with the research-based “Raise the Standard” movement, which established universal intellectual standards (habits of mind) across the curriculum, which ensures an integrated, convergent curriculum focused on deep and essential skills, abilities, understandings, and knowledge. Intensive professional development is an integral component of “Raise the Standard." Vaughn Next Century Learning Center developed a set of “Teaching Standards” for the purpose of staff training, peer assistance and teacher evaluation. This research-based system, named “Peer Assistance and Review System” (PAR), has been widely replicated nationally. The Consortium Policy Research in Education (CPRE), a consortium of five major universities (University of Pennsylvania, Harvard, Stanford, Michigan State, and the University of Wisconsin) has guided Vaughn Next Century Learning Center since 1997 in the development of the PAR Matrix and Evaluation System. Each year, researchers interview selected teachers and distribute a lengthy anonymous questionnaire to all teachers (with 95% - 98% of staff responding). Beginning in 2001-2002, CPRE also conducted statistical research (using a value-added model) to examine the correlation between Vaughn Next Century Learning Center’s PAR Matrix, teachers’ evaluation and student achievement in reading and mathematics. With feedback and guidance from CPRE, Vaughn Next Century Learning Center has revised its professional development activities each year. CPRE will repeat the statistical study each year (see Professional Development Section).

The Schools Attuned Program is a comprehensive professional development program that offers educators new methods for recognizing, understanding, and managing students with different learning styles. It is a research-based program developed at the University of North Carolina, Chapel Hill, which provides a focused study of eight neurodevelopmental constructs that affect learning: attention, language, memory, neuro-motor functions, temporal-sequential ordering, spatial ordering, social cognition, and higher order cognition. This program enables teachers to understand the effect these constructs have in building the foundation for learning.

As an Attuned school sponsored by the Eisner College of Education at California State University, Northridge (CSUN), Vaughn stresses the importance of personalization, the need to nurture students' strengths and interests, and the avoidance of labeling. Selected teachers at each grade level were trained using the mentoring model. Vaughn Next Century Learning Center teachers will implement twenty intervention templates or accommodation strategies that target specific developmental difficulties faced by students.

Vaughn has an annual orientation and professional calendar, detailed below. A minimum of [redacted] is allocated annually for the implementation of schoolwide staff development including conference attendance and workshop training fees. In addition, each teacher is provided [redacted] each year to attend a conference or workshop of their choice; these are approved by the Curriculum and Instruction Committee.
Induction activities:
• May – New teacher orientation is scheduled to discuss and review Vaughn Next Century Learning Center's evaluation rubric on teaching standards and the Peer Assistance and Review System.
• June – Individualized meetings are scheduled with new teachers by a member of the Administrative Team (the direct instructional supervisor). Grade level curriculum, standards and contents of the Teacher Handbook are reviewed.
• July – One-two week in-service is provided to new teachers (including but not limited to: Summer institute on literacy, Schools-Attuned training related to brain research, learning styles and differentiated instruction, Asia Society sponsored workshops on international studies).
• End of July – 2-3 pupil-free days, teacher retreat is held focusing on: standards-based instruction, review of student data, teaming schematic, ELD needs, grade level needs, intervention for struggling students.

Ongoing professional development activities:
• New teachers form a TLC (Tender Loving Care) Network and receive monthly staff development training, additional instructional materials, substitute release hours to observe and do learning walks, and opportunities for dialog with an assigned mentor or peer reviewer.
• Team planning is implemented on a weekly basis (2-3 teacher team).
• Clan planning is scheduled every Wednesday (entire grade level).

• Instructional supervision and support is provided by a member of the Administrative Team on a daily basis (one administrator is responsible to supervise and mentor 11-18 teachers).
• Administrative Training Program - Vaughn Next Century Learning Center has applied and has been allocated AB75 funds for the training of Principals and Assistant Principals on utilizing technology to analyze student achievement data, assessment and monitoring of schoolwide programs, achievement audits, and staff evaluations.
• Data Teams – Vaughn Next Century Learning Center's administrators meet at the beginning of the school year to disaggregate standardized test results. Staff members are provided the opportunity to review results at a faculty meeting and at grade level clan meetings. This review is then utilized to format what will be helpful for on-going planning of curriculum and instruction.
• University Partnership California State University, Northridge (CSUN), UCLA-Extension and Alliant International University have established a Professional Development Center at Vaughn Next Century Learning Center where several credential classes are offered on-site. Training includes integrating technology in the daily curriculum, student teacher internship, and leadership in school administration. CSUN has dedicated and named a lecture hall after Vaughn Next Century Learning Center. Vaughn students are told that there is a lecture hall waiting for them at the university and it is up to them to make it there!

Many volunteers participate in Vaughn's instructional programs.
• Student Teachers: California State University, Northridge (CSUN) provides Vaughn with approximately 12 student teachers each semester. The student teacher partners with an exemplary teacher who provides the guidance and support they need to become a successful educator. A significant percentage of student teachers are hired by Vaughn Next Century Learning Center once they have completed their credential requirements.
• University Interns: CSUN provides Vaughn's counseling program with interns who provide small group/individual counseling sessions, interviews, observations and support school/community relationships.
• Parent Educators: Each year, approximately 15-20 parents participate in a parent career ladder program which provides them with the opportunity to participate regularly in adult classes which include English Language Development, GED, child development and computer classes. They also assist in the supervision of students on the playground and during lunch time. In addition, they assist teachers in the general education setting and participate in the school's governance committees.

• Chinese visiting scholars – Chinese language teachers who possess a California Bilingual, Crosscultural, Language, and Academic Development (BCLAD) teaching credential provide Vaughn's high school students with additional Chinese language practice under the supervision of a secondary teacher credentialed to teach Chinese as a world language.

Teacher Evaluation

Vaughn Next Century Learning Center has developed a set of teaching standards using a 5- point rubric to measure levels of performance. The evaluation process consists of the following (twice a year):

• Pre-evaluation checklist accompanied by feedback, individualized conferencing and assistance.
• Self-reflection by each teacher using the PAR Matrix.
• Peer review is performed through classroom observation, review of student work, examination of portfolios and various data.
• Administrator review is performed using the same procedures as that of the Peer.
• All 3 sets of scores are averaged.
• If average score falls below a 2.5, intervention is initiated. The Intervention process consists of 3 steps:
o Step 1 – Assistance (includes substitute release time, observing other teachers, workshop attendance, etc.); duration = 3 months
o Step 2 – Task Analysis (includes objective setting and a timeline for improvement); duration = 4-6 weeks
o Step 3 – Consequences (includes change of grade level, suspension, dismissal)

Pay plans were developed that focus on staff performance. Since 2003, all contracted staff members have been placed on a pay plan that corresponds with the evaluation system related to their job description and qualifications. In addition to base pay and extra compensation for certification and advanced degrees, Vaughn pays contracted staff for the following:

1. Skills and Knowledge pay – based on PAR scores
2. Contingency-Based Award – based on student attendance
3. Schoolwide Student Achievement bonus – based on API and AYP results
4. Expertise Compensation – based on additional leadership responsibilities

The LAPN Academic Coach will be integrated into Vaughn's current professional development activities and instructional programs to provide additional support and guidance.

Data-Driven Excellence

Each Vaughn student develops an Individualized Learning Plan (ILP) with the Advisory teacher. The ILP will include a strategic educational plan that works toward the completion of:

- A-G requirements and beyond
- Proficiency on exams and tests
- Asia Society International Studies School Network's Graduate Profile
- Service learning requirements
- College credits
- College preparation log (college visitation, college search, financial aid, letters of recommendations, etc.)
- Extracurricular activities

Vaughn will be fully integrated into the LAPN Efforts to Outcomes (ETO) longitudinal database to ensure programs and services are effective and to continually improve those that are lacking. Vaughn students' ILPs will be part of their ETO profile. ETO's Early Warning System will provide Vaughn staff with regular reports that track academic and developmental indicators and flag students who drop below proscribed achievement levels for intervention. ETO will track grades, assessment scores, attendance and tardiness, and participation in LAPN programs, among other indicators.

All LAPN schools will use student achievement data to drive improvements in teaching, motivate students, and monitor individual-, classroom-, grade-, and school-level achievement. Students will know and understand their CST scores and quarterly benchmark assessments, and they will work with their teachers to set and achieve goals. Data will be provided to teachers and parents (not just principals and administrators). Classroom-level data and specific classroom academic goals will be posted on the wall of each classroom, so that students and parents can understand progression each year. Individual student data generated quarterly is shared with parents through School Report Cards, which will include expanded information such as school wide academic benchmarks and results collected through the ETO system to build transparency and support of the teacher, staff, parents, students, and residents.

Supportive Services

To avoid fragmentation of services, Vaughn's School Counselors and Case Manager lead a “safety-net” team called the Student Success Team (SST) which meets regularly to develop intervention plans for students being referred by teachers, parent or other staff. This Team is responsible for screening referrals (academic, behavioral), developing intervention plans, and forging interagency cooperation. Coordinated services include classroom program modifications, home visits, student and family counseling, parent education, home-school activities and access of all on-site and community mental health and social resources. To expand the mental health services available to students, Vaughn's Mental Health Center is staffed with 3 full-time School Counselors, a full-time Psychologist, 2 Case Managers, interns from CSUN, as well as part-time support staff contracted from assigned agencies including El Nido and Hathaway.

LAPN will incorporate ETO and the LAPN Service Menu that details available programs and services, including locations, hours, and eligibility information into the Student Success Teams. ETO's Early Warning System will enable SSTs to quickly identify students who may become at-risk and provide an appropriate intervention to keep the student on track academically and developmentally. LAPN Service Menus will be distributed at Vaughn through SSTs, at LAPN Community Centers, and on the LAPN website to guarantee access to the full continuum of solutions available in the Neighborhood.

Vaughn provides extensive family support services so that parents/guardians and other family members can support student learning. Vaughn's on-site Family Center is a one-stop shop of health and social services. It provides families with basic needs (clothing, food), drop-in counseling, prenatal care, family literacy, family activities, inter-group bridging, adult education classes, job referrals and a host of social service programs provided in collaboration with agencies. Families accessing services from the Center must give back via the Parent Exchange Service Bank. Reciprocal services include classroom tutoring and volunteering at the Center. The focus is on hands-up, not handouts. To actively involve parents in the educational process, Vaughn has established the Parent Educator Program, which is a career ladder program. An average of 15-20 Parent Educators interact daily with students. They supervise students during breakfast, recess and lunch. They work with student play leaders and enforce school rules during free play. Parents and teachers work as a team on student discipline. Some assist in classrooms, lunchrooms, labs, teacher resource room, school office and library. They also help teachers contact parents. They are compensated with a small childcare and professional growth stipend. All Parent Educators take adult literacy classes and other trade classes. They advance from supervising students

in the playground to jobs such as preparing foods in the cafeteria, assisting with clerical tasks in the resource room, offices, labs or library, becoming one-on-one aides for students with disabilities or tutoring small groups of students in the classroom. They receive academic and job training from the teachers and school staff partners. It is Vaughn's hope that Parent Educators master adequate academic skills and English proficiency to secure regular jobs or enter a two-year college.

Vaughn has additional supportive services designed to ensure that a student's socioeconomic status does not impede their opportunities to learn and grow. For eligible high school students, Vaughn provides a match fund for students to purchase a laptop or participate in travel study. Vaughn has a school-based health clinic staffed by the Los Angeles County Department of Health. Vaughn offers a Counseling Center with on-site case management, as well as a Universal Child Nutrition Program and California Nutrition Network activities. Finally, Vaughn's Family Center and Business Co-Op invite parents onto campus to access resources. LAPN staff at Vaughn will supplement these services by reaching out to families in need to connect them to the full continuum of LAPN solutions.

Feeder School Development

Vaughn is unique in the LAPN for having a full preK-12 feeder pattern on one campus. This enables the school to offer the community a coherent educational system with standards-based instruction. Vaughn continues to build its educational system with a separate full-day universal preschool program integrating State Preschool, Federal Head Start and the First 5/LA School Readiness Programs, as well as a full-day kindergarten. LAPN will encourage Neighborhood students to enter the preK-12 feeder pattern at Vaughn as needed.

Full Service Community School Program

Vaughn is part of YPI's Bert Corona Charter School Full Service Community Schools (FSCS) grant, funded from 2010-2015. Vaughn has a full-time FSCS Coordinator, Alma Nava, who coordinates and oversees various programs for students and families. During the 2011-12 academic year, the FSCS program at Vaughn provided students with before-school tutoring, Nutrition Workshops, Healthy Lifestyles workshops, Diabetes Awareness workshops, Stress Relief and Relaxation workshops, Zumba fitness classes, ESL classes, an afterschool art club, National Council of La Raza's Padres Comprometidos parent advocacy workshop series, and LAPN partner Phoenix House offered drug prevention workshops. Students in the FSCS program participated in community clean ups, the annual Cesar Chavez march through Pacoima,

and high school students went on a 5-day field trip to visit colleges in northern California. FSCS staff invited parents to the monthly "Coffee with the Principal," an informal opportunity for parents to meet and talk to Vaughn's Principal. During LAPN implementation, FSCS will continue to offer these programs, as well as these additional ones: ABC-Learn's Reading Enhances Development (READ) family literacy program, Centro Latino for Literacy's Leamos basic Spanish language literacy program for parents, and NASA's Jet Propulsion Laboratory's "Imagine Mars" science program.

FSCS staff will work closely with the other LAPN staff at Vaughn, including the Afterschool Coordinator, the Wellness Coordinator, and Promise Corps staff to seamlessly integrate Vaughn's programs. These LAPN staff will collaborate on academic support services (details below in Promise Corps section), Eat, Play, Live programs, Educational and Cultural Field Trips, Violence and Gang Prevention programs, 21st Century Technology programs, Arts and Humanities Enrichment programs, Leadership & Civic Engagement programs, and dropout recovery services. Details on all of these programs are the solutions in Appendix F.

Promise Corps: Academic Coach & Tutors

Vaughn has a school-wide academic intervention system that offers all grade levels maximum opportunities to: receive afterschool tutoring by supplemental education service providers; participate in additional afterschool tutoring provided by Vaughn staff; receive support through Vaughn's home-school connection activities; participate in 100-hour intersession instruction; participate in double block English and math (middle and high school students); enroll in intensive coursework at Pacoima Skills Center and Mission College; participate in the school-wide “Response to Intervention” Tier 2 services (targeted group interventions) and Tier 3 services (intensive individual interventions).

Vaughn also has specific strategies to accelerate the learning of students who are achieving substantially below grade level including: systematic and structured instruction that scaffold essential skills; extensive skills-based practice; writers’ conferences; intensive vocabulary building; strategic reading; and digital learning.

LAPN will supplement Vaughn's school-wide intervention system with the Promise Corps. Vaughn will have a Promise Corps of one full time Academic Coach and four part time Tutors. In addition to the duties of the Academic Coach detailed in the Professional Development section, the Coach will also supervise and train the Tutors at the school site, and work with teachers and Tutors to align academic support with instruction. The Academic Coach will also facilitate two annual

Parent Academic Information Sessions that will involve parents in their children's education (see Appendix F for details on the Promise Corps).

Tutors are college students (or graduates) with at least two years of postsecondary education who have completed YPI's Tutor Training Program. This training provides a school-specific orientation and monthly training on academic concepts, classroom management, CPR, building relationships with key stakeholders, communication strategies, and other topics as needed.

Promise Corps Tutors provide support services during school hours on the schedule and intensity level established with teachers and the Academic Coach. Promise Corps staff will work with teachers to pull students out of class for tutoring based on academic need. Tutoring will focus on the lowest performing students or students on the "hot list" (scoring Far Below Basic or Below Basic but close to moving up to the next level of proficiency). Each Tutor will be assigned 20 students per semester who will receive a minimum of 30 hours of academic tutoring. 160 Vaughn students will receive tutoring each year.

Afterschool Program

Vaughn's Afterschool Program has a full time Coordinator who facilitates programs from when school ends until 6:00 P.M. Monday through Friday. The Coordinator provides students with academic assistance, enrichment activities, and athletics. The Afterschool Coordinator works closely with the Full Service Community School Coordinator, the Wellness Coordinator, and the Promise Corps Academic Coach and Tutors to integrate Vaughn's school-based services in a seamless continuum for students. See additional details on the Afterschool program in Appendix F.

Eat, Play, Live: Nutrition & Exercise

YPI's Carol White Physical Education Program grant includes Vaughn, and provides the school with a part-time Wellness Coordinator, Michelle Villalobos. Michelle works with Full Service Community School (FSCS) staff to coordinate the health and nutrition activities listed above in the FSCS description. LAPN partner, the Boys & Girls Club of San Fernando Valley (BGC), will provide Vaughn students with their Sports, Fitness & Recreation program that includes the "Triple Play" and "Just Like You, Global Playground" programs and its daily Sports program (i.e. soccer, hockey, basketball, football, kickball, softball, handball, international games, physical fitness, and self-defense). In addition, Michelle will utilize the

SPARK PE training she's received to train all Vaughn teachers so they can do SPARK activities with their students during Advisory period.

College Preparation

LAPN will utilize the GEAR UP model of college awareness and preparation to provide tracking and supportive services to ensure students graduate from Vaughn and attend a college or university. Services provided for high school students include field trips to area colleges beginning in the 9th grade, and Career Days that bring mentors to the school to work with high school students to help them develop long- term plans for college and careers. LAPN will also have volunteer and staff College Ambassadors to help students devise a long-term plan for post-secondary and career success. This plan will be completed in the 6th grade by each student, and updated each year. Based on YPI's funded Funds for the Improvement of Postsecondary Education (FIPSE) college preparation and GEAR UP programs, College Ambassadors will work with middle and high school families to develop long-term awareness of the paths and challenges related to postsecondary education with career paths for LAPN families. LAPN will also develop and staff a College Center at Vaughn for students to learn about the importance of college, read catalogues, and receive college prep and financial aid information. College Ambassadors will provide individual counseling and one-on-one assistance in filling out (and following up on) college and financial aid applications for college, including assistance with FAFSA applications and scholarship searches in high school.

LAPN will provide the Employing Scholastic college curriculum for Vaughn high school students. All students will receive activity workbooks to explore the following: (a) explore their interests, talents, and abilities, and identify potential careers that would match those attributes; (b) set future academic and career goals; (c) determine the steps necessary to meet their goals; (d) focus on preparing for a specific college major of their choice; (e) learn a variety of ways to finance the education necessary to achieve their goal; and (f) how to apply, select, enroll and ultimately transition onto college.

Career Preparation

Vaughn students will utilize Career Preparation services provided in satellite sites to the main Youth WorkSource Center operated by YPI in Pacoima in the LAPN. LAPN's Youth WorkSource Center will provide soft skills training, interviewing, resume building, job search strategies, Job Fair Referrals, Paid and Unpaid Internships, Job Shadowing and Volunteer Opportunities. LAPN will ensure APEX students participate in internships with local doctors, lawyers, and other business

professionals in Los Angeles, through partners such as the Los Angeles Area Chamber of Commerce and Pacoima Chamber of Commerce.

Eligible low income students (age 14 and up) will be enrolled in the City of Los Angeles Summer Youth Employment Program (SYEP) and placed for paid work experience at YPI and partner sites in the Neighborhood each summer. Youth work approximately 6 weeks for an average of 120 hours for which they will be paid the current minimum wage of $8 an hour. Students also complete 12 hours of financial literacy training and attend the Junior Achievement Finance Park culmination trip. Students who complete financial literacy also have the opportunity to enroll in YPI's matched savings accounts (with Citibank), through the Families Save Program.

Students will participate in Career Days sponsored by the school and the LAPN to receive more information regarding career tracks. Students (age 8 and up) will also participate in activities offered through Heroes of Life, where they will be exposed to the music, audio, visual, songwriting, and video production industries, among other fields.

School: Vaughn Next Century Learning Center

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 AM	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15
7:30 AM	Prep for Week	Check E-mails: Read / Reply	Prior Night Workshop Clean Up	Prior Night Workshop Clean Up	Prior Night Workshop Clean Up
8:00 AM			Check E-mails: Read / Reply	Check E-mails: Read / Reply	Check E-mails: Read / Reply
8:30 AM	Check E-mails: Read / Reply	LAPN Coordinator Meeting			
9:00 AM			Clan Planning (Professional Development)	Professional Development: Writing and Literacy	Coffee with the Principal
9:30 AM	Department Training and/or Collaborative Meetings	Parent Phone Calls			
10:00 AM		Prep for Workshop	Prep for Workshop		Educational & Cultural Field Trips
10:30 AM	Student Success Team	Parents Wellness Workshop (Eat, Play & Live)	Parent Leadership Workshop	Case Management Meeting: High Risk Students	
11:00 AM					
11:30 AM	Parent Phone Calls	Workshop Clean Up	Workshop Clean Up		
12:00 PM	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	
12:30 PM					
1:00 PM	ETO Attendance Tracking	Administrative Functions	Parent Phone Calls	Parent Phone Calls	
1:30 PM					
2:00 PM		College & Career Club for Students	College Corners: Flyers and Banners	College & Career Club for Students	Meet with Principal about programs and outcomes
2:30 PM					
3:00 PM	Afterschool Program: Eat, Play Live Program	Afterschool Program: Arts & Humanities Enrichment Program	Afterschool Program: Imagine Mars	Afterschool Program: 21st Century Technology Program	Afterschool Program: Leadershp & Civic Engagement Programs
3:30 PM					
4:00 PM					
4:30 PM					
5:00 PM					
5:30 PM					
6:00 PM		Prep for Workshop	Prep for Workshop	Prep for Workshop	Wrap Up Week
6:30 PM		Parent Workshop: Financial Literacy	Parent Workshop: Padres Comprometidos	Parent Workshop: Leamos	
7:00 PM	Parent Engagement Meetings				

***Promise Corps will be on site throughout the week, during operation hours.**

Parent Workshop	Administrative	Meetings
Student Workshop	Outreach	Professional Development
After School Program/Club	Lunch/Supervision	Parent/Family Events

School: Joseph Le Conte Middle School

Total Number of Students	6th Graders	7th Graders	8th Graders
917	157	350	409

	Le Conte	LAUSD	LA County	CA
% Latino	80	74	64	52
% African American	3	10	9	7
% Native American	1	0.5	0.5	1
% Asian	6	7	10	12
% White, non-Hispanic	11	9	15	26
% English Language Learners (ELLs)	34	32	10	17
% Limited English Proficient (LEP)	37	33	33	31
% Special Education Students	14	11	10	9
% SES Socioeconomically Disadvantaged	94	81	66	58
% Free/Reduced Lunch	77	76	65	57
% of Students with Disabilities	14	12	11	11
Transiency Rate	13.9	20.75		
# Migrant Students	0	1712	6762	73785
Attendance Rate	95.7	94.5		
Truancy Rate	41	46	36	30
% Students who feel safe at school	80	N/A	N/A	N/A
Graduation Rate (4yr)	N/A	61	71	76
% Students enrolled in A-G curricula	N/A	74	51	40
% Students enrolled in A-G curricular with "C or better"	N/A	25		

% of students who pass the CAHSEE	N/A	23	25	27
% Students enrolled in at least one (1) Advanced Placement (AP) Course	N/A	13	15	16
Physical Fitness- % meeting all 6 criteria	12.4	23.3	28	31
% at or above Proficiency (ELA)	41	21.4	26	27
% at or above Proficiency (Math)	31	23	27	28
Academic Performance Index (API)	733	729	800	778
API Increase + or Decrease in past academic year - (by how many points)	29+			
Program Improvement Status Year	Year 5	N/A	N/A	N/A
Student:Teacher Ratio	16	20	22	23
Student: Counselor Ratio	368	N/A	N/A	N/A

Indicators		**Le Conte's Annual Goals for Improvement**				
Goal:	School age students in the LAPN zone are academically prepared for timely grade level advancement, high school graduation, and college entry.	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Benchmark 1:	Only 31% of students are at grade level (proficient/advanced) in Math. Students will experience an average 8 percentage point increase per year in meeting grade level Math standards according to annual California Standards Test results.	41%	49%	57%	65%	73%

Benchmark 2:	Only 41% of students are at grade level in ELA. Students will experience an average of 8 percentage point increase per year in meeting grade level ELA according to annual California Standards Test results.	49%	57%	65%	73%	81%
Benchmark 3:	The current Academic Performance Index (API) Score Base Score is 733. The goal for all public schools in California is 800.	742	763	798	810	832
Benchmark 4:	Joseph Le Conte is a Program Improvement School Year 5 and has missed Adequate Yearly Progress (AYP) measures for the past six years. In the last year, the school met only 16 out of 25 indicators. As part of LAPN services the school will work to implement the LAUSD imposed intervention plan and meet AYP measures by Implementation Year 4 and exit Program Improvement status by the end of Implementation Year 5				Meet all AYP measures	Meet all AYP measures for second year and exit PI status
Benchmark 5:	The Average Daily Attendance (ADA) rate is 95.7%, and the truancy rate is 41%. The Attendance rate will increase by an average of .5 percentage point in Years 1-5. The truancy rate will decline by an average of 5	96.2%/36%	96.7%/31%	97.2%/26%	97.7%/ 21%	98.2%/16%

	percentage points each of Years 1-5.					
Benchmark 6:	The percentage of students at the school meeting all 6 criteria for physical fitness according to the California Department of Education Fitnessgram assessment administered yearly is 12.4% in 2010-11. Students will benefit from physical education services provided as part of the LAPN and reflect an average of eight percentage points or higher improvement each implementation year.	21%	29%	37%	45%	53%
Benchmark 7:	78% of students at the school feel safe there according to school level surveys. Through the implementation of LAPN services as described below, this percentage will rise an average of 4 percentage points in each of Years 1-5.	82%	86%	90%	94%	98%
Benchmark 8:	Middle school students will complete college preparatory workshops by end of 8th grade. The rate will increase by 5 percentage points each year through Year 5.	80%	85%	90%	95%	100%

Benchmark 9:	76% of students are enrolled in Algebra 1A and 1B by 8th grade, and 68% pass these with a grade of C or higher. Enrollment rates will increase by 3-4 percentage points a year, and passage with C or higher rates will increase by 3 percentage points each implementation year.	79%/71%	82%/74%	86%/77%	90%/80%	94%/83%
Benchmark 10:	Only 34% of English language learners at Le Conte Middle School scored proficient on the CELDT test. This will increase by an average of 8 percentage points each implementation year (Years 1-5).	42%	50%	58%	66%	74%
Benchmark 11:	Of special education students, only 12% scored as proficient in Math and 12% in ELA. This will increase by an average of 7 percentage points each implementation year.	19%/19%	26%/26%	33%/ 33%	40%/40%	51%/54%

School Profile

94% of Le Conte Middle School students are socioeconomically disadvantaged and 77% qualify for free/reduced price lunch. LAPN will ensure that students and their families receive supportive services in school and are connected to the full continuum of solutions to help address their basic needs. Only 12.4% of Le Conte students meet all six physical fitness criteria, while over twice that percentage of students meet physical fitness criteria in the state (31%). LAPN will address this school-specific need by supplementing Eat, Play, Live: Nutrition & Exercise with physical education services (detailed below).

School Transformation
As a low performing school, Le Conte Middle School will receive select components of the School Transformation plan. See Appendix F for details.

Professional Development & Instruction
Le Conte offers professional development (PD) every Tuesday and for a few days each summer. Currently, almost all of the school's funding for PD is used to pay teachers for their time spent in training, because PD days are not included in teachers' contracts. As a result, most of the PD offered at Le Conte is led by teachers, the Pupil Service and Attendance (PSA) Counselor, or other school staff since there is no additional funding to bring in outside facilitators or training. Teachers also access LAUSD's online PD courses. At the request of Le Conte's Principal, Jack Foote, LAPN will supplement the current PD with outside resources and presenters, specifically Kagan Publishing and Professional Development. Created by Dr. Spencer Kagan, the system relies on Kagan Structures, which are teaching strategies that can be implemented across disciplines to increase student achievement, enhance self-esteem, improve ethnic relations, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues.

Principal Foote also requests professional development to help teachers implement project-based learning and Linked Learning activities, as well as assistance for teachers on curriculum design so that learning is relevant for students. LAPN will invite Principal Robledo and teachers from target middle school San Fernando Institute for Applied Media (SFiAM) to provide training on project-based learning, as SFiAM teachers began implementing this over the past year and can share best practices.

In the 2012-13 academic year, LAUSD will begin implementing a new teacher evaluation system that includes professional development. LAUSD's PD will focus on proper implementation of the new CA Common Core Standards, using the new LAUSD Teaching & Learning Framework and the Educator Growth & Development Program, and on effective strategies and practices associated with supporting English Language Learners to master English and fully access the core curriculum. The focus on effective strategies and practices associated with supporting English Language Learners to master English and fully access the core curriculum will be supported by the LAPN Academic Coach to help address the needs of Le Conte's English Language Learners and students with Limited English Proficiency. LAUSD's

professional development will include classroom observations and coaching, which will also be fully supported by the LAPN Academic Coach and will address Principal Foote's desire for his teachers to be able to immediately assess whether students are learning and understanding new concepts. See Other Appendix for the full LAUSD Teacher Evaluation & Professional Development Plan details.

The LAPN Promise Corps will have a full-time Academic Coach and four part-time Tutors at Le Conte. The Academic Coach will support teaching and leadership development for the principal and teachers. The Coach will help implement Pacoima Charter School's Best Practice of Grade Level Collaborations, building on Le Conte's current practice of teacher teams. Le Conte's teacher teams are hit or miss, with some teams engaging in deep and meaningful collaboration, while others view the collaborations as pointless. Principal Foote sees 7th grade math teachers as the example to follow; they have calibrated their lessons so the same concepts are taught across the board and teachers are able to use their team as a problem-solving resource. The Academic Coach will work with all teachers to (1) ensure they understand the benefits this collaborative work will have on their teaching and on their students' learning; and (2) select a Grade Level Coordinator who will work with the Academic Coach on curriculum calibration (lesson plan samples and analysis, alignment of textbooks with standards, and calibrating grading and rubrics among grade level teachers). The Academic Coach will provide weekly grade-level PD and monthly school-wide PD on minimum days.

LAPN will also provide external professional development opportunities to supplement the school-based PD. YPI is a member of the Center for Nonprofit Management, through which staff members can access a variety of half- and full-day trainings, including Making Meetings Work, Supervising for Success, or Coaching is Hot.

Data-Driven Excellence

Le Conte will be fully integrated into the LAPN Efforts to Outcomes (ETO) longitudinal database to ensure programs and services are effective and to continually improve those that are lacking. ETO's Early Warning System will provide Le Conte and LAPN staff with regular reports that track academic and developmental indicators and flag students who drop below proscribed achievement levels for intervention. ETO will track grades, assessment scores, attendance and tardiness, and participation in LAPN programs, among other indicators.

All LAPN schools will use student achievement data to drive improvements in teaching, motivate students, and monitor individual-, classroom-, grade-, and school-level achievement. Students will know and understand their CST scores and quarterly benchmark assessments, and they will work with their teachers to set and achieve goals. Data will be provided to teachers and parents (not just principals and administrators). Classroom-level data and specific classroom academic goals will be posted on the wall of each classroom, so that students and parents can understand progression each year. Individual student data generated quarterly is shared with parents through School Report Cards, which will include expanded information such as school wide academic benchmarks and results collected through the ETO system to build transparency and support of the teacher, staff, parents, students, and residents.

Supportive Services

In response to the very high percentage of Le Conte MS students who qualify as socioeconomically disadvantaged and/or eligible for free/reduced price lunch, LAPN will work with a Student Support Team at Le Conte to define high risk students in need of full case management services beyond an assessment plan and enrollment in recommended LAPN solutions. The Team will include the LAPN Full Service Community School Coordinator, FSCS Family Advocate, and other members that may include a School Social Worker; a Grade Level Coordinator; a School Counselor; a Behavior Facilitator; and a Teacher. Based on a recommendation from a teacher, school staff, or parent, the Team will examine and recommend students for Case Management. Case Management staff, including partners, will work to complete a Case Management Plan for each youth recommended for full case management services. This Plan will identify barriers to self-sufficiency, academic achievement and family stability including: food, shelter, transportation, safety, health care, employment, needs of youth and family members (substance abuse, mental health, domestic violence), student academic need, parental concerns (child abuse, parenting, and access to childcare and after school programs), and financial need.

Le Conte Middle School currently offers on-site mental health services to students twice a week, provided by LAPN partner Hollygrove. Unfortunately students needs are great in this area, and there is a waiting list to receive services. Through LAPN, Hollygrove will be able to increase their hours on campus to serve all students in need of counseling. Le Conte also has a Healthy Start Coordinator who provides parent workshops and resources, and a County Probation Officer who works with students who are on probation or quasi-probation (students who commit minor infractions). LAPN partner The Saban Free Clinic comes on campus to teach health classes, which includes HIV/AIDS education and reproductive health topics.

LAPN staff at Le Conte will also reach out to families in need to connect them to the full continuum of LAPN solutions.

Feeder School Development

Despite making large gains in academic achievement and in improving students' safety, Le Conte Middle School continues to be plagued by a bad reputation. Principal Foote is dedicated to showing the community that Le Conte is a great place to learn. LAPN will help re-brand the school under the Promise Neighborhood umbrella, which will include outreach to parents and residents to educate them about the assets Le Conte has to offer.

LAPN and school staff at Le Conte will work closely with other LAPN schools to promote the feeder pattern. In particular, YPI's Full Service Community School staff at Santa Monica Boulevard Community Charter, Grant and Ramona Elementary Schools will work closely to invite and orient incoming 7th grade students to Le Conte Middle School. YPI's Full Service Community School staff will also partner with neighborhood elementary schools to invite and orient incoming 6th grade students to Le Conte Middle School. In addition, YPI's FSCS staff at Le Conte will collaborate with FSCS staff at the Bernstein Complex and APEX Charter Academy to welcome Le Conte graduates to LAPN high schools. See Appendix F for additional details on developing the LAPN feeder pattern.

Full Service Community School Program

Le Conte Middle School will have a full-time Full Service Community School (FSCS) Coordinator and part-time Family Advocate. FSCS staff will work closely with the other LAPN Le Conte staff, including the Afterschool Coordinator, the Wellness Coordinator, and Promise Corps staff to seamlessly integrate Le Conte's programs. These LAPN staff will collaborate on academic support services (details below in Promise Corps section), Eat, Play, Live programs (details below in Eat, Play, Live), Educational and Cultural Field Trips, Violence and Gang Prevention programs, 21st Century Technology programs, and Arts and Humanities Enrichment programs. There are additional details on these programs in the solutions found later in Appendix F.

The FSCS program will coordinate with existing community-based organizations that operate on campus, including L.A.C.E.R. that provides after-school programs focused on literacy, arts, culture, education and recreation, the Barnsdall Art Foundation that provides artists in residence, CFY that provides computer literacy workshops and free computers for

parents (and is also an LAPN partner), Paramount Pictures that sends volunteer mentors, and Woodcraft Rangers that is building a skate park on campus. The FSCS staff will also bring new LAPN partners and programs to Le Conte, including the CA Emerging Technology Fund's School2Home computer literacy program that provides incoming 6th graders with iPads, Create Now's Show Off performing arts program, and the Harmony Project's music-based mentoring and youth orchestras.

The FSCS program will increase parent engagement by offering programs for parents and community residents in Le Conte's Parent Center, including computer literacy, parenting classes, and a financial literacy class that addresses some specific needs raised by Principal Foote, including educating parents about companies that prey on low-income individuals (e.g. Rent-a-Center and check cashing). And as discussed in the Feeder School Development section, Le Conte's FSCS staff will collaborate with LAPN elementary and high school FSCS staff to provide transition programs for both students and parents. For example, the transition workshops for parents of incoming 5th grade students will address adolescent development.

Promise Corps: Academic Coach and Tutors

Le Conte Middle School will have a Promise Corps of one full time Academic Coach and four part time Tutors. In addition to the duties of the Academic Coach detailed in the Professional Development section, the Coach will also supervise and train the Tutors at the school site, and work with teachers and Tutors to align academic support with instruction. The Academic Coach will also facilitate two annual Parent Academic Information Sessions that will involve parents in their children's education (see Appendix F for additional details).

Tutors are college students (or graduates) with at least two years of postsecondary education who have completed YPI's Tutor Training Program. This training provides a school-specific orientation and monthly training on academic concepts, classroom management, CPR, building relationships with key stakeholders, communication strategies, and other topics as needed.

Promise Corps Tutors provide support services during school hours on the schedule and intensity level established with teachers and the Academic Coach. Promise Corps staff will work with teachers to pull students out of class for tutoring based on academic need, particularly in math, English Language Arts, and science. Tutoring will focus on the lowest

performing students or students on the "hot list" (scoring Far Below Basic or Below Basic but close to moving up to the next level of proficiency). Each Tutor will be assigned 20 students per semester who will receive a minimum of 30 hours of academic tutoring. 160 Le Conte students will receive tutoring each year.

Eat, Play, Live: Nutrition & Exercise

Le Conte will have a part-time Wellness Coordinator to oversee Eat, Play, Live: Nutrition & Exercise programs. The Wellness Coordinator works with FSCS staff to coordinate the health and nutrition activities listed above in the FSCS description. In order to address the very low percentage of Le Conte students who meet all 6 fitness criteria, the Wellness Coordinator will utilize the SPARK PE training she's received to train all Le Conte teachers so they can do SPARK activities with their students during Advisory period.

The Hollywood Wilshire YMCA will provide Le Conte Middle School students with subsidized youth memberships to its Hollywood facility, where students can use the fitness equipment and go to the Y's afterschool teen drop-in center. The Y's teen center offers regular age-appropriate activities, tutoring, field trips, life skills classes, and mentoring.

The Hollywood Police Activities League will offer its Martial Arts Academy, which trains children in the art of Tae Kwon Do and mixed martial arts under the supervision of a former LAPD police captain and an assistant martial arts instructor. Students learn the martial art forms and are periodically tested to continue moving up the belt system. They also have an opportunity to compete in up to eight tournaments per year. Hollywood PAL soccer teams compete in the Anahuak Youth Soccer Association league based in Los Angeles. The kids participate in several tournaments throughout the year. PAL offers a variety of activities through the Hollywood Fit Club including running, hiking, fitness classes, and workout sessions at the YMCA.

Vision y Compromiso, a group of health promotoras, may host in-kind health workshops focused on heart health and will teach participants about eating healthy and being active. Workshops may also be available to parents.

Afterschool Program

Le Conte's afterschool provider is LAPN partner LACER Afterschool programs. LACER's programs are offered five days a week from immediately after school until 6:00pm., with many evening and weekend field trips also offered to students.

LACER has a full-time program manager on-site, 6-8 other staff part-time. LACER's program includes academic tutoring and interventions, computer training, sports, theatre, music, and dance. LACER focuses services on Academic Achievement, including student proficiency in core subjects and successful transition from middle to high school. Students can choose from between 5-7 different classes in which to participate daily, including Homework Tutoring, Math, Algebra, Literacy Intervention, Computer Training, Various Team Sports, Theatre, Music, and Dance. Students can also participate in culminating art workshops, concerts, theatre performances, Spelling and Geography Bees, sports competitions, and district-wide leadership activities.

LAPN staff (FSCS Coordinator, Wellness Coordinator, and the Promise Corps Academic Coach and Tutors) will work closely with LACER's afterschool staff to integrate Le Conte's school-based services in a seamless continuum for students. See additional details on the Afterschool program in Appendix F.

College & Career Awareness

The Full Service Community School program, Afterschool program, and Promise Corps will collaborate to promote a college-going culture at Le Conte Middle School. Le Conte students and their families will access multiple College & Career Awareness programs intended to expose students to postsecondary options and help them plan for their futures. Students will go on an annual college field trip. Volunteer College Ambassadors will educate Le Conte students and their families about their college and career options. Replicating YPI's funded Fund for the Improvement of Postsecondary Education (FIPSE) college preparation and GEAR UP program models, College Ambassadors will work with Le Conte families to develop an awareness of the long-term paths and challenges related to postsecondary education. LAPN will sponsor the annual Career Day at Le Conte, which will culminate with mentors (the College Ambassadors and Career Day Volunteers) working with students to help them develop long-term future plans for college and career. Every Le Conte 6th grader will complete a College/Career Plan and will update it annually. The College Ambassadors will also coordinate a "College Club" for Le Conte students. LAPN will also develop and staff College Centers located at all LAPN middle schools, where students learn about the importance of college, read catalogues, and receive college prep and financial aid information. Le Conte students will participate in "I'm going to college!" days where local college students and alumni will visit the school. Students will be able to interact in small groups to meet college students and get a chance to engage with them and ask them questions about their experiences. The visits culminate with the Le Conte students signing "I'm going to college!" pledge cards. The Full Service Community Schools Coordinator will coordinate workshops for parents

(all grades) and students (grades 7/8) about preparing for college. Workshops will include an overview of the 4 systems of higher education in CA, information about saving and paying for college, and AB540 resources for undocumented students. LAPN families will also be given access to YPI matched savings accounts through its partnership with Citibank and their Families Save program.

School: Joseph Le Conte Middle School: LAPN Staff

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 AM	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15
7:30 AM	Check E-mails: Read / Reply	Professional Development	Check E-mails: Read / Reply	Check E-mails: Read / Reply	Department Training
8:00 AM					
8:30 AM	Prep for Parent Workshop		Prep for Parent Workshop	Prep for Parent Workshop	
9:00 AM	Parent Workshop: Computer Literacy	Branding Meeting and Efforts (posters, flyer, etc)	Parenting Workshop	Parent Workshop: Financial Literacy	Meet with Principal about programs and outcomes
9:30 AM					
10:00 AM		Prep for Workshop			Administrative Functions
10:30 AM		Nutrition and Health Workshop			
11:00 AM	Clean up Parent Workshop		Clean up Parent Workshop	Clean up Parent Workshop	
11:30 AM	Parent Phone Calls	Clean up Parent Workshop	Parent Phone Calls	Parent Phone Calls	Parent Phone Calls
12:00 PM	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch
12:30 PM					
1:00 PM	Collaborative Meeting	Prep for Workshop	Prep for Workshop	Prep for Workshop	Parent / Community Outreach
1:30 PM		Gang Prevention Workshop	College & Career Awareness Workshops	Mentoring and/or Transition Workshop	
2:00 PM	Administrative Functions				
2:30 PM					
3:00 PM	Afterschool Program	Afterschool Program	Afterschool Program	Afterschool Program	Afterschool Program
3:30 PM					
4:00 PM					
4:30 PM					
5:00 PM					
5:30 PM					
6:00 PM	PM Parent Phone Calls	Prep for Workshop	PM Parent Phone Calls	Parent Meeting	PM Parent Phone Calls
6:30 PM	Wrap up and Prep for Next Day	Parent Leadership Workshop PM	Wrap up and Prep for Next Day		Wrap up and Prep for Next Day
7:00 PM					

Parent Workshop	Administrative	Meetings
Student Workshop	Outreach	Professional Development
After School Program/Club	Lunch/Supervision	Parent/Family Events

School: Charles Maclay Middle School

Total Number of Students	6th Graders	7th Graders	8th Graders
883	286	299	298

	Maclay MS	LAUSD	LA County	State of California
Enrollment	883	659639	1574538	6214204
% Latino	94	74	64	52
% African American	4	10	9	7
% Native American	0.5	0.5	0.5	1
% Asian	0.6	7	10	12
% White, non-Hispanic	0.9	9	15	26
% English Language Learners (ELLs)	36	32	10	17
% Limited English Proficient (LEP)	47	33	33	31
% Special Education Students	14	11	10	9
% SES Socioeconomically Disadvantaged	99	81	66	58
% Free/Reduced Lunch	90	76	65	57
% of Students with Disabilities	15	12	11	11
Transiency Rate	26.8	20.75		
# Migrant Students	1	1712	6762	73785
Attendance Rate	94.9	94.5		
Truancy Rate	25	46	36	30
% Students who feel safe at school	78	N/A	N/A	N/A
Graduation Rate (4yr)	N/A	61	71	76
% Students enrolled in A-G curricula	N/A	74	51	40

% Students enrolled in A-G curricular with "C or better"	N/A	25		
% of students who pass the CAHSEE	N/A	23	25	27
% Students enrolled in at least one (1) Advanced Placement (AP) Course	N/A	13	15	16
Physical Fitness- % meeting all 6 criteria	23.9	23.3	28	31
% at or above Proficiency (ELA)	27	21.4	26	27
% at or above Proficiency (Math)	25	23	27	28
Academic Performance Index (API)	660	729	800	778
API Increase + or Decrease in past academic year - (by how many points)	24 +			
Program Improvement Status Year	Year 5	N/A	N/A	N/A
Student:Teacher Ratio	15	20	22	23
Student: Counselor Ratio	270	N/A	N/A	N/A

Indicators		**Maclay Middle School's Annual Goals for Improvement**				
Goal:	School age students in the LAPN zone are academically prepared for timely grade level advancement, high school graduation, and college entry.	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Benchmark 1:	Only 25% of students are at grade level (proficient/advanced) in Math. Students will experience an average 8 percentage point increase per year of students meeting grade level Math standards according to annual California Standards Test results.	33%	41%	49%	57%	65%

Benchmark 2:	Only 27% of students are at grade level in ELA (2011-12). Students will experience an average of 8 percentage point increase per year of students meeting grade level ELA according to annual California Standards Test results.	35%	43%	51%	59%	67%
Benchmark 3:	The current Academic Performance Index (API) Score Base Score is 660. The goal for all public schools in California is 800.	672	706	751	787	812
Benchmark 4:	Charles Maclay is a Program Improvement School Year 5 and has missed Adequate Yearly Progress (AYP) measures for the past six years. In the last year, the school met only 11 of 21 indicators. As part of LAPN services the school will work to implement the LAUSD imposed intervention plan and meet AYP measures by Implementation Year 4 and exit Program Improvement status by the end of Implementation Year 5				Meet all AYP measures	Meet all AYP measures for second year and exit PI status
Benchmark 5:	The Average Daily Attendance (ADA) rate is 94.9%, and the truancy rate is 25%. The Attendance rate will increase by an average of .5 percentage point in Years 1-5. The truancy rate will decline by an average of 3 percentage points each of Years 1-5.	95.5%/22%	96%/19%	96.5%/16%	97%/ 13%	97.5%/10%

Benchmark 6:	The percentage of students at the school meeting all 6 criteria for physical fitness according to the California Department of Education Fitnessgram assessment administered yearly is 23.9% in 2010-11. Students will benefit from physical education services provided as part of the LAPN and reflect an average of eight percentage points or higher improvement each implementation year.	32%	40%	48%	56%	64%
Benchmark 7:	78% of students at the school feel safe there according to school level surveys. Through the implementation of LAPN services as described below, this percentage will rise an average of 4 percentage points in each of Years 1-5.	82%	86%	90%	94%	98%
Benchmark 8:	Middle school students will complete college preparatory workshops by end of 8th grade. The rate will increase by 5 percentage points each year through Year 5.	80%	85%	90%	95%	100%
Benchmark 10:	88% of students are enrolled in Algebra 1A and 1B by 8th grade, and 66% pass these with a grade of C or higher. Enrollment rates will increase by 1-2 percentage points a year, and passage with C or higher rates will increase by 2-3 percentage points each implementation year.	90%/69%	91%/72%	92%/75%	93%/77%	94%/79%
Benchmark 9:	11% of students (higher than LAUSD's 7% rate) have been suspended 1 or more times (2010-11). This will decrease by 1-2 percentage point each	10%	9%	8%	6%	4%

	implementation year (Years 1-5)					
Benchmark 11:	Only 27% of English language learners at Maclay Middle School scored proficient on the CELDT test. This will increase by an average of 8 percentage points each implementation year (Years 1-5).	35%	43%	51%	59%	67%
Benchmark 12:	Of special education students at Maclay, only 26% scored as proficient in Math and 29% in ELA. This will increase by an average of 5 percentage points each implementation year.	31%/34%	36%/39%	41%/ 44%	46%/49%	51%/54%

School Profile

Maclay Middle School has very high percentages of English Language Learners (ELLs) and students with Limited English Proficiency (LEPs), 36% and 47% respectively. The school's percentages of ELLs and LEPs are significantly higher than the district (32% and 33%), county (10% and 33%), and state (17% and 31%). LAPN will address this school-specific need through LAUSD's professional development focused on ELLs and with the Success for All curriculum. 99% of Maclay Middle School students are socioeconomically disadvantaged and 90% qualify for free/reduced price lunch. LAPN will ensure students and their families receive supportive services in school and are connected to the full continuum of solutions to help address their basic needs. Maclay also struggles with a high transiency rate for its students (26.8%, compared to 20.75% for LAUSD). Over a quarter of all Maclay students do not remain at the school each year, so LAPN will help address this issue by ensuring families have access to the LAPN continuum of solutions to help them remain stable, and by promoting the LAPN feeder pattern to encourage students to stay at Maclay and to transition to an LAPN high school when they graduate from Maclay.

School Transformation

As a persistently lowest achieving school, Maclay Middle School will undergo significant reforms as part of the Transformation Model. Maclay has already begun to implement select reforms and will continue to do so with LAPN support. See details in Appendix F.

Professional Development & Instruction

In the 2012-13 academic year, LAUSD will begin implementing a new teacher evaluation system that includes professional development (PD). One focus of the new plan is on effective strategies and practices associated with supporting English Language Learners (ELLs) to master English and fully access the core curriculum. The LAPN Academic Coach will fully support and emphasize this component of the LAUSD PD to help address the needs of Maclay's English Language Learners and students with Limited English Proficiency (LEP). See Other Appendix for the full LAUSD Teacher Evaluation & Professional Development Plan details. To further support ELLs and LEPs at Maclay, LAPN will implement a Pacoima Charter School Best Practice of utilizing the Success for All reading program, as well as peer-assisted learning strategies, use of instructional conversations and use of literacy logs by ELL students.

Maclay Principal Veronica Arreguin currently offers her teachers professional development on Explicit Direct Instruction (EDI) and the Gradual Release Model based on the book Better Learning: Through Structured Teaching by Douglas Fisher. Principal Arreguin has arranged for the author to provide a professional development session to teachers in the fall of 2012 on structured teaching.

Principal Arreguin reports that she does not have sufficient funding to provide as much professional development as teachers want and need. LAPN will provide this additional support through the Promise Corps. The LAPN Promise Corps Academic Coach will work full time at Maclay Middle School to support teaching, and leadership development for the principal and teachers. The Coach will help implement Pacoima Charter School's Best Practice of Grade Level Collaborations. These are led by a Grade Level Coordinator selected by teachers, who will work with the Academic Coach on curriculum calibration (lesson plan samples and analysis, alignment of textbooks with standards, and calibrating grading and rubrics among grade level teachers). The Academic Coach will provide weekly grade-level PD and monthly school-wide PD on minimum days. And at the request of Principal Arreguin, the Academic Coach will provide teachers with PD resources to pursue independently, like webinars and local conferences.

LAPN will also provide external professional development opportunities to supplement the school-based PD. YPI is a member of the Center for Nonprofit Management, through which staff members can access a variety of half- and full-day trainings, including Making Meetings Work, Supervising for Success, or Coaching is Hot.

The Maclay Principal restructured the school's bell schedule to provide increased instructional time for English Language Arts (ELA) and mathematics from 40 to 80-minute double blocks for each subject. Maclay teachers use Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI), which are research-based, computer adaptive student assessments teachers use to inform instruction and make accurate placement recommendations based on students' proficiency. For students who need additional academic support, Principal Arreguin built intervention periods into the bell schedule (4 days per week for 27 minutes each day).

Data-Driven Excellence

Maclay Middle School will be fully integrated into the LAPN Efforts to Outcomes (ETO) longitudinal database to ensure programs and services are effective and to continually improve those that are lacking. ETO's Early Warning System will provide Maclay staff with regular reports that track academic and developmental indicators and flag students who drop below proscribed achievement levels for intervention. ETO will track grades, assessment scores, attendance and tardiness, and participation in LAPN programs, among other indicators. ETO enables LAPN and school staff to implement interventions before students fall too far behind academically or become at-risk for dropping out.

Supportive Services

All LAPN students will be assessed by LAPN staff (primarily Case Managers with assistance from school-based staff) and provided with a Comprehensive Service Plan (CSP) that will be updated annually. CSPs will connect all students to the full continuum of cradle-through-college/career solutions offered at their school and in the Neighborhood. The LAPN continuum of solutions will be reflected on Service Menus that detail available programs and services, including locations, hours, and eligibility information. Service Menus will be distributed at schools through the Full Service Community School programs, at LAPN Community Centers, and on the LAPN website. Academic assessments and other indicators (e.g. attendance) will be analyzed in ETO to provide students with specific recommendations for programs that will meet their needs.

In response to the very high percentage of Maclay MS students who qualify as socioeconomically disadvantaged and/or eligible for free/reduced price lunch, LAPN will work with a Student Support Team at Maclay to define high risk students in need of full case management services beyond the CSP. The Team will include the LAPN Full Service Community School (FSCS) Coordinator, FSCS Family Advocate, and other members that may include a School Social Worker; a Grade Level Coordinator; a School Counselor; a Behavior Facilitator; and a Teacher. Based on a recommendation from a teacher, school staff, or parent, the Team will examine and recommend students for Case Management. Case Management staff, including partners, will work to complete a Case Management Plan for each youth recommended for full case management services. This Plan will identify barriers to self-sufficiency, academic achievement and family stability including: food, shelter, transportation, safety, health care, employment, needs of youth and family members (substance abuse, mental health, domestic violence), student academic need, parental concerns (child abuse, parenting, and access to childcare and after school programs), and financial need.

Maclay Middle School has Northeast Valley Health Corporation's (NEVHC) Maclay Health Center on campus, which provides free primary care for all Maclay students, as well as other youth under 18 living in the LAPN. Parents are also eligible for free health care services when their children register as NEVHC clients. The Maclay Health Center also provides optometry and dental care.

LAPN staff at Maclay will also reach out to families in need to connect them to the full continuum of LAPN solutions.

Feeder School Development

LAPN and school staff at Maclay will work closely with other LAPN schools to promote the feeder pattern. In particular, YPI's Full Service Community School (FSCS) staff at Pacoima Charter and Broadous Elementary School will work closely to invite and orient incoming 6th grade students to Maclay Middle School. In response to Maclay's high transiency rate, LAPN staff will emphasize Maclay's assets and the benefits students and families receive by attending Maclay (and all LAPN schools). In addition, YPI's FSCS staff will collaborate with Los Angeles Education Partnership Full Service Community Schools programs at San Fernando High School, Sylmar High School, and Cesar Chavez Learning Academies to welcome Maclay graduates to LAPN high schools. See Appendix F for additional details on developing the LAPN feeder pattern.

Full Service Community School Program

Maclay Middle School is part of YPI's Bert Corona Charter School Full Service Community Schools (FSCS) grant, funded from 2010-2015. Maclay has a full-time FSCS Coordinator, Liset Arias, whom Principal Arreguin lauds as pivotal to the school. Liset's typical weekly schedule is provided below. During the 2011-12 academic year, the FSCS program at Maclay provided students with drug prevention workshops (hosted by LAPN partner Phoenix House), Nutrition Workshops, Healthy Lifestyles workshops, Diabetes Awareness workshops, Stress Relief and Relaxation workshops, Zumba fitness classes, ESL classes, an afterschool mural club, Friends of the Family's Oaks to Acorns program, an afterschool running club, and National Council of La Raza's Padres Comprometidos parent advocacy workshop series. Students in the FSCS program participated in community clean ups, the annual Cesar Chavez march through Pacoima, and Maclay's annual Carnival Night. FSCS staff invited parents to the monthly "Coffee with the Principal," an informal opportunity for parents to meet and talk to Maclay's principal, Veronica Arreguin. During LAPN implementation, FSCS will continue to offer these programs, as well as these additional ones: ABC-Learn's Reading Enhances Development (READ) family literacy program, Centro Latino for Literacy's Leamos basic Spanish language literacy program for parents, NASA's Jet Propulsion Laboratory's "Imagine Mars" science program. 8th grade students who graduate from Maclay will also have an opportunity to attend the Summer Empowerment Academy through LAPN's partner, Manifest Your Destiny Foundation. This Academy is a mentoring and educational support program for youth who have completed 8th grade and entering 9th grade from economically challenged neighborhoods. The program is designed specifically to address the dropout epidemic.

FSCS staff will work closely with the other LAPN Maclay staff, including the Afterschool Coordinator, the Wellness Coordinator, and Promise Corps staff to seamlessly integrate Maclay's programs. These LAPN staff will collaborate on academic support services (details below in Promise Corps section), Eat, Play, Live programs (details below in Eat, Play, Live), Educational and Cultural Field Trips, Violence and Gang Prevention programs, 21st Century Technology programs, and Arts and Humanities Enrichment programs. There are additional details on these programs in the solutions found later in Appendix F. LAPN staff will also work closely with other school site staff, including the Title 1 Coordinator, Project Grad's Coordinator, and the Center for Civic Mediation, which teaches students to practice peer mediation and conflict resolution.

Promise Corps: Academic Coach and Tutors
Maclay Middle School will have a Promise Corps of one full time Academic Coach and four part time Tutors. In addition to the duties of the Academic Coach detailed in the Professional Development section, the Coach will also supervise and train the Tutors at the school site, and work with teachers and Tutors to align academic support with instruction. The Academic Coach will also facilitate two annual Parent Academic Information Sessions that will involve parents in their children's education.

Tutors are college students (or graduates) with at least two years of postsecondary education who have completed YPI's Tutor Training Program. This training provides a school-specific orientation and monthly training on academic concepts, classroom management, CPR, building relationships with key stakeholders, communication strategies, and other topics as needed.

Promise Corps Tutors provide support services during school hours on the schedule and intensity level established with teachers and the Academic Coach. Promise Corps staff will work with teachers to pull students out of class for tutoring based on academic need, particularly in math, English Language Arts, and science. Tutoring will focus on the lowest performing students or students on the "hot list" (scoring Far Below Basic or Below Basic but close to moving up to the next level of proficiency). Each Tutor will be assigned 20 students per semester who will receive a minimum of 30 hours of academic tutoring. 160 Maclay students will receive tutoring each year.

Afterschool Program
Maclay Middle School's Afterschool Program has a full time Coordinator who facilitates programs from when school ends until 6:00 P.M. Monday through Friday. The Coordinator provides students with academic assistance, enrichment activities, and athletics. The Afterschool Coordinator works closely with the Full Service Community School Coordinator, the Wellness Coordinator, and the Promise Corps Academic Coach and Tutors to integrate Maclay's school-based services in a seamless continuum for students. See additional details on the Afterschool program in the Appendix F.

Eat, Play, Live: Nutrition & Exercise
Maclay will have a part time Wellness Coordinator, who will collaborate with FSCS staff to coordinate the health and nutrition activities listed above in the FSCS description. LAPN partner, the Boys & Girls Club of San Fernando Valley

(BGC), will provide Macly students with their Sports, Fitness & Recreation program that includes the "Triple Play" and "Just Like You, Global Playground" programs and a daily Sports program (i.e. soccer, hockey, basketball, football, kickball, softball, handball, international games, physical fitness, and self-defense). In addition, the Wellness Coordinator will train all Maclay teachers so they can do SPARK activities with their students during Advisory period.

College & Career Awareness

Maclay students and their families will access multiple College & Career Awareness programs intended to expose students to postsecondary options and help them plan for their futures. Students will go on an annual college field trip. Volunteer College Ambassadors will educate Maclay students and their families about their college and career options. Replicating YPI's funded Fund for the Improvement of Postsecondary Education (FIPSE) college preparation and GEAR UP program models, College Ambassadors will work with Maclay families to develop an awareness of the long-term paths and challenges related to postsecondary education. LAPN will sponsor the annual Career Day at Maclay, which will culminate with mentors (the College Ambassadors and Career Day Volunteers) working with students to help them develop long-term future plans for college and career. Every Maclay 6th grader will complete a College/Career Plan and will update it annually. The College Ambassadors will also coordinate a "College Club" for Maclay students. LAPN will also develop and staff College Centers located at all LAPN middle schools, where students learn about the importance of college, read catalogues, and receive college prep and financial aid information. Maclay students will participate in "I'm going to college!" days where local college students and alumni will visit the school. Students will be able to interact in small groups to meet college students and get a chance to engage with them and ask them questions about their experiences. The visits culminate with the Maclay students signing "I'm going to college!" pledge cards. The Full Service Community Schools Coordinator will coordinate workshops for parents (all grades) and students (grades 7/8) about preparing for college. Workshops will include an overview of the 4 systems of higher education in CA, information about saving and paying for college, and AB540 resources for undocumented students. Students in grades 7 and 8 will also have the opportunity to attend Junior Achievement Finance Park and learn about the importance of saving for college. LAPN students and families will also be given access to YPI matched savings accounts through its partnership with Citibank.

School: Maclay Middle School LAPN STAFF

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 AM	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15
7:30 AM	Check E-mails: Read / Reply	ELL's and LEP Professional Development	Check E-mails: Read / Reply	Check E-mails: Read / Reply	Department Training
8:00 AM					
8:30 AM	Prep for Workshop		Prep for Workshop	Case Management Meeting: High Risk Students	
9:00 AM	Nutrition and Healthy Lifestyle Workshops	Prep for Workshop	NCLR: Padres Comprometidos Workshop		Meet with Principal about programs and outcomes
9:30 AM		ESL Classes / Workshop			
10:00 AM		Parent Clean Up Workshop	Parents Clean Up Workshop	Prep for Workshop	Administrative Functions
10:30 AM		Staff/ Project Related Meetings	Transformation Model: Meetings, Planning, Updates, Etc.	Phoenix House: Drug Prevention Workshop	
11:00 AM	Parents Clean Up Workshop				
11:30 AM	Parent Phone Calls	Parent Phone Calls		Parent Clean Up Workshop	
12:00 PM	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch
12:30 PM					
1:00 PM	Administrative Functions	Enrichment Program	Prep for Workshop	Collaborative Meeting	School Based Professional Development
1:30 PM			College and Career Awareness Workshop		
2:00 PM	Gang Prevention for Students			Promise Corps Hour: Teachers / Students	
2:30 PM			Parents Clean Up Workshop		
3:00 PM	Afterschool Program	Afterschool Program	Afterschool Program	Afterschool Program	Afterschool Program
3:30 PM					
4:00 PM					
4:30 PM					
5:00 PM					
5:30 PM					
6:00 PM	Weekly Flyers / Outreach	Prep for Workshop	PM Parent Phone Calls	Parent Meeting	PM Parent Phone Calls
6:30 PM	Wrap up and Prep for Next Day	READ Family Literay Workshop	Wrap up and Prep for Next Day		Wrap up and Prep for Next Day
7:00 PM					

Parent Workshop	Administrative	Meetings
Student Workshop	Outreach	Professional Development
After School Program/ Club	Lunch/ Supervision	Parent Family/ Events

School: San Fernando Institute for Applied Media (SFiAM)

Total Number of Students	6th Graders	7th Graders	8th Graders
370	125	125	120

	SFiAM	LAUSD	LA County	State of California
Enrollment	370	659639	1574538	6214204
% Latino	97	74	64	52
% African American	0.6	10	9	7
% Native American	0.2	0.5	0.5	1
% Asian	0.1	7	10	12
% White, non-Hispanic	1.2	9	15	26
% English Language Learners (ELLs)	25	32	10	17
% Limited English Proficient (LEP)	3	33	33	31
% Special Education Students	15	11	10	9
% SES Socioeconomically Disadvantaged	95	81	66	58
% Free/Reduced Lunch	90	76	65	57
% of Students with Disabilities	15	12	11	11
Transiency Rate	19.1	20.75		
# Migrant Students	3	1712	6762	73785
Attendance Rate	96.5	94.5		
Truancy Rate	15	46	36	30
% Students who feel safe at school	80	N/A	N/A	N/A
Graduation Rate (4yr)	N/A	61	71	76

% Students enrolled in A-G curricula	N/A	74	51	40
% Students enrolled in A-G curricular with "C or better"	N/A	25		
% of students who pass the CAHSEE	N/A	23	25	27
% Students enrolled in at least one (1) Advanced Placement (AP) Course	N/A	13	15	16
Physical Fitness- % meeting all 6 criteria	16.6	23.3	28	31
% at or above Proficiency (ELA)	32	21.4	26	27
% at or above Proficiency (Math)	32	23	27	28
Academic Performance Index (API)	674	729	800	778
API Increase + or Decrease in past academic year - (by how many points)	45 +			
Program Improvement Status Year	Year 5	N/A	N/A	N/A
Student:Teacher Ratio	22	20	22	23
Student: Counselor Ratio	362	N/A	N/A	N/A

Indicators		**SFiAM's Annual Goals for Improvement**				
Goal:	School age (grades K-12) students in the LAPN zone are academically prepared for timely grade level advancement, high school graduation, and college entry.	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Benchmark 1:	Only 32% of students are at grade level (proficient/advanced) in Math (2011-12). Students will experience an average 5 percentage point increase per year of students meeting grade level Math standards according to annual California Standards Test results.	37%	42%	47%	52%	57%

Benchmark 2:	Only 32% of students are at grade level in English Language Arts (ELA) (2011-12). Students will experience an average 5 percentage point increase per year of students meeting grade level ELA according to annual California Standards Test results.	37%	42%	47%	52%	57%
Benchmark 3:	The current Academic Performance Index (API) Score Base Score is 674. The goal for all public schools in California is 800.	688	722	752	786	814
Benchmark 4:	The Average Daily Attendance (ADA) rate is 96.5%, and the truancy rate is 15% in the most recent academic year 2011-12). The Attendance rate will increase by an average of half a percentage point in Years 1-3, and by an average of .3 percentage point in Years 4-5. The truancy rate will decline by an average of 2 percentage points each of Years 1-5.	97%/13%	97.5%/11%	98%/9%	98.3%/ 7%	98.6%/5%
Benchmark 5:	The percentage of students at the school meeting all 6 criteria for physical fitness according to the California Department of Education Fitnessgram assessment administered yearly is only 16.6% in 2011-12. Students will benefit from physical education services provided as part of the LAPN and reflect an average of eight percentage points or higher improvement each implementation year.	26%	34%	42%	50%	58%
Benchmark 6:	80% of students at the school feel safe there according to school level surveys. Through the implementation of LAPN services as described below, this percentage will rise an average of 4 percentage points in each of Years 1-3 and an average of 3 percentage points in each of Years 4-5.	84%	88%	92%	95%	98%

Benchmark 7:	Middle school students will complete college preparatory workshops by end of 8th grade. The rate will increase by 5 percentage points each year through Year 5.	80%	85%	90%	95%	100%

School Profile

SFiAM has a very high percentage of students who are socioeconomically disadvantaged (95% for the school, compared to 58% for the state of CA, 66% for Los Angeles County, and 81% for LAUSD). Similarly, SFiAM's rates for free/reduced price lunches are much higher than district, county, or state percentages (90% for the school, compared to compared to 57% for the stat, 65% for the county, and 76% for LAUSD). LAPN will address this school-specific need by providing additional supportive services to students and their families (detailed below). SFiAM students are not as physically fit as their district, county, and state counterparts. Only 16.6% of SFiAM students meet all six physical fitness criteria, while nearly twice that percentage meet physical fitness criteria in the state (31%). LAPN will address this school-specific need by supplementing Eat, Play, Live: Nutrition & Exercise with physical education services (detailed below). Higher percentages of SFiAM students are proficient in English Language Arts (ELA) and Mathematics than the district, county, or state (32% both for ELA and math for SFiAM, compared to the district proficiency rate of 21.4% in ELA and 23% in math). SFiAM is a YPI-operated pilot school, and LAPN's Promise Corps Academic Tutors and Coaches are based in part on SFiAM's successful model, which will be replicated at all other LAPN target schools.

Feeder School Development

LAPN and school staff at SFiAM will work closely with other LAPN schools to promote the feeder pattern. In particular, YPI's Full Service Community School (FSCS) staff at Pacoima Charter, Vaughn, and SFiAM will work closely to invite and orient Pacoima Charter graduates to SFiAM. Similarly, LAPN FSCS staff at Broadous will work with SFiAM's FSCS staff. In addition, YPI's FSCS staff will collaborate with Los Angeles Education Partnership Full Service Community Schools programs at San Fernando High School, Sylmar High School, and Cesar Chavez Learning Academies to welcome SFiAM graduates to LAPN high schools.

Full Service Community School Program

SFiAM is part of YPI's Bert Corona Charter School Full Service Community Schools (FSCS) grant, funded from 2010-2015. SFiAM has a full-time FSCS Coordinator, Griselda Ortiz, and a part-time Family Advocate, Diana Chavez. During the 2011-12 academic year, the FSCS program at SFiAM provided students with the following services: before-school tutoring, drug prevention workshops (provided by LAPN partner Phoenix House), CETF's School2Home computer literacy workshops and free computers, Nutrition Workshops, Healthy Lifestyles workshops, Diabetes Awareness workshops, Stress Relief and Relaxation workshops, Zumba fitness classes, ESL classes, an afterschool art club, Friends of the Family's Oaks to Acorns program, a lunchtime Reading Club, National Council of La Raza's Padres Comprometidos parent advocacy workshop series, and the Pink Ladies, a girls' mentoring and leadership development program that address issues related to adolescence. Students in the FSCS program participated in community clean ups, the annual Cesar Chavez march through Pacoima, and a Halloween haunted house. FSCS staff invited parents to the monthly "Coffee with the Principal," an informal opportunity for parents to meet and talk to SFiAM's principal, Olivia Robledo. During LAPN implementation, FSCS will continue to offer these programs, as well as these additional ones: ABC-Learn's Reading Enhances Development (READ) family literacy program, Centro Latino for Literacy's Leamos basic Spanish language literacy program for parents, NASA's Jet Propulsion Laboratory's "Imagine Mars" science program.

FSCS staff will work closely with the Afterschool Coordinator, the Wellness Coordinator, and Promise Corps staff to seamlessly integrate SFiAM programs. These LAPN staff will collaborate on academic support services (details below in Promise Corps section), Eat, Play, Live programs (details below in Eat, Play, Live), Educational and Cultural Field Trips, Violence and Gang Prevention programs, 21st Century Technology programs, and Arts and Humanities Enrichment programs. There are additional details on these programs in the solutions found later in Appendix F.

SFiAM has an YPI Broadband Technology Opportunities Program computer center with Apple hardware that will be utilized for 21st Century Technology and other programs. Additionally, LAPN partner CFY will offer digital literacy for students and parents, plus free laptops or tablets for some families. 8th grade students who graduate from SFiAM will also have an opportunity to attend the Summer Empowerment Academy through LAPN's partner, Manifest Your Destiny Foundation. This Academy is a mentoring and educational support program for youth who have completed 8th grade and entering 9th grade from economically challenged neighborhoods. The program is designed specifically to address the dropout epidemic.

The relationships that YPI's FSCS staff, Griselda and Diana, have built with SFiAM Principal Robledo are a model for other LAPN Full Service Community Schools. A best practice that will be replicated at other LAPN schools is Lunch with the Principal, which was initiated through the FSCS program. Every month, each SFiAM teacher nominates 1 student based on 3 criteria: Excellent Student, Exemplary Citizen, & Most Improved. Those students receive an official invitation to join Principal Robledo for lunch. Students are excited for the opportunity to spend time with their principal in small group setting, and Principal Robledo looks forward to the chance to get to know her students and talk to them about what they are learning. The FSCS program actively seeks to build relationships between students and school staff, with the belief that having a caring adult in their life is important for students.

Eat, Play, Live: Nutrition & Exercise

YPI's Carol White Physical Education Program grant includes SFiAM, and provides the school with a part-time Wellness Coordinator, Ana Aguirre. Ana works with FSCS staff to coordinate the health and nutrition activities listed above in the FSCS description. Given SFiAM students' low achievement in meeting the physical fitness criteria, LAPN will provide supplemental Eat, Play, Live services at SFiAM beyond the typical program provided at all LAPN schools in order to address SFiAM's low percentage of students able to meet the fitness criteria. LAPN partner, the Boys & Girls Club of San Fernando Valley (BGC), will provide SFiAM students with their Sports, Fitness & Recreation program that includes the "Triple Play" and "Just Like You, Global Playground" programs and a daily Sports program (i.e. soccer, hockey, basketball, football, kickball, softball, handball, international games, physical fitness, and self-defense). In addition, Ana will utilize the SPARK PE training she's received to train all SFiAM teachers so they can do SPARK activities with their students during Advisory period.

Educational & Cultural Field Trips

SFiAM students will participate in annual field trips to educational and cultural destinations. In Year 1, 50 students can be accommodated on 1 field trip, and this will increase annually by 1 field trip so that by Year 5, 250 students can be accommodated on 5 field trips. There will be one annual trip to a college or university, such as UCLA, USC, or CSUN, and students will be encouraged to bring a parent with them. Additional cultural field trips may include Walt Disney Concert Hall, the Hollywood Bowl, or Kids' Ocean Day, where students participate in a beach clean up. The field trips will be

coordinated by the FSCS Coordinator and Afterschool Coordinator in conjunction with the other College & Career Awareness activities detailed below.

Promise Corps: Academic Coach and Tutors

SFiAM will have a Promise Corps of one full time Academic Coach and four part time Tutors. In addition to the duties of the Academic Coach detailed in the Professional Development section, the Coach will also supervise and train the Tutors at the school site, and work with teachers and Tutors to align academic support with instruction. The Academic Coach will also facilitate two annual Parent Academic Information Sessions that will involve parents in their children's education (see Appendix F for details on the Promise Corps).

Tutors are college students (or graduates) with at least two years of postsecondary education who have completed YPI's Tutor Training Program. This training provides a school-specific orientation and monthly training on academic concepts, classroom management, CPR, building relationships with key stakeholders, communication strategies, and other topics as needed.

Promise Corps Tutors provide support services during school hours on the schedule and intensity level established with teachers and the Academic Coach. Promise Corps staff will work with teachers to pull students out of class for tutoring based on academic need, particularly in math, English Language Arts, and science. Tutoring will focus on the lowest performing students or students on the "hot list" (scoring Far Below Basic or Below Basic but close to moving up to the next level of proficiency).Each Tutor will be assigned 20 students per semester who will receive a minimum of 30 hours of academic tutoring. 160 SFiAM students will receive tutoring each year.

Afterschool Program

SFiAM currently has YPI's 21st Century Kids Afterschool Program, which will be maintained through LAPN implementation. The Afterschool Program has a full time Coordinator, Joyce Martinez, who facilitates programs from when school ends until 6:00 P.M. Monday through Friday. Joyce provides students with academic assistance, enrichment activities, and athletics, including a Homework Club, a Book Club, drama, arts and crafts, soccer, drill team, and more. Joyce works closely with Griselda and Diana (Full Service Community School staff), Ana (Eat, Play, Live staff), and the

Promise Corps Academic Coach and Tutors to integrate SFiAM's school-based services in a seamless continuum for students. See details on the Afterschool program in Appendix F.

Supportive Services

All LAPN students will be assessed by LAPN staff (primarily Case Managers with assistance from school-based staff) and provided with a Comprehensive Service Plan (CSP) that will be updated annually. CSPs will connect all students to the full continuum of cradle-through-college/career solutions offered at their school and in the Neighborhood. The LAPN continuum of solutions will be reflected on Service Menus that detail available programs and services, including locations, hours, and eligibility information. Service Menus will be distributed at schools through the Full Service Community School programs, at LAPN Community Centers, and on the LAPN website. Academic assessments and other indicators (e.g. attendance) will be analyzed in ETO to provide students with specific recommendations for programs that will meet their needs.

In response to the very high percentage of SFiAM students who qualify as socioeconomically disadvantaged and/or eligible for free/reduced price lunch, LAPN will work with a Student Support Team at SFiAM to define high risk students in need of full case management services beyond the CSP. The Team will include the LAPN Full Service Community School Coordinator, FSCS Family Advocate, and other members that may include a School Social Worker; a Grade Level Coordinator; a School Counselor; a Behavior Facilitator; and a Teacher. Based on a recommendation from a teacher, school staff, or parent, the Team will examine and recommend students for Case Management. Case Management staff, including partners, will work to complete a Case Management Plan for each youth recommended for full case management services. This Plan will identify barriers to self-sufficiency, academic achievement and family stability including: food, shelter, transportation, safety, health care, employment, needs of youth and family members (substance abuse, mental health, domestic violence), student academic need, parental concerns (child abuse, parenting, and access to childcare and after school programs), and financial need.

LAPN partner MEND will offer additional supportive services not provided at the school site. Additionally, LAPN staff at SFiAM will also reach out to families in need to connect them to the full continuum of LAPN solutions.

Data-Driven Excellence

SFiAM will be fully integrated into the LAPN Efforts to Outcomes (ETO) longitudinal database to ensure programs and services are effective and to continually improve those that are lacking. ETO's Early Warning System will provide SFiAM staff with regular reports that track academic and developmental indicators and flag students who drop below proscribed achievement levels for intervention. ETO will track grades, assessment scores, attendance and tardiness, and participation in LAPN programs, among other indicators. ETO enables LAPN and school staff to implement interventions before students fall too far behind academically or become at-risk for dropping out.

College & Career Awareness

SFiAM students and their families will access multiple College & Career Awareness programs intended to expose students to postsecondary options and help them plan for their futures. Students will go on an annual college field trip, where they will meet current college students, tour the campus, and learn more about what steps they need to take in middle and high school in order to go to college. Volunteer College Ambassadors will complete 40 hours of training with UCLA and CSUN instructors to be well prepared to educate SFiAM students and their families about their college and career options. Replicating YPI's funded Fund for the Improvement of Postsecondary Education (FIPSE) college preparation and GEAR UP program models, College Amabassadors will work with SFiAM families to develop an awareness of the long-term paths and challenges related to postsecondary education. LAPN will sponsor an annual Career Day at SFiAM, which will feature professionals representing a variety of career paths. Parents will be invited to Career Day to learn more about LAPN adult workforce development programs. Career Day will culminate with mentors (the College Ambassadors and Career Day Volunteers) working with students to help them develop long-term future plans for college and career. Every SFiAM 6th grader will complete a College/Career Plan and will update it annually. The College Ambassadors will also coordinate a "College Club" where SFiAM students may engage in the following activities: (a) focusing on A-G requirements, writing exercises, developing plans for college, mentoring, and ACT/SAT preparation; (b) Collect a list of where each school staff member attended college- announce the school, city and state of 1-3 staff members per week. Students may go around the school to ask several teachers and then complete a geography-related lesson where they have to locate the cities in which the colleges are located; (c) Students will create a "College Wall of Fame" in the school hallway where photos of famous individuals are posted along with the name of the college or university that they attended; and (d) Club coordinators will assign each student a university/college to research and report back to the club on (sports, activities, how to apply, grades needed, tuition assistance, etc).

LAPN will also develop and staff College Centers located at all LAPN middle schools, where students learn about the importance of college, read catalogues, and receive college prep and financial aid information. SFiAM students will participate in "I'm going to college!" days where local college students and alumni will visit the school to talk about how they successfully navigated their entrance to college and what college meant/means to them. Students will be able to interact in small groups to meet college students and get a chance to engage with them and ask them questions about their experiences. Current or recent college graduates serve as immediate role models and conversing with them is especially critical for first-generation, low-income Students of Color who may not know or have someone in their immediate family who have attended/received a postsecondary education (Rivas, 2012; Solorzano & Yosso, 2010). The visits culminate with the SFiAM students signing "I'm going to college!" pledge cards.

The Full Service Community Schools Coordinator will coordinate workshops for parents (all grades) and students (grades 7/8) about preparing for college. Workshops will include an overview of the 4 systems of higher education in CA, information about saving and paying for college, and AB540 resources for undocumented students. LAPN families will also be given access to YPI matched savings accounts through its partnership with Citibank and their Families Save program.

School: San Fernando Institute for Applied Media
Staff: Full Service Community School Coordinator

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 AM		Set up			Set up
8:30 AM	Check & Reply to Emails	CETF School2Home Parent Training	Check & Reply to Emails	Check & Reply to Emails	Coffee with the Principal
9:00 AM	Weekly Check In w/ Principal				
9:30 AM					
10:00 AM	Nutrition lab Supervision		Nutrition lab Supervision	Nutrition lab Supervision	Nutrition lab Supervision
10:30 AM	Create Schedule for Translators (Conferences)		Meeting with Parent Volunteers for fundraising	Classroom visits to promote upcoming student workshop	Collect, Organize, & copy all sign in sheets for the week
11:00 AM	Outreach for Parent Volunteers (Conferences)	Reminder Phone Calls for Workshop			
11:30 AM	Create flyer, get it approved, & make copies		Make copies of flyers and prepare for conferences	Planning time for upcoming parent & student activities	Create itenerary for field trip
12:00 PM					
12:30 PM		Lunch Supervision	Student Workshop: Pink Ladies Club	Lunch Supervision	Lunch Supervision
1:00 PM		Prepping for Pink Ladies Club		8th grade requirements & current standing assembly	Prepare for meeting with coordinator and teachers
1:30 PM	LUNCH	LUNCH	LUNCH		LUNCH
2:00 PM				YPI Coordinator's Monthly Meeting and working lunch	
2:30 PM	Phone calls to parents of students with D's, F's, & U's (conferences)	School Faculty Meeting	Make copies of upcoming fieldtrip slip and distribute; talk to cafeteria to finalize details		Meet with San Fernando High School FSCS Coordinator to go over planned parent activities for following two weeks
3:00 PM				Conferences & Meeting set up	
3:30 PM		ILT Committee			Meet with Teachers about following week field trip
4:00 PM			Prep for workshop: copies of hand outs and sign in sheets, supplies, etc.	8th Grade Parent Meeting	
4:30 PM					Wrap up for the Week
5:00 PM	Reminder Phone Calls for Workshop	Governing Council	CETF School2Home Parent Training	Parent Conferences	
5:30 PM					
6:00 PM					
6:30 PM					
7:00 PM					

Parent Workshop	Administrative	Meetings
Student Workshop	Outreach	Professional Development
After School Program/Club	Lunch/Supervision	Parent/Family Events

School: Academic Performance Excellence (APEX) Academy

Total Number of Students	7th Graders	8th Graders	9th Graders	10th Graders	11th Graders	12th graders
450	75	75	75	75	75	75

	APEX	LAUSD	LA County	CA
% Latino	84	74	64	52
% African American	3	10	9	7
% Native American	1	0.5	0.5	1
% Asian	7	7	10	12
% White, non-Hispanic	5	9	15	26
% English Language Learners (ELLs)	36.6	32	10	17
% Limited English Proficient (LEP)	29	33	33	31
% Special Education Students	13	11	10	9
% SES Socioeconomically Disadvantaged	81	81	66	58
% Free/Reduced Lunch	75	76	65	57
% of Students with Disabilities	12	12	11	11
Transiency Rate	32	20.75		
# Migrant Students	0	1712	6762	73785
Attendance Rate	89	94.5		
Truancy Rate	43	46	36	30
% Students who feel safe at school	79	N/A	N/A	N/A
Graduation Rate (4yr)	52	61	71	76
% Students enrolled in A-G curricula	54.6	74	51	40

% Students enrolled in A-G curricular with "C or better"	13	25		
% of students who pass the CAHSEE	85.1	23	25	27
% Students enrolled in at least one (1) Advanced Placement (AP) Course	43	13	15	16
Physical Fitness- % meeting all 6 criteria	33.6	23.3	28	31
% at or above Proficiency (ELA)	24	21.4	26	27
% at or above Proficiency (Math)	4	23	27	28
Academic Performance Index (API)	620	729	800	778
API Increase + or Decrease in past academic year - (by how many points)	23 +			
Program Improvement Status Year	Year 2	N/A	N/A	N/A
Student:Teacher Ratio	21.2	20	22	23
Student: Counselor Ratio	494	N/A	N/A	N/A

Indicators		**APEX's Annual Goals for Improvement**				
Goal:	School age (grades 9-12) students in the LAPN zone are academically prepared for timely grade level advancement, high school graduation, and college entry.	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Benchmark 1:	Only 4% of students are at grade level (proficient/advanced) in Math (2011-12). Students will experience an average 10 percentage point increase per year of students meeting grade level Math standards according to annual California Standards Test results.	14%	24%	34%	44%	54%

Benchmark 2:	Only 24% of students are at grade level in ELA (2011-12). Students will experience an average of 8 percentage point increase per year of students meeting grade level ELA according to annual California Standards Test results.	32%	40%	48%	56%	64%
Benchmark 3:	The current Academic Performance Index (API) Score Base Score is 620. The goal for all public schools in California is 800.	640	688	739	774	802
Benchmark 4:	The Average Daily Attendance (ADA) rate is 89% (significantly below the LAUSD measure), and the truancy rate is 43.1% for the academic year 2010-11). The Attendance rate will increase by an average of 2 percentage point in Years 1-3, and by an average of 1 percentage point in Years 4-5. The truancy rate will decline by an average of 7 percentage points each of Years 1-5.	91%/46%	93%/39%	95%/32%	96%/ 25%	97%/18%
Benchmark 5:	The percentage of students at the school meeting all 6 criteria for physical fitness according to the California Department of Education Fitnessgram assessment administered yearly is 33.6% in 2010-11. Students will benefit from physical education services provided as part of the LAPN and reflect an average of six percentage points or	40%	46%	52%	58%	64%

	higher improvement each implementation year.					
Benchmark 6:	79% of students at the school feel safe there according to school level surveys. Through the implementation of LAPN services as described below, this percentage will rise an average of 4 percentage points in each of Years 1-5.	83%	87%	81%	95%	99%
Benchmark 7:	The current passage rate on the California High School Exit Examination (CAHSEE) needed for high school graduation is 85.1%. This rate will improve by an average of 1-2 percentage points each implementation year.	86%	87%	89%	91%	93%
Benchmark 8:	Only 54.6% of eligible students enroll in A-G curricula, and only 13% do it with grade of C or better. Students will demonstrate on average an 8 percentage point increase each year (Years 1-5) of high school students enrolled in A-G curriculum courses, and an average of 10 percentage point increase of high school students who pass the A-G curriculum with a “C” grade or better each year.	62.6%/ 23%	71%/33%	79%/43%	87%/65%	95%/ 75%

Benchmark 9:	Only 43% of students enroll in at least one Advanced Placement course. This will increase by an average of 7 percentage points each year over the five year implementation period.	50%	57%	64%	71%	78%
Benchmark 10:	Only 37% of eligible students took the ACT or SAT by the 12th grade and made a minimum score. This will increase by an average of 5 percentage points each implementation year (Years 1-5) for eligible students.	42%	47%	52%	57%	62%
Benchmark 11:	High school students will complete college preparatory workshops by 10th grade by end of Year 2. The rate will increase by 5 percentage points each year through Year 5.	80%	85%	90%	95%	100%
Benchmark 12:	The current cohort graduation rate (2010-11) is 52%. This will increase by an average of 6 percentage points each of the five implementation years.	58%	64%	70%	76%	82%
Benchmark 13:	Only 23% of English language learners scored proficient on the CELDT test. This will increase by an average of 8 percentage points each implementation year (Years 1-5).	31%	39%	47%	55%	63%
Benchmark 14:	Of special education students, only 16% scored as proficient in Math and 14% in ELA. This will increase by an average of 7 percentage points each implementation year.	23%/21%	30%/28%	37%/ 35%	44%/42%	51%/49%

Benchmark 15:	Only 40% of LAPN high school students who graduate with a regular high school diploma obtain postsecondary degrees, vocational certificates, or other certifications/credentials without the need for remediation by the end of Year 1. This percentage will rise by an average of 5-7 percentage points each subsequent implementation year.	46%	52%	59%	65%	72%

School Profile

Academic Performance Excellence (APEX) Charter's four year graduation rate of 52% is lower than the district rate of 61%, and significantly lower than the county (71%) and state (76%) graduation rates. APEX successfully applied to become a charter school in 2012, and the school's complete transformation will be fully supported by LAPN in order to raise the graduation rate and improve other troubling academic indicators, including student achievement in the A-G curricula and CST math scores. Only 54.6% of APEX students are enrolled in the full A-G course progression; of those students, only 13% are passing with a C or better. By comparison, 74% of LAUSD students are enrolled in A-G, and of those students, 25% are passing with a C or better. APEX students are proficient in English Language Arts (ELA) at levels similar to their district, county, and state counterparts, but the proportion of APEX students who are proficient in math is considerably lower, at 4%, compared to 23% of LAUSD students, 27% of Los Angeles County students, and 28% of students in the state. Despite these concerning performance measures, APEX students are passing the CAHSEE at rates that are three times higher than district, county, and state rates. 85.1% of APEX students passed the CAHSEE, compared to only 23% of LAUSD students, 25% of Los Angeles County students, and 27% of students in the state. APEX Charter struggles with a high transiency rate for its students (32%, compared to 20.75% for LAUSD). Almost one-third of APEX students do not remain at the school each year, so LAPN will help address this issue by ensuring students and families have access to the LAPN continuum of solutions to help them remain stable, and by promoting the LAPN feeder school

pattern to encourage students to transition to APEX Charter from LAPN target schools that will better prepare them to excel at APEX.

School Transformation

As a low performing school undergoing complete Transformation to a charter, APEX will undergo significant reforms as part of the Transformation Model. APEX's first year as a charter is the 2012-13 academic year, so the school will already be implementing reforms that will continue with LAPN support. See School Transformation in the Appendix for details. Charter school autonomy allows APEX Co-Directors to form an ad hoc Hiring Committee for teacher, administrator, and classified vacancies, which will include staff and parents in hiring decisions.

Data-Driven Excellence

APEX Charter will be fully integrated into the LAPN Efforts to Outcomes (ETO) longitudinal database to ensure programs and services are effective and to continually improve those that are lacking. ETO's Early Warning System will provide APEX staff with regular reports that track academic and developmental indicators and flag students who drop below proscribed achievement levels for intervention. ETO will track grades, assessment scores, attendance and tardiness, and participation in LAPN programs, among other indicators. ETO enables LAPN and school staff to implement interventions before students fall too far behind academically or become at-risk for dropping out. APEX will link its Student Counseling/Guidance Worksheet to ETO, which unpacks the "hidden rules" of high school graduation and postsecondary options. Guidance Counselors use ETO to show students their progress relative to the Worksheet and help students meet their goals for graduation and postsecondary enrollment.

Feeder School Development

LAPN and school staff at APEX Charter will work closely with other LAPN schools to promote the feeder pattern and lower APEX's transiency rate. In particular, APEX Charter's LAPN Full Service Community School staff at will work closely with Le Conte's FSCS staff to invite and orient incoming 9th grade students to APEX Charter. In response to APEX's high transiency rate, LAPN staff will emphasize APEX's assets and the benefits students and families receive by attending APEX Charter (and all LAPN schools). See Feeder School Development in the Appendix.for additional details on developing the LAPN feeder pattern.

Full Service Community School Program

APEX Charter will have a full-time Full Service Community School (FSCS) Coordinator and a part-time Family Advocate. FSCS staff will work closely with the other LAPN APEX staff, including the Afterschool Coordinator, the Wellness Coordinator, and Promise Corps staff to seamlessly integrate APEX's programs. These LAPN staff will collaborate on academic support services (details below in Promise Corps section), Eat, Play, Live programs (details below in Eat, Play, Live), Educational and Cultural Field Trips (details in Educational & Cultural Field Trips in Appendix), Violence and Gang Prevention programs (details in Violence and Gang Prevention in Appendix), 21st Century Technology programs (details in 21st Century Technology in Appendix), Arts and Humanities Enrichment programs (details in Arts and Humanities Enrichment in Appendix), Leadership & Civic Engagement programs (details in Leadership & Civic Engagement in Appendix), and dropout recovery services (details in dropout recovery in Appendix).

The LAPN FSCS program at APEX will assist with building the school's parent engagement. Currently, there is an APEX Charter Parent Advisory Committee (APEX PAC), a committee similar in form to the parent advisory committees (CEAC, ELAC) currently in place in LAUSD schools. The APEX PAC will formally present an annual report to the Governing Board of its recommendations for overall improvement of APEX Charter. In addition, APEX Charter's FSCS program will continue to develop parental involvement and participation in the school through the following methods: APEX PAC monthly meetings, Back-to-school and Open House nights, parenting classes, parent education workshop series, financial literacy nights with Citi Community Development (includes opening a matched savings account), computer literacy classes, College Information Nights, Financial Aid Nights, portfolio presentation panel participation, and through school volunteer opportunities.

Promise Corps: Academic Coach and Tutors

APEX Charter will have a Promise Corps of one full-time Academic Coach and four part-time Tutors. In addition to the duties of the Academic Coach detailed in the Professional Development section, the Coach will also supervise and train the Tutors at the school site, and work with teachers and Tutors to align academic support with instruction. The Academic Coach will also facilitate two annual Parent Academic Information Sessions that will involve parents in their children's education (see Promise Corps in Appendix for details).

Tutors are college students (or graduates) with at least two years of postsecondary education who have completed YPI's Tutor Training Program. This training provides a school-specific orientation and monthly training on academic concepts, classroom management, CPR, building relationships with key stakeholders, communication strategies, and other topics as needed.

Promise Corps Tutors provide support services during school hours on the schedule and intensity level established with teachers and the Academic Coach. Promise Corps staff will work with teachers to pull students out of class for tutoring based on academic need, particularly in math, English Language Arts, and science. Tutoring will focus on the lowest performing students or students on the "hot list" (scoring Far Below Basic or Below Basic but close to moving up to the next level of proficiency). Each Tutor will be assigned 20 students per semester who will receive a minimum of 30 hours of academic tutoring. 160 APEX students will receive tutoring each year.

Eat, Play, Live: Nutrition & Exercise

APEX will have a part-time Wellness Coordinator, who will collaborate with FSCS staff to coordinate the health and nutrition activities for both students and parents, including health education and physical fitness activities like Zumba classes. The Hollywood Police Activities League (PAL) has a variety of sports programs for APEX students, including the Hollywood PAL Martial Arts Academy that trains students in the art of Tae Kwon Do and mixed martial arts under the supervision of a former LAPD police captain and an assistant martial arts instructor. Hollywood PAL soccer teams compete in the Anahuak Youth Soccer Association league based in Los Angeles. PAL also offers a variety of activities through the Hollywood Fit Club including running, hiking, fitness classes, and workout sessions at the YMCA. The Hollywood Wilshire YMCA will provide APEX students with subsidized youth memberships to its Hollywood facility, where students can use the fitness equipment and go to the Y's afterschool teen drop-in center. The Y's teen center offers regular age-appropriate activities, tutoring, field trips, life skills classes, and mentoring. See Eat, Play, Live in Appendix for additional details.

College Preparation

LAPN will utilize the GEAR UP model of college awareness and preparation to provide tracking and supportive services to ensure students graduate from APEX and attend a college or university. Services provided for high school students include field trips to area colleges beginning in the 9th grade, Career Days that bring mentors to the school to work with

high school students to help them develop long-term plans for college and careers. LAPN will also have volunteer and staff College Ambassadors to help students devise a long-term plan for post-secondary and career success. This plan will be completed in the 9th grade by each student, and updated each year. Based on YPI's funded Funds for the Improvement of Postsecondary Education (FIPSE) college preparation and GEAR UP programs, College Amabassadors will work with high school families to develop long-term awareness of the paths and challenges related to postsecondary education with career paths for LAPN families. LAPN will also develop and staff a College Center at APEX for students to learn about the importance of college, read catalogues, and receive college prep and financial aid information. College Ambassadors will provide individual counseling and one-on-one assistance in filling out (and following up on) college and financial aid applications for college, including assistance with FAFSA applications and scholarship searches in high school.

The Salvadoran American Leadership and Education Fund (SALEF) will continue their successful Mi Futuro ("My Future") Mentoring Program at APEX Charter for 100 students each year. The program is designed to demystify postsecondary education, enhance their personal development and foster a college-bound mentality through bi-weekly mentoring sessions during their advisory period. See details in College Preparation in Appendix.

LAPN will provide the Employing Scholastic college curriculum for APEX students. All students will receive activity workbooks to explore the following: (a) explore their interests, talents, and abilities, and identify potential careers that would match those attributes; (b) set future academic and career goals; (c) determine the steps necessary to meet their goals; (d) focus on preparing for a specific college major of their choice; (e) learn a variety of ways to finance the education necessary to achieve their goal; and (f) how to apply, select, enroll and ultimately transition onto college.

Career Preparation

APEX students will utilize Career Preparation services provided in satellite sites to the main Youth WorkSource Center operated by YPI in Hollywood in the LAPN. LAPN's Youth WorkSource Center will provide soft skills training, interviewing, resume building, job search strategies, Job Fair Referrals, Paid and Unpaid Internships, Job Shadowing and Volunteer Opportunities. LAPN will ensure APEX students participate in Internships with local doctors, lawyers, and other business professionals in Los Angeles, through partners such as the Los Angeles Area Chamber of Commerce and East Hollywood Chamber of Commerce.

Eligible low-income students (age 14 and up) will be enrolled in the City of Los Angeles Summer Youth Employment Program (SYEP) and placed for paid work experience at YPI and partner sites in the Neighborhood each summer. Youth work approximately 6 weeks for an average of 120 hours for which they will be paid the current minimum wage of $8 an hour. Students also complete 12 hours of financial literacy training and attend the Junior Achievement Finance Park culmination trip. Students who complete financial literacy also have the opportunity to enroll in YPI's matched savings accounts (with Citibank), through the Families Save Program.

Students will participate in Career Days sponsored by the school and the LAPN to receive more information regarding career tracks.

School: APEX Academy: LAPN Staff

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 AM	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15
7:30 AM	Prep for Week	Check E-mails: Read / Reply	Prior Night Workshop Clean Up	Prior Night Workshop Clean Up	Prior Night Workshop Clean Up
8:00 AM			Prep for Workshop	Parents: School Volunteer Opportunities	Prep for Workshop
8:30 AM	Check E-mails: Read / Reply	LAPN Coordinator Meeting	SALEF Mi Futuro Mentorship Program		SALEF Mi Futuro Mentorship Program
9:00 AM				Professional Development for Teachers & Principals Promise Corps Training	
9:30 AM	Department Training and/or Collaborative Meetings	Parent Phone Calls	Check E-mails: Read/Reply		Meet with Principal about programs and outcomes
10:00 AM		Prep for Workshop	Prep for Workshop		
10:30 AM	APEX PAC, Parent Advisory Committee	Parents Wellness Workshop (Eat, Play & Live)	Parent Leadership Workshop	Case Management Meeting: High Risk Students	Education & Cultural Field Trips
11:00 AM					
11:30 AM	Parent Phone Calls	Workshop Clean Up	Workshop Clean Up		
12:00 PM	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	
12:30 PM					
1:00 PM	ETO Attendance Tracking	Administrative Functions	Parent Phone Calls	Parent Phone Calls	
1:30 PM					
2:00 PM		College & Career Club for Students	College Corners: Flyers and Banners	College & Career Club for Students	Violence and Gang Prevention
2:30 PM					
3:00 PM	Afterschool Program: Eat, Play Live Program/Hollywood Police Activities League (PAL)	Afterschool Program: Leadership & Civic Engagement Workshop	Afterschool Program	Afterschool Program: 21st Century Technology Programs	Afterschool Program
3:30 PM					
4:00 PM					
4:30 PM					
5:00 PM					
5:30 PM					
6:00 PM	Parent Engagement Meetings	Prep for Workshop	Prep for Workshop	Prep for Workshop	Wrap Up Week
6:30 PM		Parent Workshop: Financial Literacy	Parent Workshop: Financial Aid Night	Parent Workshop: College Access	
7:00 PM					

***Promise Corps will be on site throughout the week, during operation hours.**

Parent Workshop	Administrative	Meetings
Student Workshop	Outreach	Professional Development
After School Program/Club	Lunch/Supervision	Parent/Family Events

School: Helen Bernstein Complex

Helen Bernstein High School and STEM Academy

Total Number of Students	9th Graders	10th Graders	11th Graders	12th Graders
985	343	247	235	160

	Bernstein	LAUSD	LA County	CA
% Latino	84	74	64	52
% African American	3	10	9	7
% Native American	1	0.5	0.5	1
% Asian	7	7	10	12
% White, non-Hispanic	5	9	15	26
% English Language Learners (ELLs)	36.6	32	10	17
% Limited English Proficient (LEP)	29	33	33	31
% Special Education Students	13	11	10	9
% SES Socioeconomically Disadvantaged	81	81	66	58
% Free/Reduced Lunch	75	76	65	57
% of Students with Disabilities	12	12	11	11
Transiency Rate	32	20.75		
# Migrant Students	0	1712	6762	73785
Attendance Rate	89	94.5		
Truancy Rate	43	46	36	30
% Students who feel safe at school	79	N/A	N/A	N/A
Graduation Rate (4yr)	52	61	71	76
% Students enrolled in A-G curricula	54.6	74	51	40

% Students enrolled in A-G curricular with "C or better"	13	25		
% of students who pass the CAHSEE	85.1	23	25	27
% Students enrolled in at least one (1) Advanced Placement (AP) Course	8	13	15	16
Physical Fitness- % meeting all 6 criteria	33.6	23.3	28	31
% at or above Proficiency (ELA)	24	21.4	26	27
% at or above Proficiency (Math)	4	23	27	28
Academic Performance Index (API)	620	729	800	778
API Increase + or Decrease in past academic year - (by how many points)	23 +			
Program Improvement Status Year	Year 2	N/A	N/A	N/A
Student:Teacher Ratio	21.2	20	22	23
Student: Counselor Ratio	494	N/A	N/A	N/A

Indicators		**Helen Bernstein's Annual Goals for Improvement**				
Goal:	School age (grades 9-12) students in the LAPN zone are academically prepared for timely grade level advancement, high school graduation, and college entry.	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Benchmark 1:	Only 4% of students are at grade level (proficient/advanced) in Math (2011-12). Students will experience an average 10 percentage point increase per year of students meeting grade level Math standards according to annual California Standards Test results.	14%	24%	34%	44%	54%

Benchmark 2:	Only 24% of students are at grade level in ELA (2011-12). Students will experience an average of 8 percentage point increase per year of students meeting grade level ELA according to annual California Standards Test results.	32%	40%	48%	56%	64%
Benchmark 3:	The current Academic Performance Index (API) Score Base Score is 620. The goal for all public schools in California is 800.	632	677	723	769	802
Benchmark 4:	Helen Bernstein is a Program Improvement School Year 2 and has missed Adequate Yearly Progress (AYP) measures for the past three years. As part of LAPN services, the school will meet AYP measures by Implementation Year 4 and exit Program Improvement Status by the end of Implementation Year 5	Meet at least 14 of 18 AYP measures	Meet 16 of 18 AYP measures	Meet 17 of 18 AYP measures	Meet 18 of 18 AYP measures	Meet all AYP measures for second year and exit PI status
Benchmark 5:	The Average Daily Attendance (ADA) rate is 89% (significantly below the LAUSD measure), and the truancy rate is 43.1% for the academic year 2010-11). The Attendance rate will increase by an average of 2 percentage point in Years 1-3, and by an average of 1 percentage point in Years 4-5. The truancy rate will decline by an average of 7 percentage points each of Years 1-5.	91%/46%	93%/39%	95%/32%	96%/ 25%	97%/18%

Benchmark 6:	The percentage of students at the school meeting all 6 criteria for physical fitness according to the California Department of Education Fitnessgram assessment administered yearly is 33.6% in 2010-11. Students will benefit from physical education services provided as part of the LAPN and reflect an average of six percentage points or higher improvement each implementation year.	40%	46%	52%	58%	64%
Benchmark 7:	79% of students at the school feel safe there according to school level surveys. Through the implementation of LAPN services as described below, this percentage will rise an average of 4 percentage points in each of Years 1-5.	83%	87%	81%	95%	99%
Benchmark 8:	The current passage rate on the California High School Exit Examination (CAHSEE) needed for high school graduation is 85.1% at Bernstein High School. This rate will improve by an average of 1-2 percentage points each implementation year.	86%	87%	89%	91%	93%

Benchmark 8:	Only 54.6% of eligible students at Bernstein High School enroll in A-G curricula, and only 13% do it with a grade of C or better. Bernstein students will demonstrate on average an 8 percentage point increase each year (Years 1-5) of high school students enrolled in A-G curriculum courses, and an average of 10 percentage point increase of high school students who pass the A-G curriculum with a “C” grade or better each year.	62.6%/ 23%	71%/33%	79%/43%	87%/65%	95%/ 75%
Benchmark 9:	Only 8% of Bernstein High School students enroll in at least one Advanced Placement course. This will increase by an average of 10 percentage points each year over the five year implementation period.	18%	28%	38%	48%	58%
Benchmark 10:	Only 34% of eligible students at Bernstein High School took the ACT or SAT by the 12th grade and made a minimum score. This will increase by an average of 5-6 percentage points each implementation year (Years 1-5) for eligible students.	39%	44%	49%	55%	61%
Benchmark 11:	High school students will complete college preparatory workshops by 10th grade by end of Year 2. The rate will increase by 5 percentage points each year through Year 5.	80%	85%	90%	95%	100%

Benchmark 12:	The current cohort graduation rate (2010-11) is 52%. This will increase by an average of 6 percentage points each of the five implementation years.	58%	64%	70%	76%	82%
Benchmark 13:	Only 29% of English language learners at Bernstein HS scored proficient on the CELDT test (compared to 32% in LAUSD). This will increase by an average of 7 percentage points each implementation year (Years 1-5).	36%	43%	50%	57%	64%
Benchmark 14:	Of special education students at Bernstein, only 7% scored as proficient in Math and 13% in ELA. This will increase by an average of 7 percentage points each implementation year.	14%/20%	21%/27%	28%/ 34%	35%/41%	42%/48%
Benchmark 15:	Only 40% of LAPN high school students who graduate with a regular high school diploma obtain postsecondary degrees, vocational certificates, or other certifications/credentials without the need for remediation by the end of Year 1. This percentage will rise by an average of 5-7 percentage points each subsequent implementation year.	46%	52%	59%	65%	72%

School Profile

Helen Bernstein Complex (Bernstein) has Helen Bernstein High School and STEM Academy. Bernstein's four year graduation rate of 52% is lower than the district rate of 61%, and significantly lower than the county (71%) and state (76%)

graduation rates. Only 54.6% of Bernstein students are enrolled in the full A-G course progression; of those students, only 13% are passing with a C or better. By comparison, 74% of LAUSD students are enrolled in A-G and of those students, 25% are passing with a C or better. Bernstein students are proficient in ELA at levels similar to their district, county, and state counterparts, but the proportion of Bernstein students who are proficient in math is considerably lower, at 4%, compared to 23% of LAUSD students, 27% of Los Angeles County students, and 28% of students in the state. LAPN will focus implementation programs on academic support and interventions to raise achievement and improve the graduation rate. Despite these concerning performance measures, Bernstein students are passing the CAHSEE at rates that are three times higher than district, county, and state rates. 85.1% of Bernstein students passed the CAHSEE, compared to 23% of LAUSD students, 25% of Los Angeles County students, and 27% of students in the state of California. Bernstein struggles with a high transiency rate for its students (32%, compared to 20.75% for LAUSD). Almost one-third of Bernstein students do not remain at the school each year, so LAPN will help address this issue by ensuring students and families have access to the LAPN continuum of solutions to help them remain stable, and by promoting the LAPN feeder pattern to encourage students to transition to Bernstein Complex from LAPN target schools that will better prepare them to excel at Bernstein.

School Transformation

As a low performing school, Bernstein will receive components of the Transformation Model. See Appendix F- School Transformation for details.

Professional Development & Instruction

In the 2012-13 academic year, LAUSD will begin implementing a new teacher evaluation system that includes professional development (PD). One focus of the new plan is on effective strategies and practices associated with supporting English Language Learners (ELLs) to master English and fully access the core curriculum. The LAPN Academic Coach will fully support and emphasize this component of the LAUSD PD to help meet the goals in Benchmark 13 for Bernstein. See Other Appendix for the full LAUSD Teacher Evaluation & Professional Development Plan details.

The LAPN Promise Corps Academic Coach will work full time at Bernstein to support teaching. The Academic Coach will be a credentialed teacher, and work with each school to implement the school-level PD plan. The plan will include leadership development for the principal and teachers, including professional development for teachers without the

principal present to facilitate open discussion. They will include subject-based collaboration meetings led by the Academic Coach, focused on curriculum calibration (lesson plan samples and analysis, alignment of textbooks with standards, and calibrating grading and rubrics among grade level teachers). The Academic Coach will also provide weekly grade-level PD and monthly school-wide PD on minimum days.

LAPN will also provide external professional development opportunities to supplement the school-based PD. YPI is a member of the Center for Nonprofit Management, through which staff members can access a variety of half- and full-day trainings, including Making Meetings Work, Supervising for Success, or Coaching is Hot.

Data-Driven Excellence

Bernstein Complex will be fully integrated into the LAPN Efforts to Outcomes (ETO) longitudinal database to ensure programs and services are effective and to continually improve those that are lacking. ETO's Early Warning System will provide Bernstein staff with regular reports that track academic and developmental indicators and flag students who drop below proscribed achievement levels for intervention. ETO will track grades, assessment scores, attendance and tardiness, and participation in LAPN programs, among other indicators. ETO enables LAPN and school staff to implement interventions before students fall too far behind academically or become at-risk for dropping out.

Supportive Services

All LAPN students will be assessed by LAPN staff (primarily Case Managers with assistance from school-based staff) and provided with a Comprehensive Service Plan (CSP) that will be updated annually. CSPs will connect all students to the full continuum of cradle-through-college/career solutions offered at their school and in the Neighborhood. The LAPN continuum of solutions will be reflected on Service Menus that detail available programs and services, including locations, hours, and eligibility information. Service Menus will be distributed at schools through the Full Service Community School programs, at LAPN Community Centers, and on the LAPN website. Academic assessments and other indicators (e.g. attendance) will be analyzed in ETO to provide students with specific recommendations for programs that will meet their needs.

LAPN will utilize ETO and work with a Student Support Team at Bernstein to define high risk students in need of full case management services beyond the CSP. The Team will include the LAPN Full Service Community School Coordinator,

FSCS Family Advocate, and other members that may include a School Social Worker; a Grade Level Coordinator; a School Counselor; a Behavior Facilitator; and a Teacher. Based on a recommendation from a teacher, school staff, or parent, the Team will examine and recommend students for Case Management. Case Management staff, including partners, will work to complete a Case Management Plan for each youth recommended for full case management services. This Plan will identify barriers to self-sufficiency, academic achievement and family stability including: food, shelter, transportation, safety, health care, employment, needs of youth and family members (substance abuse, mental health, domestic violence), student academic need, parental concerns (child abuse, parenting, and access to childcare and after school programs), and financial need.

LAPN staff at Bernstein will also reach out to families in need to connect them to the full continuum of LAPN solutions.

Feeder School Development

Bernstein Complex is a LAUSD Zone of Choice, offering students multiple pathways to choose from, including a Bernstein High School's multiple small learning communities, STEM Academy, or APEX Charter Academy (details on APEX Charter are in Appendix F).

LAPN and school staff at Bernstein Complex will work closely with other LAPN schools to promote the feeder pattern and lower Bernstein's transiency rate. In particular, Bernstein 's LAPN Full Service Community School staff at will work closely with Le Conte's FSCS staff to invite and orient incoming 9th grade students to Bernstein Complex and their options in the Zone of Choice. In response to Bernstein's high transiency rate, LAPN staff will emphasize Bernstein's assets and the benefits students and families receive by attending Bernstein (and all LAPN schools). See Appendix F for additional details on developing the LAPN feeder pattern.

Full Service Community School Program

Bernstein Complex will have a full-time FSCS Coordinator and a part time Family Advocate. FSCS staff will work closely with the other LAPN staff at Bernstein Complex, including the Afterschool Coordinator, the Wellness Coordinator, and Promise Corps staff to seamlessly integrate Bernstein's programs. These LAPN staff will collaborate on academic support services, Eat, Play, Live programs, Educational and Cultural Field Trips, Violence and Gang Prevention programs, 21st

Century Technology programs, Arts and Humanities Enrichment programs, Leadership & Civic Engagement programs, and dropout recovery services. There are additional details on these programs in the solutions found later in Appendix F.

The LAPN FSCS program at Bernstein will assist with building the school's parent engagement by providing parenting classes, parent education workshop series, financial literacy nights with Citi Community Development (includes opening a match savings account), computer literacy classes, College Information Nights, Financial Aid Nights, and through school volunteer opportunities.

Promise Corps: Academic Coach and Tutors

Bernstein Complex will have a Promise Corps of one full time Academic Coach and four part time Tutors. In addition to the duties of the Academic Coach detailed in the Professional Development section, the Coach will also supervise and train the Tutors at the school site, and work with teachers and Tutors to align academic support with instruction. The Academic Coach will also facilitate two annual Parent Academic Information Sessions that will involve parents in their children's education.

Tutors are college students (or graduates) with at least two years of postsecondary education who have completed YPI's Tutor Training Program. This training provides a school-specific orientation and monthly training on academic concepts, classroom management, CPR, building relationships with key stakeholders, communication strategies, and other topics as needed.

Promise Corps Tutors provide support services during school hours on the schedule and intensity level established with teachers and the Academic Coach. Promise Corps staff will work with teachers to pull students out of class for tutoring based on academic need, particularly in math, English Language Arts, and science. Tutoring will focus on the lowest performing students or students on the "hot list" (scoring Far Below Basic or Below Basic but close to moving up to the next level of proficiency). Each Tutor will be assigned 20 students per semester who will receive a minimum of 30 hours of academic tutoring. 160 Bernstein students will receive tutoring each year.

Afterschool Program

Bernstein Complex's Afterschool Program has a full time Coordinator who facilitates programs from when school ends until 6:00 P.M. Monday through Friday. The Coordinator provides students with academic assistance, enrichment activities, and athletics. The Afterschool Coordinator works closely with the Full Service Community School Coordinator, the Wellness Coordinator, and the Promise Corps Academic Coach and Tutors to integrate Bernstein's school-based services in a seamless continuum for students. See additional details on the Afterschool program in Appendix F.

Eat, Play, Live: Nutrition & Exercise

Bernstein will have a part time Wellness Coordinator, who will collaborate with FSCS staff to coordinate the health and nutrition activities for both students and parents, including health education and physical fitness activities like Zumba classes. The Hollywood Wilshire YMCA will provide Bernstein students subsidized youth memberships to its Hollywood facility, where students can use the fitness equipment and go to the Y's afterschool teen drop-in center. The Y's teen center offers regular age-appropriate activities, tutoring, field trips, life skills classes, and mentoring. The Hollywood Police Activities League (PAL) has a variety of sports programs for Bernstein students, including the Hollywood PAL Martial Arts Academy that trains students in the art of Tae Kwon Do and mixed martial arts under the supervision of a former LAPD police captain and an assistant martial arts instructor. Hollywood PAL soccer teams compete in the Anahuak Youth Soccer Association league based in Los Angeles. PAL also offers a variety of activities through the Hollywood Fit Club including running, hiking, fitness classes, and workout sessions at the YMCA. See Appendix F for additional details on the Eat, Play, Live program at Bernstein Complex.

College Preparation

LAPN will utilize the GEAR UP model of college awareness and preparation to provide tracking and supportive services to ensure students graduate from Bernstein and attend a college or university. Services provided for high school students include field trips to area colleges beginning in the 9th grade, and Career Days that bring mentors to the school to work with high school students to help them develop long-term plans for college and careers. LAPN will also have volunteer and staff College Ambassadors to help students devise a long-term plan for post-secondary and career success. This plan will be completed in the 9th grade by each student, and updated each year. Based on YPI's funded Funds for the Improvement of Postsecondary Education (FIPSE) college preparation and GEAR UP programs, College Amabassadors will work with high school families to develop long-term awareness of the paths and challenges related to postsecondary education with career paths for LAPN families. LAPN will also develop and staff a College Center at Bernstein Complex

for students learn about the importance of college, read catalogues, and receive college prep and financial aid information. College Ambassadors will provide individual counseling and one-on-one assistance in filling out (and following up on) college and financial aid applications, including assistance with FAFSA applications and scholarship searches in high school.

The Salvadoran American Leadership and Education Fund (SALEF) will continue their successful Mi Futuro ("My Future") Mentoring Program at Bernstein Complex for 200 students each year (100 each in Bernstein HS and STEM Academy). The program is designed to demystify postsecondary education, enhance their personal development and foster a college-bound mentality through bi-weekly mentoring sessions during their advisory period. See details in Appendix p. XX.

LAPN will provide the Employing Scholastic college curriculum for Bernstein students. All students will receive activity workbooks to explore the following: (a) explore their interests, talents, and abilities, and identify potential careers that would match those attributes; (b) set future academic and career goals; (c) determine the steps necessary to meet their goals; (d) focus on preparing for a specific college major of their choice; (e) learn a variety of ways to finance the education necessary to achieve their goal; and (f) how to apply, select, enroll and ultimately transition onto college.

See Appendix F for additional details on LAPN College Preparation programs at Bernstein Complex.

Career Preparation

Bernstein students will utilize Career Preparation services provided in satellite sites to the main Youth WorkSource Center operated by YPI in Hollywood in the LAPN. LAPN's Youth WorkSource Center will provide soft skills training, interviewing, resume building, job search strategies, Job Fair Referrals, Paid and Unpaid Internships, Job Shadowing and Volunteer Opportunities. LAPN will ensure Bernstein students participate in Internships with local doctors, lawyers, and other business professionals in Los Angeles, through partners such as the Los Angeles Area Chamber of Commerce and East Hollywood Chamber of Commerce.

Eligible low income students (age 14 and up) will be enrolled in the City of Los Angeles Summer Youth Employment Program (SYEP) and placed for paid work experience at YPI and partner sites in the Neighborhood each summer. Youth work approximately 6 weeks for an average of 120 hours for which they will be paid the current minimum wage of $8 an

hour. Students also complete 12 hours of financial literacy training and attend the Junior Achievement Finance Park culmination trip. Students who complete financial literacy also have the opportunity to enroll in YPI's matched savings accounts (with Citibank), through the Families Save Program.

Students will participate in Career Days sponsored by the school and the LAPN to receive more information regarding career tracks. See Appendix F for additional information about LAPN Career Preparation Services at Bernstein Complex.

School: Helen Bernstein Complex: LAPN Staff

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 AM	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15
7:30 AM	Check E-mails: Read / Reply	Professional Development	Check E-mails: Read / Reply	Check E-mails: Read / Reply	Case Management Meeting: High Risk Students
8:00 AM					
8:30 AM	Prep for Parent Workshop		Prep for Parent Workshop	Prep for Parent Workshop	
9:00 AM	Parent Workshop: Computer Literacy	Branding Meeting and Efforts (posters, flyer, etc)	Parent Workshop: Parenting Workshop	Parent Workshop: Financial Literacy	Meet with Principal about programs and outcomes
9:30 AM					
10:00 AM		Prep for Workshop			Administrative Functions
10:30 AM		Parent Workshop: Nutrition and Health Workshop			
11:00 AM	ETO Attendance Tracking		Clean up Parent Workshop	Clean up Parent Workshop	
11:30 AM		Clean up Parent Workshop	Parent Phone Calls	Parent Phone Calls	Parent Phone Calls
12:00 PM	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch
12:30 PM					
1:00 PM	LAPN Coordinator Meeting/Collaborative Meeting	Prep for Workshop	Prep for Workshop	Prep for Workshop	Parent / Community Outreach
1:30 PM		Student Workshop: Gang Prevention Workshop	Student Workshop: College & Career Awareness Workshops	Student Workshop: Mentoring and/or Transition Workshop	
2:00 PM					
2:30 PM					
3:00 PM	Afterschool Program: Eat, Play, Live (Wellness Program)	Afterschool Program: Leadership & Civic Engagement	Afterschool Program: SALEF "Mi Futuro" Student Mentoring Program	Afterschool Program	Afterschool Program: Educational & Cultural Field Trip
3:30 PM					
4:00 PM					
4:30 PM					
5:00 PM					
5:30 PM					
6:00 PM	PM Parent Phone Calls	Prep for Workshop	PM Parent Phone Calls	Parent Meeting	Family College Night
6:30 PM	Wrap up and Prep for Next Day	Parent Leadership Workshop PM	Wrap up and Prep for Next Day		
7:00 PM					

*** PromiseCorps will be on site througout the week during operation hours**

Parent Workshop	Administrative	Meetings
Student Workshop	Outreach	Professional Development
After School Program/Club	Lunch/Supervision	Parent/Family Events

School: Cesar Chavez Learning Academies (CCLA)

Cesar Chavez High School is a new high school opening in the Pacoima portion of the LAPN in response to the restructuring and transformation of San Fernando and Sylmar High Schools that opened in September 2011 and lacks some academic information for this recently completed year. All attending students would otherwise attend these two failing high schools, and estimated information is taken from these schools when not available for Cesar Chavez. Cesar Chavez includes four small learning communities for students: ArTES (Cesar Chavez Learning Academies), Social Justice Humanitas (Cesar Chavez Learning Academies), Teacher Prep Academy (Cesar Chavez Learning Academies), and Academy for Scientific Exploration (Cesar Chavez Learning Academies)

Total Number of Students
1405

	CCLA (or SFHS/SHS when CCLA data not available)	LAUSD	LA County	CA
% Latino	92	74	64	52
% African American	4	10	9	7
% Native American	1	0.5	0.5	1
% Asian	0.1	7	10	12
% White, non-Hispanic	2	9	15	26
% English Language Learners (ELLs)	28	32	10	17
% Limited English Proficient (LEP)	24	33	33	31
% Special Education Students	11	11	10	9
% SES Socioeconomically Disadvantaged	88	81	66	58
% Free/Reduced Lunch	80	76	65	57

% of Students with Disabilities	11	12	11	11
Transiency Rate	29.2	20.75		
# Migrant Students	2	1712	6762	73785
Attendance Rate	92	94.5		
Truancy Rate	53	46	36	30
% Students who feel safe at school	76	N/A	N/A	N/A
Graduation Rate (4yr)	55	61	71	76
% Students enrolled in A-G curricula	39	74	51	40
% Students enrolled in A-G curricular with "C or better"	19	25		
% of students who pass the CAHSEE	88	23	25	27
% Students enrolled in at least one (1) Advanced Placement (AP) Course	12.5	13	15	16
Physical Fitness- % meeting all 6 criteria	29.4	23.3	28	31
% at or above Proficiency (ELA)	30.6	21.4	26	27
% at or above Proficiency (Math)	8.6	23	27	28
Academic Performance Index (API)	664	729	800	778
API Increase + or Decrease in past academic year - (by how many points)	N/A			
Program Improvement Status Year	N/A	N/A	N/A	N/A
Student:Teacher Ratio	N/A	20	22	23
Student: Counselor Ratio	N/A	N/A	N/A	N/A

Indicators		CCLA's Annual Goals for Improvement				
Goal:	School age (grades 9-12) students in the LAPN zone are academically prepared for timely grade level advancement, high school graduation, and college entry.	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Benchmark 1:	Only an estimated 8.6% of students are at grade level (proficient/advanced) in Math. Students will experience an average 9 percentage point increase per year of students meeting grade level Math standards according to annual California Standards Test results.	18%	27%	36%	45%	54%
Benchmark 2:	Only an estimated 30.6% of students are at grade level in English Language Arts (ELA). Students will experience an average of 7 percentage point increase per year of students meeting grade level ELA according to annual California Standards Test results.	38%	45%	52%	59%	66%
Benchmark 3:	The current Academic Performance Index (API) Base Score is estimated to be 664. The goal for all public schools in California is 800.	672	715	749	779	808

Benchmark 4:	The Average Daily Attendance (ADA) rate is estimated to be 92%, and the truancy rate is estimated to be 53%. The Attendance rate will increase by an average of 1-1.5 percentage point in Years 1-3, and by an average of .8 percentage point in Years 4-5. The truancy rate will decline by an average of 8 percentage points each of Years 1-5.	93%/45%	94%/37%	95.5%/29%	96.3%/ 21%	97.1%/13%
Benchmark 5:	The percentage of students at the school meeting all 6 criteria for physical fitness according to the California Department of Education Fitnessgram assessment administered yearly is estimated to be 29.4%. Students will benefit from physical education services provided as part of the LAPN and reflect an average of 5-7 percentage points or higher improvement each implementation year.	35%	40%	46%	52%	59%
Benchmark 6:	An estimated 76% of students at the school feel safe at their school there according to school level surveys. Through the implementation of LAPN services as described below, this percentage will rise an average of 5 percentage points in each of Years 1-3 and an average of 4 percentage points in each of Years 4-5.	81%	86%	91%	95%	99%

Benchmark 7:	The current passage rate on the California High School Exit Examination (CAHSEE) needed for high school graduation is estimated to be 88%. This rate will improve by an average of 1-2 percentage points each implementation year.	89%	90%	92%	94%	96%
Benchmark 8:	Only an estimated 35% of eligible students enroll in A-G curricula, and only 21% do it with grade of C or better. Cesar Chavez students will demonstrate on average a 10 percentage point increase each year (Years 1-5) of high school students enrolled in A-G curriculum courses, and an average of 8-10 percentage point increase of high school students who pass the A-G curriculum with a “C” grade or better each year.	45%/ 29%	55%/37%	65%/45%	75%/55%	85%/ 65%
Benchmark 9:	Only an estimated 12.5% of students enroll in at least one Advanced Placement course. This will increase by an average of 8 percentage points each year over the five year implementation period.	21%	29%	37%	45%	53%
Benchmark 10:	Only an estimated 37% of eligible students took the ACT or SAT by the 12th grade and made a minimum score. This will increase by an average of 5 percentage points each implementation year (Years 1-5) for eligible students.	42%	47%	52%	57%	62%

Benchmark 11:	High school students will complete college preparatory workshops by 10th grade by end of Year 2. The rate will increase by 5 percentage points each year through Year 5.	80%	85%	90%	95%	100%
Benchmark 12:	The current cohort graduation rate (2010-11) is 51%. This will increase by an average of 6-7 percentage points each of the five implementation years.	57%	63%	69%	76%	83%
Benchmark 13:	Only an estimated 23% of English language learners scored proficient on the CELDT test. This will increase by an average of 8 percentage points each implementation year (Years 1-5).	31%	39%	47%	55%	63%
Benchmark 14:	Of special education students, only an estimated 16% scored as proficient in Math and 14% in ELA. This will increase by an average of 7 percentage points each implementation year.	23%/21%	30%/28%	37%/ 35%	44%/42%	51%/49%
Benchmark 15:	Only 40% of LAPN high school students who graduate with a regular high school diploma obtain postsecondary degrees, vocational certificates, or other certifications/credentials without the need for remediation by the end of Year 1. This percentage will rise by an average of 5-7 percentage points each subsequent implementation year at CCLA.	46%	52%	59%	65%	72%

School Profile

Cesar Chavez Learning Academies (CCLA) opened in 2011 in the Zone of Choice and has four small learning academies: the Academy of Scientific Exploration, ArTES (Arts, Theater, Entertainment School), Social Justice Humanitas, and the Teacher Preparation Academy. CCLA opened in fall of 2011 as part of LAUSD's Public School Choice (PSC) initiative that transforms the persistently lowest-achieving schools in the district. San Fernando High School and Sylmar High School are both persistently lowest achieving schools, so LAUSD created Cesar Chavez Learning Academies to serve youth who would have otherwise attended these schools. Sylmar and San Fernando students became part of the Zone of Choice and can now choose between those two schools and CCLA. This makes CCLA a critical part of the ongoing transformation of secondary education in the Pacoima portion of the LAPN. Since CCLA recently finished its first year of operation, the profile and needs information includes data from Sylmar and San Fernando High Schools when CCLA data was not available (but will be referred to in this section as CCLA data).

CCLA's truancy rate of 53% is higher than the truancy rates for the district (46%), county (36%), and state (30%). LAPN's ETO Early Warning System will detect and report truancy so that LAPN staff can intervene to provide resources to help students improve their school attendance. CCLA's graduation rate of 55% is lower than the district rate of 61%, and significantly lower than the county (71%) and state (76%) graduation rates. Only 39% of CCLA students are enrolled in the full A-G course progression, and of those students, only 19% are passing with a C or better. By comparison, 74% of LAUSD students are enrolled in A-G and of those students, 25% are passing with a C or better. CCLA students are proficient in ELA at levels similar to their district, county, and state counterparts, but the proportion of CCLA students who are proficient in math is considerably lower, at 8.6%, compared to 23% of LAUSD students, 27% of Los Angeles County students, and 28% of students in the state. LAPN will focus implementation programs on academic support and interventions to raise achievement and improve the graduation rate. 88% of CCLA students are socioeconomically disadvantaged and 80% qualify for free/reduced price lunch. LAPN will ensure students and their families receive supportive services in school and are connected to the full continuum of solutions to help address their basic needs.

School Transformation

As a new school that was opened as part of an overall transformation of high school education in Pacoima, CCLA has already incorporated elements of the Transformation model, such as hiring new leadership, recruiting new teachers, and

implementing new instructional models and professional development. CCLA has autonomy in creating the instructional calendar.

LAPN will further support CCLA's transformation by promoting a data-driven school culture: students and parents know test scores and what they need to do to move to next level, teachers track classroom-level data, and administrators track school-level data. Data collection includes student and parent participation info in community-based activities, which are linked to student academic achievement. LAPN's ETO Early Warning System will be a major contributor to implementing the data-driven school culture. See additional details in the Data-Driven Excellence section, below.

Professional Development & Instruction

CCLA's autonomy in professional development (PD) enables the school to implement multiple strategies to supplement LAUSD's new teacher evaluation and professional development that will begin implementation in the 2012-13 academic year. LAUSD's PD will focus on proper implementation of the new California Common Core Standards, using the new LAUSD Teaching & Learning Framework and the Educator Growth & Development Program, and on effective strategies and practices associated with supporting English Language Learners (ELLs) to master English and fully access the core curriculum. The LAPN Academic Coach will fully support all PD activities. See the Other Appendix for the full LAUSD Teacher Evaluation & Professional Development Plan details.

CCLA's instructional day consists of three blocks of 115 minutes, which can be split into two 55-minute periods with a 5-minute passing period. Block classes will be semester classes and will be used for themed classes in each academy (e.g. visual arts at ArTES) as well as ESL and foreign language. Core academic classes will be 55 minutes long and run all year. Between the first and second block, all students will participate in a 35-minute Advisory class. All teachers will teach four 55-minute classes or two blocks and will have 115 minutes for their conference periods and duties outside of the classroom. Core academic teachers who teach in 55-minute blocks can split up conference time to allow for easier collaboration with teachers, both grade-level and subject-specific.

CCLA has ten days of orientation, professional development, and culture-building activities, during which time all employees of the school will receive a school handbook identifying the structures, schedule, calendar, available supports, flow charts for problem-solving, phone contacts, and other helpful information. Prior to opening in 2011, CCLA held a ten-

day professional development institute (to become a five-day PD after the first year) in which all the faculty and key stakeholders set goals, celebrated achievements, explored instructional issues, and held teacher-led and other PD workshops. Ongoing monthly whole-school PD will provide an opportunity to assess, develop, and add to the programs currently in use. At the completion of each term, CCLA has “End-of-term Evaluations,” a round of teacher-administrated interim assessments and data evaluation held at the end of the first three terms. Pupil-free days will be scheduled for the final Friday of each term, allowing teachers to disaggregate the term data and strategize the needed supports for the upcoming terms and high-stakes testing. Additionally, teachers on interdisciplinary teams have common conference periods to integrate new strategies into their daily instructional plan. Assigned Professional Development days will be held once per month on average. On those days, PD will be held on a Late-Start Friday for the first two-hour block, and an abbreviated class schedule will complete the day. CCLA offers 183 hours of PD time per year.

CCLA teachers collaborate in both grade-level and vertical/subject-specific teams to ensure that curriculum and standards-based instruction is sequenced for the developmental needs of all learners. Grade-level teams will design standards-based formative assessments in order to guide coordinated intervention and drive further instructional practices. Every member of the faculty will belong to a cross-disciplinary team that will meet at least twice weekly to design, assess, and reflect on integrated themed curricula. Special needs teachers (special education, English Language Learners) will participate in all team meetings to help design instruction and modifications, and advocate for the needs of special education students. Teachers will gather at least monthly by subject-area groups to develop literacy and numeracy strategies, and explore content/lesson delivery techniques. Faculty will be grouped into teams that will meet twice a month. These groups will look at student work, examine teacher assignments, design opportunities for peer visitations, and engage in text-based discussions.

To facilitate interdisciplinary teaching, CCLA teachers utilize the Humanitas model of interdisciplinary teaching, and students are grouped in cohorts to be taught by a group of core academic teachers. This allows those teachers to work together on curriculum and confer with each other in regards to specific students’ needs and strengths. Collaborations between CCLA teachers are designed to facilitate peer learning opportunities, such as through teaching demonstrations, observation groups, mentor teachers, peer-to-peer in-services, and an interactive wiki site for sharing resources. CCLA also ensures that teachers receive PD specific to their needs. Each teacher will prepare an Individual Learning Plan (ILP)

with the input of our instructional leader team to design a customized PD plan that targets the areas most in need of improvement.

LAPN partners, Los Angeles Education Partnership (LAEP) and Facing History and Ourselves, provide many components of the school's professional development program. Key PD programs are subject-focused retreats, Teacher Center Workshops, visits to other school sites that utilize similar interdisciplinary teaching strategies, including how to teach students the connections between different subject matter, their responsibility to their fellow man, and the higher order thinking skills that are necessary to synthesize this information and these tasks.

The LAPN Promise Corps Academic Coach will work full time at CCLA to support teaching and the professional development activities discussed above. The Academic Coach will be a credentialed teacher, and work with teachers and administrators to implement the school-level PD plan, as well as the grade-level and vertical PD plans. LAPN will also provide external professional development opportunities to supplement the school-based PD. YPI is a member of the Center for Nonprofit Management, through which staff members can access a variety of half- and full-day trainings, including Making Meetings Work, Supervising for Success, or Coaching is Hot.

Data-Driven Excellence

CCLA has a data analysis team, made up of one member from each grade level team, which is responsible for analyzing the data from many sources and sharing that information with the teachers and counselors to inform instruction, intervention, professional development, and scheduling. The data analysis team uses GPA data to compile the green, silver, gold, and red lists, which are used to recognize students' academic achievements and areas of need. Students earning lower than a 2.0 GPA are placed on the red list and are provided with additional academic support, such as Promise Corps tutoring. CST data will be analyzed by the data analysis team and will be used to determine strengths and areas of need for individual students. Teachers' instructional strengths and weaknesses in each state standard strand in CST tested subjects will also be analyzed each year to influence instruction for the following year. The team will also analyze CAHSEE data for 10th grade students to determine intervention scheduling needs for 11th grade students the following year.

Teachers use protocols from the critical friends network and are given time to analyze student work to weigh it against our learning goals and vision and mission statements, and to determine what further professional development may be needed. Subject matter teams use data in a similar way; however, the focus is on the teaching and learning of a particular subject matter. Using common assessment data, teachers evaluate essential learnings for each subject. The results of these assessments serve as a basis to create common benchmarks for each grade level by subject. The goal is to maintain uniform development of each student in each subject, assuring that the graduates of CCLA will be consistently prepared for success in college. In addition, subject matter teams use professional development time to share pedagogy that can be used across curricula to support student learning. For example the English Language Arts team shares with the group strategies that will help a math teacher or art teacher support their students' literacy skills.

The school will establish a Response to Intervention and Instruction (RtI²) Problem Solving Team that will include members representing the following stakeholders: teachers, administrators, coordinators, data specialists and counselors. RtI² is a multi-tiered program that assesses student ability and matches them with appropriate intervention. Although currently used mostly to identify students with special needs, RtI² data also can be used to shape instruction, inform decisions, and design education programs. RtI² will be conducted using common benchmark assessments in core classes and will be collected, analyzed, and interpreted by a data specialist. The team will ensure that teachers receive timely access to their data and arrange opportunities to discuss the data. Teachers will receive previous and current CORE K-12 Periodic Assessments, CAHSEE, CST, and CELDT scores. Data from RtI² will be used to identify groups of students in need of intervention and enrichment. Research has shown that RtI² works most effectively at secondary schools that can arrange time for students to receive the extra help they need. CCLA will achieve this through block scheduling and study halls.

CCLA will be fully integrated into the LAPN Efforts to Outcomes (ETO) longitudinal database to ensure programs and services are effective and to continually improve those that are lacking. ETO's Early Warning System will provide CCLA staff with regular reports that track academic and developmental indicators and flag students who drop below proscribed achievement levels for intervention. ETO will track grades, assessment scores, attendance and tardiness, and participation in LAPN programs, among other indicators. ETO's Early Warning System will help address the high rates of truancy by identifying truant students early on so that LAPN and other school staff can implement interventions before students fall too far behind academically or become at-risk for dropping out.

All LAPN schools will use student achievement data to drive improvements in teaching, motivate students, and monitor individual-, classroom-, grade-, and school-level achievement. Students will know and understand their CST scores and quarterly benchmark assessments, and they will work with their teachers to set and achieve goals. Data will be provided to teachers and parents (not just principals and administrators). Classroom-level data and specific classroom academic goals will be posted on the wall of each classroom, so that students and parents can understand progression each year. Individual student data generated quarterly is shared with parents through School Report Cards, which will include expanded information such as school wide academic benchmarks and results collected through the ETO system to build transparency and support of the teacher, staff, parents, students, and residents.

Supportive Services

Upon enrolling at CCLA, students will meet with their counselor, teachers, coaches, and principal as a part of their orientation to the school. Immediate identification of specific student academic needs will occur upon entry to CCLA through student interviews, a review of their prior records, and testing in English and Math using the DRP (Degrees of Reading Power) test and UCLA math tests to ensure that all students are appropriately placed and provided with a Comprehensive Service Plan (CSP) that will be updated annually. CSPs will connect all students to the full continuum of cradle-through-college/career solutions offered at their school and in the Neighborhood. The LAPN continuum of solutions will be reflected on Service Menus that detail available programs and services, including locations, hours, and eligibility information. Service Menus will be distributed at schools through the Full Service Community School programs, at LAPN Community Centers, and on the LAPN website. Academic assessments and other indicators (e.g. attendance) will be analyzed in ETO to provide students with specific recommendations for programs that will meet their needs.

LAPN will utilize ETO and work with a Student Support Team at CCLA to define high risk students in need of full case management services beyond the CSP. The Team will include the LAPN Full Service Community School (FSCS) Coordinator, FSCS Family Advocate, and other members that may include a School Social Worker; a Grade Level Coordinator; a School Counselor; a Behavior Facilitator; and a Teacher. Based on a recommendation from a teacher, school staff, or parent, the Team will examine and recommend students for Case Management. Case Management staff, including partners, will work to complete a Case Management Plan for each youth recommended for full case management services. This Plan will identify barriers to self-sufficiency, academic achievement and family stability

including: food, shelter, transportation, safety, health care, employment, needs of youth and family members (substance abuse, mental health, domestic violence), student academic need, parental concerns (child abuse, parenting, and access to childcare and after school programs), and financial need.

LAPN and CCLA will then ensure students receive sufficient resources to address their needs. CCLA is working with Cal State LA to provide family mental health services for students and parents. LAPN supportive services from partners like MEND, El Nido (which runs the FamilySource Center in Pacoima), and YPI's Youth WorkSource Center will be fully accessible to students, and LAPN will work to provide additional services on CCLA's campus. In addition, LAPN staff at CCLA will also reach out to families in need to connect them to the full continuum of LAPN solutions

Feeder School Development

CCLA is in a LAUSD Zone of Choice, offering students multiple pathways to choose from, including LAPN schools Sylmar Biotech Health Academy, San Fernando Digital Arts Academy, and Vaughn Next Century Learning Center. The opening of CCLA in 2011 was a unique addition to the Zone of Choice, which now offers themed career academies in biotech health, the sciences, teaching, digital arts, and arts/theater/entertainment.

LAPN and school staff at CCLA will collaborate with other LAPN schools to promote the feeder pattern. CCLA 's LAPN Full Service Community School (FSCS) staff will work closely with LAPN FSCS staff at Maclay Middle and SFiAM to invite and orient incoming 9th grade students to CCLA and their options in the Zone of Choice.

Full Service Community School Program

CCLA will have a full-time Full Service Community School (FSCS) Coordinator and a part time FSCS Family Advocate. FSCS staff will work closely with the other LAPN staff at CCLA, including the Afterschool Coordinator, the Wellness Coordinator, and Promise Corps staff to seamlessly integrate CCLA's programs. These LAPN staff will collaborate on academic support services (details below in Promise Corps section), Eat, Play, Live programs, Educational and Cultural Field Trips, Violence and Gang Prevention programs, 21st Century Technology programs, Arts and Humanities Enrichment programs, Leadership & Civic Engagement programs, and dropout recovery services. Details on all of these programs are the solutions in Appendix F.

In addition, CCLA's Full Service Community School program will support current programs offered at the school, including its transition programs. 9th grade Advisory classes will each have five 11th graders that act as Peer Advisors for a group of five to six freshman. 10th grade Advisory classes will be paired with five seniors. Peer Advisors will be trained by FSCS staff to be able to assist in providing social-emotional support, tutoring, and peer counseling to the underclassmen. Link Crew is a high school transition program that increases freshman success. Members of the junior and senior class are trained to be Link Leaders who will act as positive role models, mentors, and teachers helping freshmen be successful during the transition to high school. FSCS staff will also support CCLA partner programs. Youth Speak offers academic tutoring and SAT prep so that youth and families can use education to transition from poverty to self-sufficiency and enhance the community. Parent Pioneers belongs to a network of parent organizations throughout Los Angeles County that work with local schools to involve families in the learning process. LAPN partner Los Angeles Education Partnership hosts the Valley Neighborhood Collaborative (VNC), which is a collaboration between schools, families, and community. VNC collectively advocates for the needs of students, families, and educators and works together to meet these needs so that students, the school, and the community thrive. EduCare offers various programs that assist and empower schools, school districts, youth-serving agencies, teachers, and parents to better serve our world’s youth and prepare them to lead healthy, fulfilling, and successful lives. California State University Northridge’s Chicano Studies program will help implement the parent program to ensure parent outreach and success within the community.

CCLA's Community Resource Center serves the needs of the family and community in order to meet the needs of the students. The Community Resource Center functions as a location where community organizations and parents can come together. The center is a hub for the community, families, businesses, local government, higher education institutions, and community-based organizations. The LAPN FSCS program at CCLA will assist with building the school's parent engagement by providing parenting classes, parent education workshop series, financial literacy nights with Citi Community Development (includes opening a matched savings account), computer literacy classes, College Information Nights, Financial Aid Nights, and more at the Community Resource Center.

Promise Corps: Academic Coach and Tutors

CCLA will have a Promise Corps of one full time Academic Coach and four part time Tutors. In addition to the duties of the Academic Coach detailed in the Professional Development section, the Coach will also supervise and train the Tutors at the school site, and work with teachers and Tutors to align academic support with instruction. The Academic Coach will

also facilitate two annual Parent Academic Information Sessions that will involve parents in their children's education (see details in Promise Corps section of Appendix F).

Tutors are college students (or graduates) with at least two years of postsecondary education who have completed YPI's Tutor Training Program. This training provides a school-specific orientation and monthly training on academic concepts, classroom management, CPR, building relationships with key stakeholders, communication strategies, and other topics as needed.

Promise Corps Tutors provide support services during school hours on the schedule and intensity level established with teachers and the Academic Coach. Promise Corps staff will work with teachers to pull students out of class for tutoring based on academic need, particularly in math to address CCLA's low percent of student in proficiency in this subject. Tutoring will focus on the lowest performing students or students on the "hot list" (scoring Far Below Basic or Below Basic but close to moving up to the next level of proficiency). Each Tutor will be assigned 20 students per semester who will receive a minimum of 30 hours of academic tutoring. 160 CCLA students will receive tutoring each year.

Afterschool Program

CCLA's Afterschool Program will have a full time Coordinator who facilitates programs from when school ends until 6:00 P.M. Monday through Friday. The Coordinator provides students with academic assistance, enrichment activities, and athletics. The Afterschool Coordinator works closely with the Full Service Community School Coordinator, the Wellness Coordinator, and the Promise Corps Academic Coach and Tutors to integrate CCLA's school-based services in a seamless continuum for students. See additional details on the Afterschool program in Appendix F.

Eat, Play, Live: Nutrition & Exercise

CCLA will have a part time Wellness Coordinator, who will collaborate with FSCS staff to coordinate the health and nutrition activities for both students and parents, including health education and physical fitness activities like Zumba classes. The Wellness Coordinator will offer the SPARK curriculum, but since high school students are only required to take P.E. for their first two years, the Wellness Coordinator will offer afterschool and weekend physical fitness activities designed to appeal to high school students such as Boot Camps, yoga, or hip hop dance classes.

The Boys and Girls Club of the San Fernando Valley (BGCSFV) offers a Sports, Fitness & Recreation program that includes the "Triple Play" and "Just Like You, Global Playground" programs and a daily Sports program (i.e. soccer, hockey, basketball, football, kickball, softball, handball, international games, physical fitness, and self-defense). These programs draw young people into the Club, teach them good use of leisure time and how to have fun, and make good friends while developing social skills in team settings. BGCSFV also offers Health & Life Skills classes, including "Be Fit...Be Active", "SMART Girls", "Motivating the Teen Spirit"/ MTS and "Young Chefs in Action." These programs aid in developing good health and physical fitness through physical activity and health/nutrition awareness. MTS is a revolutionary, interactive program that focuses on emotional healthiness by empowering young people to take responsibility for their lives, respect themselves, and live with integrity.

College Preparation

CCLA offers a comprehensive college preparation progression during advisory periods. The 9th grade advisory focuses on high school academic and social preparedness. The preparation of 9th graders starts the summer before their high school career begins in CCLA's Summer Bridge Program. 9th grade advisory continues where the Summer Bridge Program left off. Student are given information about how to be successful in high school (academic skills, grad requirements, how to calculate a GPA, A-G requirements, etc.) and what they need to do as 9th graders to prepare for college. CCLA's partnership with LAEP provides access to KnowHow2Go and its curriculum for college preparedness. CCLA also has a partnership with Project Grad to assist in preparing students for college. Starting in 9th grade advisory and continuing throughout their four years at CCLA, students develop a college portfolio consisting of an A-G checklist, current transcripts, personal statement drafts, recommendation letters, awards, community service records, scholarships applications, and information for colleges of interest. The 10th-grade advisory continues to help students monitor their high school success (credit checks, grad checks, GPA checks). College preparation is continued with KnowHow2Go and Project Grad and college presentations and field trips are part of the preparation process. 10th, 11th, and 12th graders are also taught how to use their school-provided student planners. The 11th grade advisory builds on students' preparation for college. Students continue their work with KnowHow2Go and Project Grad while preparing and hosting a college fair. Students will go on college visits and fill out practice college applications in preparation for the application process during their senior year. The 12th grade advisory focuses on preparing college applications in the fall and the FAFSA in the winter. All of the same supports and interventions are in place, and the advisory is used to implement those supports (tutoring, peer mentor, etc.).

Once a week, for their entire high school career, their Advisory class holds a college/career day. During this time, college representatives present information to students, help students create Fast Web accounts, monitor transcripts and A-G requirements, discuss University of California (UC) and California State University (CSU) requirements, as well as dedicate time for SAT prep. Presentations by business representatives give students opportunities to research and discuss job requirements, salaries, and job availability. In addition, CCLA has grade level college trips where, each year, students go on trips to colleges throughout California.

LAPN will support the existing best practices listed above to further CCLA's goal of getting student prepared for college. LAPN will utilize the GEAR UP model of college awareness and preparation to provide tracking and supportive services to ensure students graduate from CCLA and attend a college or university. These services will supplement CCLA's excellent college preparation programs offered during advisory periods.

LAPN will also provide field trips to area colleges beginning in the 9th grade, and Career Days that bring mentors to the school to work with high school students to help them develop long-term plans for college and careers. LAPN will also have volunteer and staff College Ambassadors to support students in creating their college portfolios, as well as a long-term college plan. This plan will be completed in the 9th grade by each student, and updated each year. Based on YPI's funded Funds for the Improvement of Postsecondary Education (FIPSE) college preparation and GEAR UP programs, College Ambassadors will work with high school families to develop long-term awareness of the paths and challenges related to postsecondary education with career paths for LAPN families. LAPN will also develop and staff a College Center at CCLA for students learn about the importance of college, read catalogues, and receive college prep and financial aid information. College Ambassadors will provide individual counseling and one-on-one assistance in filling out (and following up on) college and financial aid applications for college, including assistance with FAFSA applications and scholarship searches in high school.

LAPN will provide the Employing Scholastic college curriculum for CCLA students. All students will receive activity workbooks to explore the following: (a) explore their interests, talents, and abilities, and identify potential careers that would match those attributes; (b) set future academic and career goals; (c) determine the steps necessary to meet their

goals; (d) focus on preparing for a specific college major of their choice; (e) learn a variety of ways to finance the education necessary to achieve their goal; and (f) how to apply, select, enroll and ultimately transition onto college.

Career Preparation

CCLA students will utilize Career Preparation services provided through satellite sites to the main Youth WorkSource Center operated by YPI in Pacoima in the LAPN. LAPN's Youth WorkSource Center will provide soft skills training, interviewing, resume building, job search strategies, Job Fair Referrals, Paid and Unpaid Internships, Job Shadowing and Volunteer Opportunities. CCLA students will participate in internships with local professionals in students' chosen fields of interest.

Eligible low income students (age 14 and up) will be enrolled in the City of Los Angeles Summer Youth Employment Program (SYEP) and placed for paid work experience at YPI and partner sites in the Neighborhood each summer. Youth work approximately 6 weeks for an average of 120 hours for which they will be paid the current minimum wage of $8 an hour. Students who complete financial literacy also have the opportunity to enroll in YPI's matched savings accounts (with Citibank), through the Families Save Program.

Students will participate in Career Days sponsored by the school and the LAPN to receive more information regarding career tracks.

School: Cesar Chavez Learning Academies: LAPN Staff

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 AM	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15
7:30 AM	Check E-mails: Read / Reply	Professional Development	Check E-mails: Read / Reply	Check E-mails: Read / Reply	Professional Development for Teachers
8:00 AM					
8:30 AM	Prep for Parent Workshop		Prep for Parent Workshop	Prep for Parent Workshop	
9:00 AM	Parent Workshop: Computer Literacy	Response to Intervention & Instruction Team Meeting	Parent Workshop: Parenting Workshop	Parent Workshop: Financial Literacy	Meet with Principal about programs and outcomes
9:30 AM					
10:00 AM		Prep for Workshop			Case Management Meeting: High Risk Students
10:30 AM		Parent Workshop: Nutrition and Health Workshop			
11:00 AM	ETO Attendance Tracking		Clean up Parent Workshop	Clean up Parent Workshop	
11:30 AM		Clean up Parent Workshop	Parent Phone Calls	Parent Phone Calls	Parent Phone Calls
12:00 PM	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch
12:30 PM					
1:00 PM	LAPN Coordinator Meeting/Collaborative Meeting	Prep for Workshop	Prep for Workshop	Prep for Workshop	Parent / Community Outreach
1:30 PM		Student Workshop: Gang Prevention Workshop	Student Workshop: College & Career Awareness Workshop	Student Workshop: Mentoring and/or Transition Workshop	
2:00 PM					
2:30 PM					
3:00 PM	Afterschool Program: Eat, Play, Live (Wellness Program)	Afterschool Program: Arts & Humanities	Afterschool Program: Leadership & Civic Engagement	Afterschool Program	Afterschool Program: Educational & Cultural Field Trip
3:30 PM					
4:00 PM					
4:30 PM					
5:00 PM					
5:30 PM					
6:00 PM	PM Parent Phone Calls	Prep for Workshop	PM Parent Phone Calls	Parent Meeting	Family College Night
6:30 PM	Wrap up and Prep for Next Day	Parent Leadership Workshop PM	Wrap up and Prep for Next Day		
7:00 PM					

*** PromiseCorps will be on site througout the week during operation hours**
*** College Prep courses will be offered during advisory periods**

Parent Workshop	Administrative	Meetings
Student Workshop	Outreach	Professional Development
After School Program/Club	Lunch/Supervision	Parent/Family Events

School: San Fernando Digital Arts Academy

This is a transformed small school (Career Academy with Linked Learning) opening in September 2013 through a partnership with LAUSD and Public School Choice whose students would otherwise attend San Fernando High School (SFHS). SFHS needs information is shown below.

Total Number of Students	9th Graders	10th Graders	11th Graders	12th Graders
500	125	125	125	125

	SFHS	LAUSD	LA County	CA
% Latino	97	74	64	52
% African American	1	10	9	7
% Native American	0.5	0.5	0.5	1
% Asian	0.7	7	10	12
% White, non-Hispanic	0.6	9	15	26
% English Language Learners (ELLs)	31.5	32	10	17
% Limited English Proficient (LEP)	20	33	33	31
% Special Education Students	13	11	10	9
% SES Socioeconomically Disadvantaged	99	81	66	58
% Free/Reduced Lunch	89	76	65	57
% of Students with Disabilities	11	12	11	11
Transiency Rate	31.7	20.75		
# Migrant Students	8	1712	6762	73785
Attendance Rate	92	94.5		
Truancy Rate	53	46	36	30
% Students who feel safe at school	74	N/A	N/A	N/A

Graduation Rate (4yr)	51	61	71	76
% Students enrolled in A-G curricula	35	74	51	40
% Students enrolled in A-G curricular with "C or better"	21	25		
% of students who pass the CAHSEE	88.4	23	25	27
% Students enrolled in at least one (1) Advanced Placement (AP) Course	12.3	13	15	16
Physical Fitness- % meeting all 6 criteria	27.4	23.3	28	31
% at or above Proficiency (ELA)	28.9	21.4	26	27
% at or above Proficiency (Math)	10.5	23	27	28
Academic Performance Index (API)	657	729	800	778
API Increase + or Decrease in past academic year - (by how many points)	16 +			
Program Improvement Status Year	Year 5	N/A	N/A	N/A
Student:Teacher Ratio	27	20	22	23
Student: Counselor Ratio	286	N/A	N/A	N/A

Indicators		**San Fernando Digital Arts Academy's Annual Goals for Improvement**				
Goal:	School age (grades 9-12) students in the LAPN zone are academically prepared for timely grade level advancement, high school graduation, and college entry.	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Benchmark 1:	Only 10.5% of students are at grade level (proficient/advanced) in Math (2011-12). Students will experience an average 9 percentage point increase per year of students meeting grade level Math standards according to annual California Standards Test results.	20%	29%	38%	47%	56%

Benchmark 2:	Only 28.9% of students are at grade level in ELA (2011-12). Students will experience an average of 7 percentage point increase per year of students meeting grade level ELA according to annual California Standards Test results.	36%	43%	50%	57%	64%
Benchmark 3:	The current Academic Performance Index (API) Score Base Score is 657. The goal for all public schools in California is 800.	678	709	745	777	805
Benchmark 4:	The Average Daily Attendance (ADA) rate is 92%, and the truancy rate is 53% in the most recent academic year 2011-12). The Attendance rate will increase by an average of 1-1.5 percentage point in Years 1-3, and by an average of .8 percentage point in Years 4-5. The truancy rate will decline by an average of 8 percentage points each of Years 1-5.	93%/45%	94%/37%	95.5%/29%	96.3%/ 21%	97.1%/13%
Benchmark 5:	The percentage of students at the school meeting all 6 criteria for physical fitness according to the California Department of Education Fitnessgram assessment administered yearly is 27.4% in 2011-12. Students will benefit from physical education services provided as part of the LAPN and reflect an average of six percentage points or higher improvement each implementation year.	33%	40%	46%	52%	58%

Benchmark 6:	74% of students at the school feel safe there according to school level surveys. Through the implementation of LAPN services as described below, this percentage will rise an average of 5 percentage points in each of Years 1-3 and an average of 4 percentage points in each of Years 4-5.	79%	84%	89%	93%	97%
Benchmark 7:	The current passage rate on the California High School Exit Examination (CAHSEE) needed for high school graduation is 88.4% at San Fernando High School. This rate will improve by an average of 1-2 percentage points each implementation year.	90%	91%	92%	94%	96%
Benchmark 8:	Only 35% of eligible students at San Fernando High School enroll in A-G curricula, and only 21% do it with grade of C or better. San Fernando Promise Academy students will demonstrate on average a 10 percentage point increase each year (Years 1-5) of high school students enrolled in A-G curriculum courses, and an average of 8-10 percentage point increase of high school students who pass the A-G curriculum with a “C” grade or better each year.	45%/ 29%	55%/37%	65%/45%	75%/55%	85%/ 65%
Benchmark 9:	Only 12.3% of San Fernando High School students enroll in at least one Advanced Placement course. This will increase by an average of 8 percentage points each year over the five year implementation period.	21%	29%	37%	45%	53%

Benchmark 10:	Only 30% of eligible students at San Fernando High School took the ACT or SAT by the 12th grade and made a minimum score. This will increase by an average of 5-6 percentage points each implementation year (Years 1-5) for eligible students.	42%	47%	52%	57%	62%
Benchmark 11:	High school students will complete college preparatory workshops by 10th grade by end of Year 2. The rate will increase by 5 percentage points each year through Year 5.	80%	85%	90%	95%	100%
Benchmark 12:	The current cohort graduation rate (2010-11) is 51%. This will increase by an average of 6-7 percentage points each of the five implementation years.	57%	63%	69%	76%	83%
Benchmark 13:	Only 23% of English language learners at San Fernando scored proficient on the CELDT test. This will increase by an average of 8 percentage points each implementation year (Years 1-5).	31%	39%	47%	55%	63%
Benchmark 14:	Of special education students at San Fernando, only 17% scored as proficient in Math and 13% in ELA. This will increase by an average of 7 percentage points each implementation year.	24%/20%	31%/27%	38%/ 34%	45%/41%	52%/48%

Benchmark 14:	Only 40% of LAPN high school students who graduate with a regular high school diploma obtain postsecondary degrees, vocational certificates, or other certifications/credentials without the need for remediation by the end of Year 1. This percentage will rise by an average of 5-7 percentage points each subsequent implementation year.	46%	52%	59%	65%	72%

School Profile

San Fernando Digital Arts Academy (SF Academy) will be a network partner school located on the campus of San Fernando High School. LAUSD's Public School Choice (PSC) initiative transforms the persistently lowest-achieving schools in the district, and San Fernando High School will be included in the 2012-13 round of PSC. The new SF Academy will open in the fall of 2013, with an incoming 9th grade class of 125 students. The Academy will add an additional class of 125 students each year, so that by LAPN Implementation Year 4 it will be at full capacity, serving 500 students. San Fernando Digital Arts Academy will use the career academy model and Linked Learning curriculum with a digital arts theme. The need information in this profile is based on San Fernando High School (SFHS).

San Fernando High School's truancy rate of 53% is significantly higher than the truancy rates for the district (46%), county (36%), and state (30%). LAPN's ETO Early Warning System will detect and report truancy so that LAPN staff can intervene to provide resources to help students improve their school attendance. San Fernando High School's four year graduation rate of 51% is lower than the district rate of 61%, and significantly lower than the county (71%) and state (76%) graduation rates. Only 35% of SFHS students are enrolled in the full A-G course progression, and of those students, only 21% are passing with a C or better. By comparison, 74% of LAUSD students are enrolled in A-G and of those students, 25% are passing with a C or better. SFHS students are proficient in English Language Arts (ELA) at levels similar to their district, county, and state counterparts, but the proportion of SFHS students who are proficient in math is considerably lower, at 10.5%, compared to 23% of LAUSD students, 27% of Los Angeles County students, and 28% of students in the state. LAPN will focus implementation programs on academic support and interventions to raise achievement and improve

the graduation rate. 99% of SFHS students are socioeconomically disadvantaged and 89% qualify for free/reduced price lunch. LAPN will ensure students and their families receive supportive services in school and are connected to the full continuum of solutions to help address their basic needs.

School Transformation

San Fernando Digital Arts Academy is implementing the Transformation Model (one of four turnaround models) with the actions detailed below. The school will hire a new principal to lead the Academy's transformation and provide the leadership necessary to successfully execute major reforms.

Schools selected for transformation through Public School Choice can apply for autonomies in operations, and San Fernando Digital Arts Academy will request the following autonomies:

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

Internal Organization - SF Academy's organizational structure will be based on the career academy model and Linked Learning. The school will utilize the digital arts theme and link academically rigorous college preparatory curriculum with a career technical education and establish partnerships with employers, community stakeholders, and higher education institutions (e.g. dual enrollment with local community colleges). The digital arts theme will permeate the curriculum and

be evidenced through project-based learning that connects to and integrates academic subjects. Cohorts of students will take the same classes together to link academic classes like English, math, history/social studies and science to the technical core classes in digital arts.

Budget control - YPI will have budget control over SF Academy to ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies, and overseeing that school resources are managed effectively.

Teacher assignments - SF Academy will have autonomy to address the section of the collective bargaining agreement that deals with an elect to work agreement, thin contract and staffing. These waivers will allow innovation and success in delivering relevant and effective curriculum, instruction, and professional development strategies that contribute to the academic success of students. Teacher Assignments include High Qualified Teachers in core subjects. Teachers will have an appropriate credential in their subject matter based on No Child Left Behind (NCLB) requirements for highly qualified teachers.

Curriculum - YPI will use the network partner model curriculum and instructional autonomy to provide core academic curriculum that is evidence-based, culturally relevant, meet the diverse learning needs of the student population and address the California state standards. SF Academy will utilize a Linked Learning approach that combines A-G college preparation coursework with career/technical education so that students are both college- and career-ready when they graduate from high school. Details on Linked Learning are in the Professional Development and Instruction section below. The SF Academy instructional team will be given flexibility, but also provided with clear expectations, in how they plan and deliver instruction. Moreover, the school will effectively utilize technological tools (like iObservation and Google Drive) as a means of providing timely and critical feedback to teachers around instructional practices and developing their professional practices. Emphasis of the development of multiple instructional strategies to improve student outcomes, especially in their effort to improve outcomes for English Language Learners.

Scheduling - The network partner model autonomy will be used to create a school calendar and schedule that are organized to maximize student learning and staff common planning time and allow for

flexible periods that include long blocks of instructional time to meet student learning needs. This time will also support integrated curriculum and work-based learning opportunities. SF Academy will also develop extended learning time by offering before- and afterschool academic assistance.

Professional Development - SF Academy will use the network partner model PD autonomy to provide an effective professional development program that incorporates teacher-driven and teacher-supported components. Professional development will engage the principal and teachers in ongoing collaborative reflective practice, analysis of current relevant real-time student performance data, and thoughtful discussion about best practices in instruction. Student assessment results will be used to drive PD (e.g.standardized test scores will be used to identify weaknesses and PD time and resources will be used
to address them).

San Fernando Digital Arts Academy's Transformation Model will also include comprehensive professional development for teachers and administrators. See details in the Professional Development section below. SF Academy will have a data-driven school culture: students and parents know test scores and what they need to do to move to next level, teachers track classroom-level data, and administrators track school-level data. Data collection includes student and parent participation info in community-based activities, which are linked to student academic achievement. LAPN's ETO Early Warning System will be a major contributor to implementing the data-driven school culture. See additional details in the Data-Driven Excellence section below. SF Academy will enhance family and community engagement through the Full Service Community School model detailed below. SF Academy will be provided with ongoing technical assistance through the LAPN staff placed at the school site, detailed in each section below.

Professional Development & Instruction

San Fernando Digital Arts Academy's autonomy in professional development enables the school to implement multiple strategies to supplement LAUSD's new teacher evaluation and professional development that will begin implementation in the 2012-13 academic year. LAUSD's PD will focus on proper implementation of the new CA Common Core Standards, using the new LAUSD Teaching & Learning Framework and the Educator Growth & Development Program, and on effective strategies and practices associated with supporting English Language Learners (ELLs) to master English and fully access the core curriculum. The LAPN Academic Coach will fully support all PD, but will emphasize the support for

ELLs to help meet the goals in Benchmark 13 for SF Academy. See Other Appendix for the full LAUSD Teacher Evaluation & Professional Development Plan details.

San Fernando Digital Arts Academy's instruction will be based on Linked Learning, which combines academically rigorous college preparatory curriculum with a career technical education, and establishes partnerships with employers, community stakeholders, and higher education institutions. These real world connections make learning relevant to students, while also exposing them to different career options. There are several ways that Linked Learning will raise student achievement and increase the graduation rate at SF Academy. The career technical aspects that will be added to A-G coursework will make classes relevant and engaging for students; the increased interest in coursework will encourage students to complete all A-G courses. Linked Learning classes will build upon previous learning through the common digital arts theme, so that students will be better prepared to excel at more advanced levels (thus passing A-G with a "C or better"). See Appendix p. XX for details on Linked Learning. SF Academy's professional development activities that are detailed below will support teachers in implementing Linked Learning with fidelity.

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

Teachers will participate in a two-week summer institute, followed by five full days of in-service professional development days during the school year. The school’s schedule will provide at least weekly collaboration time to analyze student work and data, assessment design, instructional planning, curricular integration, program coordination, and individualized attention to student needs. This weekly collaboration will be led by the LAPN Academic Coach. Teachers will also be

provided a common planning period to meet regularly to: plan the program activities and curriculum; coordinate with business representatives; meet with parents; and, discuss student progress. Teams including the Academic Coach and both academic and technical teachers will collaborate to plan and implement integrated project-based units throughout the year.

SF Academy's schedule includes regular planning and professional development time to allow teachers to improve their practice. In support of teachers, administration will incorporates coaching support, materials and instructional strategies detailed in Classroom Instruction that Works, by Marzano, Pickering, and Pollock. In addition to using the Marzano's observation and self-assessments instruments, SF Academy teachers will use:

• iObservation—An online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development.

• iGrow—An online system where teachers can engage in self-assessment and direct their own professional development based on Charlotte Danielson's Framework for Teaching.

SF Academy will use a traditional backwards design process that guides teachers through the following process:

• internalization and prioritization of the State Content Standards

• differentiated assessment methods aligned to prioritized standards and identified learning targets

• innovative, research-based instructional strategies clearly articulating student learning objectives

This process of aligning standards and assessments to real-world learning applications will result in meaningful, rigorous, and assessable projects.

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

The LAPN Promise Corps Academic Coach will work full time at SF Academy to support teaching and the professional development activities discussed above. The Academic Coach will be a credentialed teacher, and work with teachers and administrators to implement the school level PD plan. The plan will also include leadership development for the principal and teachers, including professional development for teachers without the principal present to facilitate open discussion. LAPN will also provide external professional development opportunities to supplement the school-based PD. YPI is a member of the Center for Nonprofit Management, through which staff members can access a variety of half- and full-day trainings, including Making Meetings Work, Supervising for Success, or Coaching is Hot.

Data-Driven Excellence

SF Academy will be fully integrated into the LAPN Efforts to Outcomes (ETO) longitudinal database to ensure programs and services are effective and to continually improve those that are lacking. ETO's Early Warning System will provide SF Academy staff with regular reports that track academic and developmental indicators and flag students who drop below proscribed achievement levels for intervention. ETO will track grades, assessment scores, attendance and tardiness, and participation in LAPN programs, among other indicators. ETO's Early Warning System will help address the high rates of truancy by identifying truant students early on so that LAPN and other school staff can implement interventions before students fall too far behind academically or become at-risk for dropping out.

All LAPN schools will use student achievement data to drive improvements in teaching, motivate students, and monitor individual-, classroom-, grade-, and school-level achievement. Students will know and understand their CST scores and quarterly benchmark assessments, and they will work with their teachers to set and achieve goals. Data will be provided to teachers and parents (not just principals and administrators). Classroom-level data and specific classroom academic goals will be posted on the wall of each classroom, so that students and parents can understand progression each year. Individual student data generated quarterly is shared with parents through School Report Cards, which will include expanded information such as school wide academic benchmarks and results collected through the ETO system to build transparency and support of the teacher, staff, parents, students, and residents.

Supportive Services

All LAPN students will be assessed by LAPN staff (primarily Case Managers with assistance from school-based staff) and provided with a Comprehensive Service Plan (CSP) that will be updated annually. CSPs will connect all students to the

full continuum of cradle-through-college/career solutions offered at their school and in the Neighborhood. The LAPN continuum of solutions will be reflected on Service Menus that detail available programs and services, including locations, hours, and eligibility information. Service Menus will be distributed at schools through the Full Service Community School programs, at LAPN Community Centers, and on the LAPN website. Academic assessments and other indicators (e.g. attendance) will be analyzed in ETO to provide students with specific recommendations for programs that will meet their needs.

LAPN will utilize ETO and work with a Student Support Team at SF Academy to define high risk students in need of full case management services beyond the CSP. The Team will include the LAPN Full Service Community School (FSCS) Coordinator, FSCS Family Advocate, and other members that may include a School Social Worker; a Grade Level Coordinator; a School Counselor; a Behavior Facilitator; and a Teacher. Based on a recommendation from a teacher, school staff, or parent, the Team will examine and recommend students for Case Management. Case Management staff, including partners, will work to complete a Case Management Plan for each youth recommended for full case management services. This Plan will identify barriers to self-sufficiency, academic achievement and family stability including: food, shelter, transportation, safety, health care, employment, needs of youth and family members (substance abuse, mental health, domestic violence), student academic need, parental concerns (child abuse, parenting, and access to childcare and after school programs), and financial need.

LAPN staff at the San Fernando Digital Arts Academy will also reach out to families in need to connect them to the full continuum of LAPN solutions.

Feeder School Development

SF Academy is in an LAUSD Zone of Choice, offering students multiple pathways to choose from, including the Cesar Chavez Learning Academies, Sylmar Biotech Health Academy, and Vaughn Next Century Learning Center. The opening of the San Fernando Digital Arts Academy will be a unique addition to the Zone of Choice, which already offers themed career academies in biotech health, the sciences, teaching, and arts/theater/entertainment. SF Digital Arts Academy will also create a natural themed feeder pattern from the San Fernando Institute for Applied Media.

LAPN and school staff at SF Academy will work closely with other LAPN schools to promote the feeder pattern. SF Academy 's LAPN Full Service Community School (FSCS) staff at will work closely with LAPN FSCS staff at Maclay Middle and SFiAM to invite and orient incoming 9th grade students to SF Academy and their options in the Zone of Choice. See Appendix F for additional details on developing the LAPN feeder pattern.

Full Service Community School Program

SF Academy will have a full-time Full Service Community School (FSCS) Coordinator and a part time Family Advocate. FSCS staff will work closely with the other LAPN staff at SF Academy, including the Afterschool Coordinator, the Wellness Coordinator, and Promise Corps staff to seamlessly integrate SF Academy's programs. These LAPN staff will collaborate on academic support services (details below in Promise Corps section), Eat, Play, Live programs, Educational and Cultural Field Trips, Violence and Gang Prevention programs, 21st Century Technology programs, Arts and Humanities Enrichment programs, Leadership & Civic Engagement programs, and dropout recovery services. Details on all of these programs are the solutions in Appendix F. LAPN partner Phoenix House will provide SF Academy students with substance abuse prevention workshops and its outpatient treatment program as needed. Northeast Valley Health Corporation will provide SF Academy students who are pregnant or parenting with the Comprehensive Prenatal Services Program. NASA's Jet Propulsion Laboratory will teach its "Imagine Mars" program.

The LAPN FSCS program at SF Academy will assist with building the school's parent engagement by providing parenting classes, parent education workshop series, financial literacy nights with Citi Community Development (includes opening a matched savings account), computer literacy classes, College Information Nights, Financial Aid Nights, and through school volunteer opportunities.

Promise Corps: Academic Coach and Tutors

SF Academy will have a Promise Corps of one full time Academic Coach and four part time Tutors. In addition to the duties of the Academic Coach detailed in the Professional Development section, the Coach will also supervise and train the Tutors at the school site, and work with teachers and Tutors to align academic support with instruction. The Academic Coach will also facilitate two annual Parent Academic Information Sessions that will involve parents in their children's education (see Appendix F for details on the Promise Corps).

Tutors are college students (or graduates) with at least two years of postsecondary education who have completed YPI's Tutor Training Program. This training provides a school-specific orientation and monthly training on academic concepts, classroom management, CPR, building relationships with key stakeholders, communication strategies, and other topics as needed.

Promise Corps Tutors provide support services during school hours on the schedule and intensity level established with teachers and the Academic Coach. Promise Corps staff will work with teachers to pull students out of class for tutoring based on academic need, particularly in math to address SF Academy's low percent of student in proficiency in this subject. Tutoring will focus on the lowest performing students or students on the "hot list" (scoring Far Below Basic or Below Basic but close to moving up to the next level of proficiency). Each Tutor will be assigned 20 students per semester who will receive a minimum of 30 hours of academic tutoring. 160 SF Academy students will receive tutoring each year.

Afterschool Program

SF Academy's Afterschool Program will have a full time Coordinator who facilitates programs from when school ends until 6:00 P.M. Monday through Friday. The Coordinator provides students with academic assistance, enrichment activities, and athletics. The Afterschool Coordinator works closely with the Full Service Community School Coordinator, the Wellness Coordinator, and the Promise Corps Academic Coach and Tutors to integrate SF Academy's school-based services in a seamless continuum for students. See additional details on the Afterschool program in Appendix F.

Eat, Play, Live: Nutrition & Exercise

SF Academy will have a part time Wellness Coordinator, who will collaborate with FSCS staff to coordinate the health and nutrition activities for both students and parents, including health education and physical fitness activities like Zumba classes. The Wellness Coordinator will offer the SPARK curriculum, but since high school students are only required to take P.E. for their first two years, the Wellness Coordinator will offer afterschool and weekend physical fitness activities designed to appeal to high school students such as Boot Camps, yoga, or hip hop dance classes.

The Boys and Girls Club of the San Fernando Valley (BGCSFV) offers a Sports, Fitness & Recreation program that includes the "Triple Play" and "Just Like You, Global Playground" programs and a daily Sports program (i.e. soccer, hockey, basketball, football, kickball, softball, handball, international games, physical fitness, and self-defense). These

programs draw young people into the Club; teach them good use of leisure time, how to have fun, and make good friends while developing social skills in team settings. BGCSFV also offers Health & Life Skills classes, including "Be Fit...Be Active", "SMART Girls", "Motivating the Teen Spirit"/ MTS and "Young Chefs in Action." These programs aid in developing good health and physical fitness through physical activity and health/nutrition awareness. MTS is a revolutionary, interactive program that focuses on emotional healthiness by empowering young people to take responsibility for their lives, respect themselves, and live with integrity. See Appendix F for additional details on the Eat, Play, Live program at SF Academy.

College Preparation

LAPN will utilize the GEAR UP model of college awareness and preparation to provide tracking and supportive services to ensure students graduate from SF Academy and attend a college or university. Services provided for high school students include field trips to area colleges beginning in the 9th grade, and Career Days that bring mentors to the school to work with high school students to help them develop long-term plans for college and careers. LAPN will also have volunteer and staff College Ambassadors to help students devise a long-term plan for post-secondary and career success. This plan will be completed in the 9th grade by each student, and updated each year. Based on YPI's funded Funds for the Improvement of Postsecondary Education (FIPSE) college preparation and GEAR UP programs, College Ambassadors will work with high school families to develop long-term awareness of the paths and challenges related to postsecondary education with career paths for LAPN families. LAPN will also develop and staff a College Center at SF Academy for students to learn about the importance of college, read catalogues, and receive college prep and financial aid information. College Ambassadors will provide individual counseling and one-on-one assistance in filling out (and following up on) college and financial aid applications for college, including assistance with FAFSA applications and scholarship searches in high school.

LAPN will provide the Employing Scholastic college curriculum for SF Academy students. All students will receive activity workbooks to explore the following: (a) explore their interests, talents, and abilities, and identify potential careers that would match those attributes; (b) set future academic and career goals; (c) determine the steps necessary to meet their goals; (d) focus on preparing for a specific college major of their choice; (e) learn a variety of ways to finance the education necessary to achieve their goal; and (f) how to apply, select, enroll and ultimately transition onto college.

Career Preparation

SF Academy students will utilize Career Preparation services provided through the Linked Learning curriculum, as well as in satellite sites to the main Youth WorkSource Center operated by YPI in Pacoima in the LAPN. LAPN's Youth WorkSource Center will provide soft skills training, interviewing, resume building, job search strategies, Job Fair Referrals, Paid and Unpaid Internships, Job Shadowing and Volunteer Opportunities. Through Linked Learning, SF Academy students will participate in internships with local graphic designers, web developers, or other digital arts professionals in Los Angeles. LAPN partner Heroes of Life will supplement instruction by bringing their fully equipped Mobile Classroom to SF Academy to provide instruction in multimedia production, music, and arts. Heroes of Life also teaches students basic job skills including how to create a resume, interviewing etiquette, general computer literacy, and office management skills.

Eligible low income students (age 14 and up) will be enrolled in the City of Los Angeles Summer Youth Employment Program (SYEP) and placed for paid work experience at YPI and partner sites in the Neighborhood each summer. Youth work approximately 6 weeks for an average of 120 hours for which they will be paid the current minimum wage of $8 an hour. Students also complete 12 hours of financial literacy training and attend the Junior Achievement Finance Park culmination trip. Students who complete financial literacy also have the opportunity to enroll in YPI's matched savings accounts (with Citibank), through the Families Save Program.

Students will participate in Career Days sponsored by the school and the LAPN to receive more information regarding career tracks.

School: San Fernando Digital Arts Academy: LAPN Staff

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 AM	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15
7:30 AM	Prep for Week	Check E-mails: Read / Reply	Prior Night Workshop Clean Up	Prior Night Workshop Clean Up	Prior Night Workshop Clean Up
8:00 AM			Check E-mails: Read / Reply	Check E-mails: Read / Reply	Check E-mails: Read / Reply
8:30 AM	Check E-mails: Read / Reply	LAPN Coordinator Meeting			
9:00 AM			Professional Development	Drop Out Recovery Meetings / Professional Development	Meet with Principal about programs and outcomes
9:30 AM	Department Training and/or Collaborative Meetings	Parent Phone Calls			
10:00 AM		Prep for Workshop	Prep for Workshop		Education & Cultural Field Trips
10:30 AM	Multidisciplinary Team Meetings	Parent Workshop: Parents Wellness Workshop (Eat, Play & Live)	Parent Workshop: Computer Literacy	Case Management Meeting: High Risk Students	
11:00 AM					
11:30 AM	Parent Phone Calls	Workshop Clean Up	Workshop Clean Up		
12:00 PM	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	Lunch Supervision / Lunch	
12:30 PM					
1:00 PM	ETO Attendance Tracking	Administrative Functions	Parent Phone Calls	Parent Phone Calls	
1:30 PM					
2:00 PM		Student Workshop: College & Career Club	College Corners: Flyers and Banners	Student Workshop: College & Career Club	Student Workshop: Violence and Gang Prevention
2:30 PM					
3:00 PM	Afterschool Program: Eat, Play Live Program	Afterschool Program: Leadership & Civic Engagement Workshop	Afterschool Program:Enrichment Program	Afterschool Program: 21st Century Technology Program	Afterschool Program
3:30 PM					
4:00 PM					
4:30 PM					
5:00 PM					
5:30 PM					
6:00 PM	Parent Engagement Meetings	Prep for Workshop	Prep for Workshop	Prep for Workshop	Parent College Information Nights / Financial Aid Nights
6:30 PM		Parent Workshop: Financial Literacy	Parent Workshop: Parenting	Parent Workshop: College Access	
7:00 PM					

***Promise Corps will be on site throughout the week, during operation hours.**

Parent Workshop	Administrative	Meetings
Student Workshop	Outreach	Professional Development
After School Program/Club	Lunch/Supervision	Parent/Family Events

School: Sylmar Biotech Health Academy

This is a transformed small school opening in 2012 whose students would otherwise attend Sylmar High School (SHS). SHS needs information is shown below.

Total Number of Students	9th Graders	10th Graders	11th Graders	12th Graders
500	125	125	125	125

	Sylmar HS	LAUSD	LA County	CA
% Latino	95	74	64	52
% African American	2	10	9	7
% Native American	0.5	0.5	0.5	1
% Asian	0.5	7	10	12
% White, non-Hispanic	2	9	15	26
% English Language Learners (ELLs)	25	32	10	17
% Limited English Proficient (LEP)	17	33	33	31
% SES Socioeconomically Disadvantaged	78	81	66	58
% Free/Reduced Lunch	75	76	65	57
% of Students with Disabilities	11	12	11	11
% Special Education Students	12	11	10	9
Transiency Rate	26.7	20.75		
# Migrant Students	0	1712	6762	73785
Attendance Rate	92.5	94.5		
Truancy Rate	54	46	36	30
% Students who feel safe at school	78	N/A	N/A	N/A

Graduation Rate (4yr)	58	61	71	76
% Students enrolled in A-G curricula	44.2	74	51	40
% Students enrolled in A-G curricular with "C or better"	17.8	25		
% of students who pass the CAHSEE	87.4	23	25	27
% Students enrolled in at least one (1) Advanced Placement (AP) Course	12.7	13	15	16
Physical Fitness- % meeting all 6 criteria	31.3	23.3	28	31
% at or above Proficiency (ELA)	32.2	21.4	26	27
% at or above Proficiency (Math)	6.7	23	27	28
Academic Performance Index (API)	670	729	800	778
API Increase + or Decrease in past academic year - (by how many points)	35 +			
Program Improvement Status Year	Year 5	N/A	N/A	N/A
Student:Teacher Ratio	24	20	22	23
Student: Counselor Ratio	246	N/A	N/A	N/A

Indicators		**Sylmar Biotech Health Academy's Annual Goals for Improvement**				
Goal:	School age (grades 9-12) students in the LAPN zone are academically prepared for timely grade level advancement, high school graduation, and college entry.	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Benchmark 1:	Only 6.7% of students are at grade level (proficient/advanced) in Math (2011-12). Students will experience an average 10 percentage point increase per year of students meeting grade level Math standards according to	17%	27%	37%	47%	57%

	annual California Standards Test results.					
Benchmark 2:	Only 32.2% of students are at grade level in English Language Arts (ELA) (2011-12). Students will experience an average of 6 percentage point increase per year of students meeting grade level ELA according to annual California Standards Test results.	38%	44%	50%	56%	62%
Benchmark 3:	The current Academic Performance Index (API) Score Base Score is 670. The goal for all public schools in California is 800.	682	719	747	779	804
Benchmark 4:	The Average Daily Attendance (ADA) rate is 92.5%, and the truancy rate is 54% in the most recent academic year 2011-12). The Attendance rate will increase by an average of one percentage point in Years 1-3, and by an average of .7 percentage point in Years 4-5. The truancy rate will decline by an average of 8 percentage points each of Years 1-5.	93.5%/46%	94.5%/38%	95.5%/31%	96.2%/ 24%	96.9%/16%

Benchmark 5:	The percentage of students at the school meeting all 6 criteria for physical fitness according to the California Department of Education Fitnessgram assessment administered yearly is 31.3% in 2011-12. Students will benefit from physical education services provided as part of the LAPN and reflect an average of six percentage points or higher improvement each implementation year.	38%	44%	50%	56%	62%
Benchmark 6:	78% of students at the school feel safe there according to school level surveys. Through the implementation of LAPN services as described below, this percentage will rise an average of 4 percentage points in each of Years 1-3 and an average of 3 percentage points in each of Years 4-5.	82%	86%	90%	93%	96%
Benchmark 7:	The current passage rate on the California High School Exit Examination (CAHSEE) needed for high school graduation is 87.4% at Sylmar High School. This rate will improve by an average of 1-2 percentage points each implementation year.	89%	90%	92%	94%	96%

Benchmark 8:	Only 44.2% of current students at Sylmar High School who graduate enrolled in the A-G curriculum, and only 17.8% completed it with grade of C or better. Sylmar Bio Tech/ Health Academy students will demonstrate on average a 10 percentage point increase each year (Years 1-5) of high school students enrolled in A-G curriculum courses at target high schools, and an average of 8-10 percentage point increase of high school students who pass the A-G curriculum with a “C” grade or better each year.	52%/ 27%	60%/37%	68%/47%	78%/57%	88%/ 67%
Benchmark 9:	Only 12.7% of Sylmar High School students enroll in at least one Advanced Placement course. This will increase by an average of 8 percentage points each year over the five year implementation period.	20%	28%	36%	44%	52%
Benchmark 10:	Only 37% of eligible students at Sylmar High School took the ACT or SAT by the 12th grade and made a minimum score. This will increase by an average of 5 percentage points each implementation year (Years 1-5) for eligible students.	42%	47%	52%	57%	62%

Benchmark 11:	High school students will complete college preparatory workshops by 10th grade by end of Year 2. The rate will increase by 5 percentage points each year through Year 5.	80%	85%	90%	95%	100%
Benchmark 12:	The current passage rate on the California High School Exit Examination (CAHSEE) needed for high school graduation is 87.4% at Sylmar High School. This rate will improve by an average of 1-2 percentage points each implementation year.	89%	90%	92%	94%	96%
Benchmark 13:	The current cohort graduation rate (2010-11) is 58%. This will increase by an average of 6 percentage points each of the five implementation years.	64%	70%	76%	82%	88%
Benchmark 14:	Only 23% of English language learners at Sylmar scored proficient on the CELDT test. This will increase by an average of 8 percentage points each implementation year (Years 1-5).	31%	39%	47%	55%	63%
Benchmark 15:	Of special education students at Sylmar, only 16% scored as proficient in Math and 14% in ELA. This will increase by an average of 7 percentage points each implementation year.	23%/21%	30%/28%	37%/ 35%	44%/42%	51%/49%

Benchmark 16:	Only 40% of LAPN high school students who graduate with a regular high school diploma obtain postsecondary degrees, vocational certificates, or other certifications/credentials without the need for remediation by the end of Year 1. This percentage will rise by an average of 5-7 percentage points each subsequent implementation year at Sylmar Bio Tech/Health Academy.	46%	52%	59%	65%	72%

School Profile

Sylmar Biotech Health Academy (Sylmar Academy) is a network partner school operated by YPI through LAUSD's Public School Choice process that transforms the persistently lowest achieving schools in the district. Sylmar Biotech Health Academy will open in fall 2012 on the campus of Sylmar High School as a Career Academy focused on healthcare careers. Information on students' needs is based on Sylmar High School demographics and achievement data, as most of the students enrolled in the new Academy would have otherwise attended Sylmar High School.

Sylmar High School's truancy rate of 54% is significantly higher than the truancy rates for the district (46%), county (36%), and state (30%). LAPN's ETO Early Warning System will detect and report truancy so that LAPN staff can intervene to provide resources to help students improve their school attendance. Sylmar High School's four year graduation rate of 58% is lower than the district rate of 61%, and significantly lower than the county (71%) and state (76%) graduation rates. Only 44.2% of Sylmar HS students are enrolled in the full A-G course progression, and of those students, only 17.8% are passing with a C or better. By comparison, 74% of LAUSD students are enrolled in A-G and of those students, 25% are passing with a C or better. Sylmar HS students are proficient in English Language Arts (ELA) at levels similar to their district, county, and state counterparts, but the proportion of Sylmar HS students who are proficient in math is considerably lower, at 6.7%, compared to 23% of LAUSD students, 27% of LA County students, and 28% of students in

the state. LAPN will focus implementation programs on academic support and interventions to raise achievement and improve the graduation rate.

School Transformation

Sylmar Biotech Health Academy is implementing the Transformation Model (one of four turnaround models) with the actions detailed below. A new principal was hired in July 2012 to lead the Academy's transformation and provide the leadership necessary to successfully execute major reforms.

Schools selected for transformation through Public School Choice can apply for autonomies in operations, and Sylmar Academy is now working with LAUSD to implement the following autonomies:

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

Internal Organization - Sylmar Academy's organizational structure will be based on the career academy model and Linked Learning. The school will utilize the biotech health theme and link academically rigorous college preparatory curriculum with a career technical education and establish partnerships with employers, community stakeholders, and higher education institutions (e.g. dual enrollment with local community colleges). The biotech health theme will permeate the curriculum and be evidenced through project-based learning that connects to and integrates academic subjects.

Cohorts of students will take the same classes together to link academic classes like English, math, history/social studies and science to the technical core classes in health-medical disciplines.

Budget control - YPI will have budget control over Sylmar Academy to ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies, and overseeing that school resources are managed effectively.

Teacher assignments - Sylmar Academy will have autonomy to address the section of the collective bargaining agreement that deals with an elect to work agreement, thin contract and staffing. These waivers will allow innovation and success in delivering relevant and effective curriculum, instruction, and professional development strategies that contribute to the academic success of students. Teacher Assignments include High Qualified Teachers in core subjects. Teachers will have an appropriate credential in their subject matter based on NCLB requirements for highly qualified teachers.

Curriculum - YPI will use the network partner model curriculum and instructional autonomy to provide core academic curriculum that is evidence-based, culturally relevant, meet the diverse learning needs of the student population and address the California state standards. Sylmar Academy will utilize a Linked Learning approach that combines A-G college preparation coursework with career/technical education so that students are both college- and career-ready when they graduate from high school. Details on Linked Learning are in the Professional Development and Instruction section below. The Sylmar Academy instructional team will be given flexibility, but also provided with clear expectations, in how they plan and deliver instruction. Moreover, the school will effectively utilizes technological tools (like iObservation and Google Drive) as a means of providing timely and critical feedback to teachers around instructional practices and developing their professional practices. Emphasis of the development of multiple instructional strategies to improve student outcomes, especially in their effort to improve outcomes for English Language Learners.

Scheduling - The network partner model autonomy will be used to create a school calendar and schedule that are organized to maximize student learning and staff common planning time and allow for

flexible periods that include long blocks of instructional time to meet student learning needs. This time will also support integrated curriculum and work-based learning opportunities. Sylmar Academy will also develop extended learning time by offering before- and after-school academic assistance.

Professional Development - Sylmar Academy will use the network partner model PD autonomy to provide an effective professional development program that incorporates teacher-driven and teacher-supported components. Professional development will engage the principal and teachers in ongoing collaborative reflective practice, analysis of current relevant real-time student performance data, and thoughtful discussion about best practices in instruction. Student assessment results will be used to drive PD (e.g. standardized test scores will be used to identify weaknesses and PD time and resources will be used to address them).

Sylmar Biotech Health Academy's Transformation Model will also include comprehensive professional development for teachers and administrators. See details in the Professional Development section below. Sylmar Academy will have a data-driven school culture: students and parents know test scores and what they need to do to move to next level, teachers track classroom-level data, and administrators track school-level data. Data collection includes student and parent participation info in community-based activities, which are linked to student academic achievement. LAPN's ETO Early Warning System will be a major contributor to implementing the data-driven school culture. See additional details in the Data-Driven Excellence section below. Sylmar Academy will enhance family and community engagement through the Full Service Community School model detailed below. Sylmar Academy will be provided with ongoing technical assistance through the LAPN staff placed at the school site, detailed in each section below.

Data-Driven Excellence

Sylmar Academy will be fully integrated into the LAPN Efforts to Outcomes (ETO) longitudinal database to ensure programs and services are effective and to continually improve those that are lacking. ETO's Early Warning System will provide Sylmar Academy staff with regular reports that track academic and developmental indicators and flag students who drop below proscribed achievement levels for intervention. ETO will track grades, assessment scores, attendance and tardiness, and participation in LAPN programs, among other indicators. ETO's Early Warning System will help address Sylmar's high rates of truancy by identifying truant students early on so that LAPN and other school staff can implement interventions before students fall too far behind academically or become at-risk for dropping out.

All LAPN schools will use student achievement data to drive improvements in teaching, motivate students, and monitor individual-, classroom-, grade-, and school-level achievement. Students will know and understand their CST scores and quarterly benchmark assessments, and they will work with their teachers to set and achieve goals. Data will be provided to teachers and parents (not just principals and administrators). Classroom-level data and specific classroom academic goals will be posted on the wall of each classroom, so that students and parents can understand progression each year. Individual student data generated quarterly is shared with parents through School Report Cards, which will include expanded information such as school wide academic benchmarks and results collected through the ETO system to build transparency and support of the teacher, staff, parents, students, and residents.

Supportive Services

All LAPN students will be assessed by LAPN staff (primarily Case Managers with assistance from school-based staff) and provided with a Comprehensive Service Plan (CSP) that will be updated annually. CSPs will connect all students to the full continuum of cradle-through-college/career solutions offered at their school and in the Neighborhood. The LAPN continuum of solutions will be reflected on Service Menus that detail available programs and services, including locations, hours, and eligibility information. Service Menus will be distributed at schools through the Full Service Community School programs, at LAPN Community Centers, and on the LAPN website. Academic assessments and other indicators (e.g. attendance) will be analyzed in ETO to provide students with specific recommendations for programs that will meet their needs.

LAPN will utilize ETO and work with a Student Support Team at Sylmar Academy to define high risk students in need of full case management services beyond the CSP. The Team will include the LAPN Full Service Community School Coordinator, FSCS Family Advocate, and other members that may include a School Social Worker; a Grade Level Coordinator; a School Counselor; a Behavior Facilitator; and a Teacher. Based on a recommendation from a teacher, school staff, or parent, the Team will examine and recommend students for Case Management. Case Management staff, including partners, will work to complete a Case Management Plan for each youth recommended for full case management services. This Plan will identify barriers to self-sufficiency, academic achievement and family stability including: food, shelter, transportation, safety, health care, employment, needs of youth and family members (substance

abuse, mental health, domestic violence), student academic need, parental concerns (child abuse, parenting, and access to childcare and after school programs), and financial need.

LAPN staff at the Sylmar Biotech Health Academy will also reach out to families in need to connect them to the full continuum of LAPN solutions.

Feeder School Development

Sylmar Biotech Health Academy is in an LAUSD Zone of Choice, offering students multiple pathways to choose from, including a Cesar Chavez Learning Academies, San Fernando High School, and Vaughn Next Century Learning Center.

LAPN and school staff at Sylmar Academy will work closely with other LAPN schools to promote the feeder pattern. Sylmar Academy 's LAPN Full Service Community School (FSCS) staff at will work closely with LAPN FSCS staff at Maclay Middle and SFiAM to invite and orient incoming 9th grade students to Sylmar Academy and their options in the Zone of Choice. See Appendix F for additional details on developing the LAPN feeder pattern.

Full Service Community School Program

Sylmar Academy will have a full-time Full Service Community School (FSCS) Coordinator, a part time Family Advocate, and five AmeriCorps VISTAs. FSCS staff will work closely with the other LAPN staff at Sylmar Academy, including the Afterschool Coordinator, the Wellness Coordinator, and Promise Corps staff to seamlessly integrate Sylmar Academy's programs. These LAPN staff will collaborate on academic support services (details below in Promise Corps section), Eat, Play, Live programs, Educational and Cultural Field Trips, Violence and Gang Prevention programs, 21st Century Technology programs, Arts and Humanities Enrichment programs, Leadership & Civic Engagement programs, and dropout recovery services. Details on all of these programs are the solutions in Appendix F. LAPN partner Phoenix House will provide Sylmar Academy students with substance abuse prevention workshops and its outpatient treatment program as needed. Northeast Valley Health Corporation will provide Sylmar students who are pregnant or parenting with the Comprehensive Perinatal Services Program. NASA's Jet Propulsion Laboratory will teach its "Imagine Mars" program.

The LAPN FSCS program at Sylmar Academy will assist with building the school's parent engagement by providing parenting classes, parent education workshop series, financial literacy nights with Citi Community Development (includes

opening a matched savings account), computer literacy classes, College Information Nights, Financial Aid Nights, and through school volunteer opportunities.

Promise Corps: Academic Coach and Tutors

Sylmar Academy will have a Promise Corps of one full time Academic Coach and four part time Tutors. In addition to the duties of the Academic Coach detailed in the Professional Development section, the Coach will also supervise and train the Tutors at the school site, and work with teachers and Tutors to align academic support with instruction. The Academic Coach will also facilitate two annual Parent Academic Information Sessions that will involve parents in their children's education (see Appendix F for details on the Promise Corps).

Tutors are college students (or graduates) with at least two years of postsecondary education who have completed YPI's Tutor Training Program. This training provides a school-specific orientation and monthly training on academic concepts, classroom management, CPR, building relationships with key stakeholders, communication strategies, and other topics as needed.

Promise Corps Tutors provide support services during school hours on the schedule and intensity level established with teachers and the Academic Coach. Promise Corps staff will work with teachers to pull students out of class for tutoring based on academic need, particularly in math to address Sylmar Academy's low percent of student in proficiency in this subject. Tutoring will focus on the lowest performing students or students on the "hot list" (scoring Far Below Basic or Below Basic but close to moving up to the next level of proficiency). Each Tutor will be assigned 20 students per semester who will receive a minimum of 30 hours of academic tutoring. 160 Sylmar Academy students will receive tutoring each year.

Afterschool Program

Sylmar Academy's Afterschool Program has a full time Coordinator who facilitates programs from when school ends until 6:00 P.M. Monday through Friday. The Coordinator provides students with academic assistance, enrichment activities, and athletics. The Afterschool Coordinator works closely with the Full Service Community School Coordinator, the Wellness Coordinator, and the Promise Corps Academic Coach and Tutors to integrate Sylmar Academy's school-based services in a seamless continuum for students. See additional details on the Afterschool program in Appendix F.

Eat, Play, Live: Nutrition & Exercise

Sylmar Academy will have a part time Wellness Coordinator, who will collaborate with FSCS staff to coordinate the health and nutrition activities for both students and parents, including health education and physical fitness activities like Zumba classes. The Boys and Girls Club of the San Fernando Valley (BGCSFV) offers a Sports, Fitness & Recreation program that includes the "Triple Play" and "Just Like You, Global Playground" programs and a daily Sports program (i.e. soccer, hockey, basketball, football, kickball, softball, handball, international games, physical fitness, and self-defense). These programs draw young people into the Club; teach them good use of leisure time, how to have fun, and make good friends while developing social skills in team settings. BGCSFV also offers Health & Life Skills classes, including "Be Fit...Be Active", "SMART Girls", "Motivating the Teen Spirit"/ MTS and "Young Chefs in Action." These programs aid in developing good health and physical fitness through physical activity and health/nutrition awareness. MTS is a revolutionary, interactive program that focuses on emotional healthiness by empowering young people to take responsibility for their lives, respect themselves, and live with integrity. See Appendix F for additional details on the Eat, Play, Live program at Sylmar Academy.

College Preparation

LAPN will utilize the GEAR UP model of college awareness and preparation to provide tracking and supportive services to ensure students graduate from Sylmar Academy and attend a college or university. Services provided for high school students include field trips to area colleges beginning in the 9th grade, and Career Days that bring mentors to the school to work with high school students to help them develop long-term plans for college and careers. LAPN will also have volunteer and staff College Ambassadors to help students devise a long term plan for post-secondary and career success. This plan will be completed in the 9th grade by each student, and updated each year. Based on YPI's funded Funds for the Improvement of Postsecondary Education (FIPSE) college preparation and GEAR UP programs, College Ambassadors will work with high school families to develop long-term awareness of the paths and challenges related to postsecondary education with career paths for LAPN families. LAPN will also develop and staff a College Center at Sylmar Academy for students learn about the importance of college, read catalogues, and receive college prep and financial aid information. College Ambassadors will provide individual counseling and one-on-one assistance in filing out college and financial aid applications for college, including assistance with FAFSA applications and scholarship searches in high school.

LAPN will provide the Employing Scholastic college curriculum for Sylmar Academy students. All students will receive activity workbooks to explore the following: (a) explore their interests, talents, and abilities, and identify potential careers that would match those attributes; (b) set future academic and career goals; (c) determine the steps necessary to meet their goals; (d) focus on preparing for a specific college major of their choice; (e) learn a variety of ways to finance the education necessary to achieve their goal; and (f) how to apply, select, enroll and ultimately transition onto college. LAPN partner LA Mission College will also offer college prep courses to Sylmar's high school students.

Career Preparation

Sylmar Academy students will utilize Career Preparation services provided through the Linked Learning curriculum, as well as in satellite sites to the main Youth WorkSource Center operated by YPI in Pacoima in the LAPN. LAPN's Youth WorkSource Center will provide soft skills training, interviewing, resume building, job search strategies, Job Fair Referrals, Paid and Unpaid Internships, Job Shadowing and Volunteer Opportunities. Through Linked Learning, Sylmar Academy students will participate in internships with local doctors and other health professionals in Los Angeles. Sylmar Academy students will also be able to enroll in YPI's Certified Nursing Assistant (CNA) training and placement program.

Eligible low income students (age 14 and up) will be enrolled in the City of Los Angeles Summer Youth Employment Program (SYEP) and placed for paid work experience at YPI and partner sites in the Neighborhood each summer. Youth work approximately 6 weeks for an average of 120 hours for which they will be paid the current minimum wage of $8 an hour. Students also complete 12 hours of financial literacy training and attend the Junior Achievement Finance Park culmination trip. Students who complete financial literacy also have the opportunity to enroll in YPI's matched savings accounts (with Citibank), through the Families Save Program.

Students will participate in Career Days sponsored by the school and the LAPN to receive more information regarding career tracks.

School: Sylmar Biotech Health Academy: LAPN Staff

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 AM	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15	Arrive at Campus, 7:15
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8:30 AM	Check E-mails: Read / Reply	LAPN Coordinator Meeting			
9:00 AM			Promise Corps: Professional Development	Professional Development: Writing and Literacy	Meet with Principal about programs and outcomes
9:30 AM	Department Training and/or Collaborative Meetings	Parent Phone Calls			
10:00 AM		Prep for Workshop	Prep for Workshop		Education & Cultural Field Trips
10:30 AM	Multidisciplinary Team Meetings	Parent Workshop: Parents Wellness Workshop (Eat, Play & Live)	Parent Workshop: Parent Leadership Workshop	Case Management Meeting: High Risk Students	
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11:30 AM	Parent Phone Calls	Workshop Clean Up	Workshop Clean Up		
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1:00 PM	ETO Attendance Tracking	Administrative Functions	Parent Phone Calls	Parent Phone Calls	
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6:30 PM		Parent Workshop: Financial Literacy	Parent Workshop: Parenting	Parent Workshop: College Access	
7:00 PM					

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Parent Workshop	Administrative	Meetings
Student Workshop	Outreach	Professional Development
After School Program/Club	Lunch/Supervision	Parent/Family Events

Segment:	Early Childhood Services
Solution:	**Early Childhood & School Readiness**
Description:	LAPN will provide specific early childhood services preparing youth age 0-5 in the Neighborhood for entry to kindergarten with good health, appropriate screenings, and appropriate academic readiness.
Need (segmentation analysis):	• 73% (3,041) of children 0-5 usually visit community clinics, other than an emergency room, when they are sick or in need of advice about their health (California Health Interview Survey, SPA data, 2010; LAPN Community Survey, 2011). • 52% of three-year-olds in the LAPN demonstrate age-appropriate functioning across multiple domains in early learning (Desired Results Development Profile at Head Start programs, 09-10). • Only a third (35%) of kindergarten youth in the LAPN demonstrate age-appropriate functioning across multiple domains of learning (DRDP, 09-10; Los Angeles Education Partnership's Early Development Instrument (EDI), 2010; LAUSD, 09-10) • Less than half (48%) of children, from birth to kindergarten entry participant in center-based or formal home-based early learning settings of programs in LAPN (Los Angeles County Health Survey, 2010; LAPN Community Survey, 2011). • 80% of entering kindergartners have full immunizations, however these rates decrease at subsequent grade levels (LAUSD, 2011-2012). • LAPN Elementary school students reported 45.2% were never read to at all by parents or family members (LAPN Student Survey, 2012).
Evidence:	Numerous studies (including Barnett, Frede, Mosbasher, & Mohr, 1987; Reynolds,Temple, Robertson, & Mann, 2001) have demonstrated that early childhood education is a worthwhile societal investment. Critical components of effective support for children age 0 to 5 to support academic readiness and age appropriate development include the creation of a 'family-centered' approach supported by professionals (Bleecker & Sherwood, 2004; Lehman, Lambarth, Friesen, MacLeod, & White, 2006) as well as parent assessment and intervention services that include an assessment of family functioning (Mowder & Shamah, 2009). Programs that provide linkages among early childhood providers promote mutual understanding and offer holistic understanding of the needs of young children (Hepburn,Kaufmann, Perry, Allen, Brennan, & Green, 2007). FamilyRead, Parent Education & Support Programs, Kids Club, Calling All Kids, 4Rs Girls & Boys Mentoring Program are aligned with Harlem Children's Zone (HCZ) Promise Academy Charter Middle School Program that is rated high for its effectiveness. The Rating by the Coalition for Evidence-Based Policy, a nonprofit nonpartisan organization seeking to increase government effectiveness through rigorous evidence about what works, shows that the Promise Academy Charter Middle School Program in Harlem's Children Zone meets the "Near Top Tier" evidence standard, defined as: Interventions shown to meet all elements of the Top Tier standard (i.e., well-conducted randomized controlled trials … showing sizable, sustained effects) in a single site.
Partners:	YPI, Child Care Resource Center, El Nido Family Centers, First 5 LA, Friends of the Family, Hollygrove/EMQ Families First, Los Angeles Education Partnership, Los Angeles Universal Preschool (LAUP), Northeast Valley Health Corporation (NEVHC)

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	3880	4203	4526	4850	5173
Percent of Age Cohort within Neighborhood Served:	0.6	0.65	0.7	0.75	0.8

Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)			

IMPLEMENTATION DETAILS

Location of Program/Service:	NEVHC Pacoima Health Center, NEVHC Maclay Health Center, Promise Neighborhood Centers, El Nido FamilySource Center, Hollygrove

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. They will include academic development screenings through a pre-defined schedule protocol, health and dental services (Roadmaps for check-ups, immunizations, and health), and a Baby University hub at the six LAPN Promise Neighborhood Centers as well as satellite locations at schools, and at Head Start locations. Services will include pre-natal and newborn outreach at hospitals and medical clinics, and new parent workshops and classes. They will include parent-child playgroups. The Neighborhood will provide Early Childhood Family Advocates (Promotoras) to outreach to families using nontraditional methods to ensure access to services.

CCRC- Beyond the Book literacy; Ready, Set, Read; Story Exploring; Million Word Challenge. Beyond the Book equips both parents and child care providers with the tools and confidence to help children, ages zero to five, learn reading readiness skills. Beyond the Book includes three components: Book Collection and Distribution, Family Reading Activities, and Parents as Teachers. What a Difference a Book Makes: CCRC collects thousands of books in its “bookraising” drives to distribute to children and families in the community. Through activities, events, marketing and outreach, CCRC engages and educates the community on the importance of literacy for the children. The hallmark event of the Book Collection and Distribution component is Laps 4 Literacy, a day-long event that includes a kids’ fun run, 5K run/walk, family expo and book drive. CCRC also hosts an annual Winter Book & Toy Drive. Family Reading Activities: CCRC hosts family reading workshops and other activities to encourage families to read. The family reading workshops are held at CCRC’s two, on-site Book, Toy and Resource Libraries and at community libraries. CCRC is also a sponsor/participant of Los Angeles Million Word Challenge, a county-wide competition to encourage families to read one million words. Parents as Teachers: In monthly home visits, trained parent educators guide parents in how to read to their child and make the most of this important activity. The personal visit teaches parents how to integrate the child development and literacy information into their daily routines. Together the parent and the parent educator set and measure progress against defined goals, an activity that adds a sense of competence and confidence in parenting practices. The curriculum reinforces optimal child development while also strengthening the parent-child relationship. Story Exploring from Motheread Inc. Motheread, Inc. is a nationally acclaimed private, non-profit organization that combines the teaching of literacy skills with child development and family empowerment. These classes are appropriate for all adults, regardless of reading ability or prior educational experience. By teaching the “why” of reading rather than just emphasizing the “how,” classes encourage parents to be reading role models for their children. For children, Story Exploring provides a structured environment for learning reading, critical-thinking, and problem solving skills. The curriculum is designed for children ages birth through age 11. The curriculum includes a variety of skill-building activities in reading, writing, listening, and speaking that are aimed at fostering creative thinking and problem solving skills, and nurturing a love of books. - The Million Word Challenge is a community-wide literacy campaign that promotes a culture of literacy at home and academic achievement at school. This initiative challenges students, preschool through 12th grade, to read MILLIONS of WORDS outside of the classroom, while helping to connect families and schools around the joy of reading. The campaign was created by the LAUSD-Local District 5 in 2003 and is currently carried out in schools throughout Los Angeles County. CCRC will promote the Million Word Challenge in two ways. First, it will promote the program to the families in our subsidized child care programs and throughout the Pacoima area, encouraging families to participate through CCRC, their child care provider, or their local school. Secondly, CCRC will promote the program to the child care centers and licensed family child care home with whom we work. We will support providers’ efforts to enroll families; we will also provide an additional prize to the center with the highest number of families completing the program.

First 5 LA firmly believes that families are the most fundamental factor influencing the lives of children. Children need caring, stable and informed parents and caregivers. But to truly thrive, they also need to live in a supportive community that has safe open spaces, access to healthy foods, quality child care facilities and schools, well-coordinated social services, and strong social institutions that support families, including faith-based organizations, libraries and community health centers.
First 5 LA recognizes that children and families are only as strong as the communities in which they live, yet some communities have greater resources to support children and families than others. Therefore, the First 5 LA Commission is committed to focusing significant resources within specific geographic communities with high need. To this end, First 5 LA has created the Best Start initiative where by 14 high need communities have been identified across L.A. County. These “Best Start” communities were selected on the basis of need - as measured by poverty levels, unemployment and education rates of adults, low-performing schools, incidences of low birth weight, and other factors that put children at risk. Pacoima is one of First 5 LA's Best Start Communities. In addition to investing in Best Start, First 5 LA continues to invest in the following signature programs that support families throughout L.A. County:

- Los Angeles Universal Preschool (LAUP):Primarily funded by First 5 Los Angeles, LAUP’s role as a non-profit organization is to provide high-quality preschool for all four-year-old children in L.A. County.

- Healthy Births: The Healthy Births Initiative seeks to improve outcomes for pregnant women and their families and reduce poor birth outcomes in vulnerable populations.

- School Readiness: First 5 LA's School Readiness Initiative (SRI) creates centers and programs that provide a wide range of services to help children from birth to age 5 get ready for school.

- Family Literacy: The First 5 LA Family Literacy program involves a family-focused service approach that centers on adult and early childhood education and the development of parenting skills.

- Partnership for Families (PFF):Partnerships for Families is a child abuse prevention program designed to address the needs of pregnant women and families with children 5 or younger who are at risk for child maltreatment in L.A. County.

- Oral Health and Nutrition (OHN): Improving children’s dental health in L.A. County has been a major priority for First 5 LA. In response to the findings and clear call to action of the children’s dental health project, First 5 LA reaffirmed its priority and commitment to improving children’s oral health through the Oral Health and Nutrition project.

- Baby Friendly Hospitals: "Baby-Friendly Hospital" is a designation made by the World Health Organization and the United Nations Children's Fund and administered by Baby-Friendly USA. Hospitals who have earned the designation are recognized for their work providing new mothers with the information, confidence and skills they need to successfully initiate and continue nursing their babies. The money will help the hospitals initiate and maintain breastfeeding policies and procedures as they work toward earning the "Baby-Friendly Hospital" award.

- Data Partnership with Funders: The project will establish an interagency partnership among experts in the field of data and technology related to children and families. This partnership will establish the Data Rapid Response Team (DRRT) to (1) identify and prioritize research questions, (2) engage current and potential data consumers in order to identify their needs and train them to navigate existing data effectively, and (3) develop an online clearinghouse to act as a single “place” where all data and research projects related to 0-5 issues in the region can be accessed efficiently. Data Partnership members will be committed to working collaboratively to minimize duplication and find ways to leverage First 5 LA’s investment.

• Healthy Food Access Initiative: This project will increase families' access to fresh fruits and vegetables by establishing a "veggie voucher" subsidy to promote purchase of healthy fruits and vegetables for low-income children. The project will also makes grants available to help CBOs build, operate and maintain local community gardens for low-income families. This would include a one-time investment for garden construction and ongoing operation and maintenance costs for five years.
• Nutrition to Reduce the Obesity Epidemic in Children: This project will address the growing epidemic of childhood obesity that impacts children and their families. The project will contribute to the adoption, implementation, and strengthening of policies, and systems and environmental changes in multiple sectors including government agencies, businesses, health care, and other community settings. These changes will benefit large segments of the county population and, in particular, will reach deeply into communities most severely impacted by the obesity epidemic. The project will implement a coordinated community action plan that includes interventions in five designated strategy areas (media, access, point of purchase/promotion and price).
• Tot Parks & Trails: This project will provide funding to upgrade, develop or enhance toddler playground facilities as well upgrade and/or create stroller trails. It targets park-deficient communities across the County and aims at developing ADA compliant, developmentally appropriate play spaces for children ages 2 – 5. This project will encourage greater use of parks and provide opportunities for physical activities for toddlers and their caregivers.
• Countywide Universal Newborn Assessment: The universal assessment strategy will identify families at greatest risk/need and link them to supportive services. The program is intended to support the development of a countywide universal assessment program for all new parents at the birth of their child. The target population is the estimated 112,000 L.A. County annual births outside of First 5 LA's 14 Best Start communities. The project aims at implementing a universal risk screening of all new parents at the birth of their child and will provide 1 - 2 home visits, as needed, to offer basic supports and ensure linkages to needed services.
Friends of the Family- Early care & education programming with a focus on language enrichment, learning through play, acquisition of developmental information and development of parental expectations that children are pre-school bound: Young Moms, Young Dads, FamilyRead, B.A.B.Y., Best Babies, Parenting @ Home, Parent/Child Intergenerational Activities. These programs are all aligned with HCZ Baby College Program. Locations: Pacoima Head Start sites, state preschools, LAUP preschools, and residents' homes. Serves 100 parent participants.
Hollygrove- mental health services for indigent 0-5 year olds.
LAEP- School Readiness program includes education for parents in child development, parenting, literacy, home safety, child health; home visitation; play groups; socialization activities; community leadership program. Home visits are an hour and are conducted weekly by Home Visitors, who receive regular training on child development and education activities to teach to parents through modeling. Educational activities incorporate disguised learning by embedding appropriate educational topics in songs or other participatory activities. Home Visitors help parents create a "learning space" in the home with books and other educational activities. Home Visitors interact with both students and parents during the visit and provide homework assignments for parents to practice what they learned with their children. LAEP provides a rotating library to parents.
El Nido- El Nido partnered with LAEP in the School Readiness Initiative, providing parents with instruction in child development, parenting and literacy skills, home safety and child health, and resources to remove barriers to academic achievement. The program brought families with children 0-5 into the schools to foster engagement before kindergarten; evaluation shows children were better prepared to succeed in school as a result. Parents acquired skills to be their children's first teachers: 100% reported increases in early learning activities with their children, improved capacity to care for family needs, and greater confidence in their ability to influence their children's educational attainment. In addition, daily reading to children nearly doubled (24% to 44%) and parents felt more competent to identify potential special needs requiring attention.

Los Angeles Universal Preschool (LAUP) will ensure high quality home- and center-based early learning centers for children ages 0-5 by providing quality assessments and coaching. LAUP's technical assistance will help early learning centers prepare children to be ready for kindergarten.
NEVHC operates Pacoima Health Center and Maclay Health Center for Children, and provides primary care for newborns to seniors; pediatric and reproductive health care services; prenatal care; on-site WIC services; immunizations; short term mental health counseling; preventive services. Fast Track Vaccination Program (free, walk-in, express services). Comprehensive Perinatal Services Program (CPSP)- augments routine prenatal care with health education, psychological and nutritional assessments and counseling. Assistance with enrolling in low-cost health insurance programs. Individual nutrition counseling and group health education. Reach Out and Read early literacy for children 6 months to 5 years- Reach Out and Read (ROR) a proven nation-wide early literacy program takes advantage of the special bond between pediatricians and the parents of young children to promote reading readiness. For many families, especially those living in poverty, these are the earliest, and often the only, regular contacts with a child development professional. The medical provider encourage parents to read aloud to their young children by giving an age and culturally appropriate books to their patients to take home at the 9 pediatric check-ups from six months to five years of age. By integrating literacy into standard well-child pediatric visits, pediatricians promote the acquisition of spoken and written language skills in young children, thereby increasing the likelihood of eventual school success. Emergent literacy skills are the precursors of formal reading, which ultimately help children succeed in school. Parents learn that reading aloud is the most important thing they can do to help teach their children to love books and to start “school ready” to learn.
YPI Hollywood FSC hosts "My Parent & Me" workshops for parents and their young children, ages 2 to 5, to promote play with other children, child/parent play and focuses on affordable ways to interact and stimulate your child in preparation for pre-K/K.
LAPN is exploring a partnership with Parents as Teachers to offer their evidence-based home visiting model that trains Home Visitors to educate parents about early child development, how to improve parenting practices, provide assistance to detect developmental delays and health issues, prevent child abuse and neglect, and increase children's readiness and school success.

Segment:	Early Childhood Services
Solution:	**Early Childhood Centers Quality Assurance Program**
Description:	The plan is to provide uniform quality early childhood services and preschools in the neighborhood. Los Angeles Universal Preschool (LAUP) and other partners as part of the Promise Neighborhood will raise the quality of preschool providers by working with all 56 center-based and licensed preschools located in the Neighborhood to improve services and efficiency. LAUP will use the proven model of Quality Support Coaching, Specialized Program Support and Quality Assessment in LAUP's 5-star rating system. That design will be aligned with the state Early Learning Quality Rating Improvement System Advisory Committee's (ELQISAC) final recommendations to the legislature on the structure of a state QRIS. This includes the standards-based ECERS review on environmental and physical setting children are in and the CLASS review which looks at child-teacher and child-child interactions. The education level of teachers involved is an integral part of the LAUP Star Rating system and will be supported by additional professional development for teachers in the Neighborhood.
Need (segmentation analysis):	• 73% (3,041) of children 0-5 usually visit community clinics, other than an emergency room, when they are sick or in need of advice about their health (California Health Interview Survey, SPA data, 2010; LAPN Community Survey, 2011). • 52% of three-year-olds in the LAPN demonstrate age-appropriate functioning across multiple domains in early learning (Desired Results Development Profile at Head Start programs, 09-10). • Only a third (35%) of kindergarten youth in the LAPN demonstrate age-appropriate functioning across multiple domains of learning (DRDP, 09-10; Los Angeles Education Partnership's Early Development Instrument (EDI), 2010; LAUSD, 09-10) • Less than half (48%) of children, from birth to kindergarten entry participant in center-based or formal home-based early learning settings of programs in LAPN (Los Angeles County Health Survey, 2010; LAPN Community Survey, 2011). • 80% of entering kindergartners have full immunizations, however these rates decrease at subsequent grade levels (LAUSD, 2011-2012). • LAPN Elementary school students reported 45.2% were never read to at all by parents or family members (LAPN Student Survey, 2012).

Evidence:	Numerous studies (including Barnett, Frede, Mosbasher, & Mohr, 1987; Reynolds,Temple, Robertson, & Mann, 2001) have demonstrated that early childhood education is a worthwhile societal investment. Critical components of effective support for children age 0 to 5 to support academic readiness and age appropriate development include the creation of a 'family-centered' approach supported by professionals (Bleecker & Sherwood, 2004; Lehman, Lambarth, Friesen, MacLeod, & White, 2006) as well as parent assessment and intervention services that include an assessment of family functioning (Mowder & Shamah, 2009). Programs that provide linkages among early childhood providers promote mutual understanding and offer holistic understanding of the needs of young children (Hepburn, Kaufmann, Perry, Allen, Brennan, & Green, 2007). Additionally, research demonstrates that effective preschool education provides a foundation for school success, with particular support for critical areas such as language and emergent literacy (Frede 1998) and children's short- and long-term school success (Barnett, 2002; Currie, 2001; Engle et al., 2007). Universal preschool has been shown to be effective in preparing for academic success in Oklahoma (Gormley 2005) and in a broader five state study (Henry 2005). Based on a study using Regression Discontinuity (a method for determining whether a program or treatment is effective), the California Head Start Association (2011) found that three-year-olds who had Head Start experience demonstrate an advancement in developmental abilities of 4 to 8 months. Analysis of child assessment data from more than 24,500 children collected from 42 Head Start programs across California, found that Head Start participants not only demonstrate much more advanced development in math and literacy, but also in social interpersonal skills and self-regulation, number and pattern recognition, matching and sorting objects, and identifying shapes—all fundamental skills linked to increased math performance. The American Institutes for Research reported in its assessment of First 5 LA's Parent and Child Outcomes study (2008) that parents who partake in literacy training programs and learn the use of literacy resources (like crayons, paint supplies, paper) will offer their child a "highlighted statistically significant growth" in literacy and comprehension skills. To ensure quality in early childhood assessment, LAPN will adopt methodology proposed by the Child Care Resource Center (Savage 2009), which uses the Desired-Results Developmental Profile-Revised (DRDP-R) to measure outcomes for parents and children.
Partners:	Child Care Resource Center, Los Angeles Universal Preschool (LAUP)

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	3880	4203	4526	4850	5173
Percent of Age Cohort within Neighborhood Served:	**40%**	**45%**	**50%**	**55%**	**60%**
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	All early childhood education centers: preschool providers, Head Start, Early Head Start, and formal hon
Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. CCRC- assists parents with locating and selecting the best child care for their children. Annually hosts 250+ workshops, trainings, and Early Care Institutes in English and Spanish for parents and child care providers. Book, Toy, and Resource Library- two libraries offer thousands of high quality, age-appropriate toys, instructional videos, parent/child books, games, and child development educational materials at no cost to card holders.	
LAUP has a multi-prong strategy to support preschools in the LAPN. They will offer financial backing for student tuition, supplemental educational materials, and teachers' salaries for the preschools in their network located within LAPN boundaries. LAUP reviews each classroom regularly to guarantee excellence, provides quality coaching and support to enhance program quality, provides fiscal coaching to ensure streamlined business structures, and its specialists address specific developmental needs of children and their families. LAUP uses a 5-Star Quality Assessment and Improvement System, wherein each classroom is reviewed regularly for environment and staff qualifications. In 2011 LAUP added the Classroom Assessment Scoring System (CLASS) to their star rating system; this research-based tool measures the quality of classroom interactions and is now used in all 50,000 Head Start classrooms across the country. LAUP's preschool programs are encouraged to stimulate creativity, promote curiosity and encourage critical thinking among four-year olds. The backbone of this is the collaborative coaching model: together, the LAUP preschool provider and Quality Support Coach co-create a quality improvement plan, the template for the provider's continued growth and development. Quality Support Coaches are highly qualified early childhood professionals, who work directly in the classroom with teachers to guide them on best practices. To support optimal outcomes for children and address provider concerns, LAUP staff provides technical assistance in the following critical topics: Parent Engagement; Health & Wellness, specifically obesity prevention; Special Needs; and Instructional Training, including language development and working with dual language learners.	
To meet the needs of our diverse county, LAUP supports a wide range of preschool types, allowing parents to choose the setting that will best meet the needs of their child. We support preschool classrooms in public schools (including charters), community and for-profit centers and, as outlined in UC Berkeley Professor David Kirp's 2011 book Kids First, LAUP is one of the few preschool programs that include home-based family child care programs as full partners. LAUP's commitment to quality was further highlighted in Kids First. Professor Kirp writes "The most impressive accomplishment of LAUP, and the one most worthy of emulation, is the transformation of family-based child-care centers into preschools, not just in name but in fact…[LAUP is] delivering good preschool to 10,000 of the kids in LA who can gain the most—and it's doing so without breaking the bank."	

Segment:	Early Childhood Services
Solution:	**Early Head Start and Head Start Services and Transitional Kindergarten**
Description:	The plan is to provide 4 new Early Head Start and 4 new Head Start Centers to support the need for additional early childhood preparation services in the Neighborhood. LAPN will work with LAUSD to support a pilot Transitional Kindergarten program at Broadous Elementary School and to add an additional pilot Transitional Kindergarten in Hollywood.
Need (segmentation analysis):	• Less than half (48%) of children, from birth to kindergarten entry participant in center-based or formal home-based early learning settings of programs in LAPN (Los Angeles County Health Survey, 2010; LAPN Community Survey, 2011). • 52% of three-year-olds in the LAPN demonstrate age-appropriate functioning across multiple domains in early learning (Desired Results Development Profile at Head Start programs, 09-10). • Only a third (35%) of kindergarten youth in the LAPN demonstrate age-appropriate functioning across multiple domains of learning (DRDP, 09-10; Los Angeles Education Partnership's Early Development Instrument (EDI), 2010; LAUSD, 09-10).
Evidence:	The Curiosity Corner curriculum will be used in the early childhood education and preschools provided in the Neighborhood. This curriculum offers strong evidence of effectiveness, as demonstrated through a randomized field trial implementaed by the Preschool Curriculum Evaluation Research (PCER) project of Curiosity Center programs. This random assignment study found evidence of increased literacy proficiency by the end of kindergarten by youth in this program. Chambers, Chamberlain, Hurley, and Slavin (2001) used two match comparison groups (demographic characteristics) of three and four year olds to document increased expressive language proficiency using the three language subtests of Mullen Scales of Early Learning (MSEL). Additionally, research demonstrates that effective preschool education provides a foundation for school success, with particular support for critical areas such as language and emergent literacy (Frede 1998) and children's short- and long-term school success (Barnett, 2002; Currie, 2001; Engle et al., 2007). Universal preschool has been shown to be effective in preparing for academic success in Oklahoma (Gormley 2005) and in a broader five state study (Henry 2005). Based on a study using Regression Discontinuity (a method for determining whether a program or treatment is effective), the California Head Start Association (2011) found that three-year-olds who had Head Start experience demonstrate an advancement in developmental abilities of 4 to 8 months. Analysis of child assessment data from more than 24,500 children collected from 42 Head Start programs across California, found that Head Start participants not only demonstrate much more advanced development in math and literacy, but also in social interpersonal skills and self-regulation, number and pattern recognition, matching and sorting objects, and identifying shapes—all fundamental skills linked to increased math performance. The American Institutes for Research reported in its assessment of First 5 LA's Parent and Child Outcomes study (2008) that parents who partake in literacy training programs and learn the use of literacy resources (like crayons, paint supplies, paper) will offer their child a "highlighted statistically significant growth" in literacy and comprehension skills. To ensure quality in early childhood assessment, LAPN will adopt methodology proposed by the Child Care Resource Center (Savage 2009), which uses the Desired-Results Developmental Profile-Revised (DRDP-R) to measure outcomes for parents and children.
Partners:	YPI, Child Care Resource Center, First 5 LA, Los Angeles Education Partnership, Los Angeles Universal Preschool

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	3880	4203	4526	4850	5173

Percent of Age Cohort within Nei	0.6 0.65 0.7 0.75 0.8
Program Cost:	
Per-Child Cost:	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)

IMPLEMENTATION DETAILS

Location of Program/Service:	All early education centers in the LAPN, Transitional Kindergarten sites

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Early Head Start and Head Start programs will be operated by YPI and partners and will incorporate the Curiosity Corner curriculum to support academic preparation for kindergarten, and will enroll children from birth through age 5. Services seek to prepare youth for school success, and focus on language and literacy skills. Curiosity Corner includes 38 weekly thematic units, one for three-year-olds and one for four-year-olds. LAPN will open two combination Early Head Start/Head Start centers each in Hollywood and Pacoima for a total of four new Early Head Start programs and four new Head Start programs. YPI will apply for the recently re-allocated federal Head Start/Early Head Start funds.

Transitional Kindergarten services will target children born just before or after the cut-off established by the State of California (newly established as September 1 of each year by 2015 from the prior December 1). Transitional Kindergarten (TK) is the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate. TK will be promoted in the LAPN to help prepare children to enter kindergarten ready to learn.

CCRC provides Head Start preschool for three- and four-year olds, Early Head Start for children zero to three, and professional services to over 1,400 qualifying low-income families at 15 locations in the San Fernando Valley. CCRC's School Readiness Initiative offers early learning experiences that help young children develop the skills necessary to be successful in kindergarten and beyond. NO MATCH FOR HEAD START PROGRAMS; MATCH FOR SCHOOL READINESS IS IN 1.1

First 5 LA- provides majority of funding for LAUP. School Readiness Initiative, Family Literacy. MATCH IS IN 1.1

LAEP- School Readiness Initiative. MATCH IS IN 1.1

LAUP- 6 LAUP preschools in LAPN; support for additional sites.

Segment:	Early Childhood Services
Solution:	**Comprehensive Local Early Learning Network**
Description:	As described in Competitive Priority 4, the Los Angeles Promise Neighborhood will support alignment and coordination between early learning entities at the local and state level to support increased outcomes for children across the domains of early learning so that they are ready for school in the LAPN. Alignment and synergy with local efforts as well as state systems building efforts around early learning will occur for: Quality Rating and Improvement Systems (QRIS), Standards/Curriculum, Assessments, Professional Development, Family Engagement, Health Promotion, and Data Systems.
Need (segmentation analysis):	• Less than half (48%) of children, from birth to kindergarten entry participant in center-based or formal home-based early learning settings of programs in LAPN (Los Angeles County Health Survey, 2010; LAPN Community Survey, 2011). • 52% of three-year-olds in the LAPN demonstrate age-appropriate functioning across multiple domains in early learning (Desired Results Development Profile at Head Start programs, 09-10). • Only a third (35%) of kindergarten youth in the LAPN demonstrate age-appropriate functioning across multiple domains of learning (DRDP, 09-10; Los Angeles Education Partnership's Early Development Instrument (EDI), 2010; LAUSD, 09-10) • 73% (3,041) of children 0-5 usually visit community clinics, other than an emergency room, when they are sick or in need of advice about their health (California Health Interview Survey, SPA data, 2010; LAPN Community Survey, 2011). • LAPN Elementary school students reported 45.2% were never read to at all by parents or family members (LAPN Student Survey, 2012) • LAPN Elementary School Students: 49% receive encouragement from parents or family members to read books outside of school, every day (LAPN Student Survey, 2012). • LAPN Elementary School Students: 31% receive encouragement from parents of family members to read books outside of school, at least once a week (LAPN Student Survey, 2012).
Evidence:	Research demonstrates moderate evidence of effectiveness for preschool education. Among many examples, the Abecedarian Project (1972-1985) at the University of North Carolina followed 111 children and families. participants were randomly assigned to a treatment group or a control group that did not receive these services. Those with the pre-k intervention had a higher IQ (10-15 years of age) ages twelve and higher academic achievement (Frank Porter Graham Child Development Institute 2006). Effective preschool education provides a foundation for school success, with particular support for critical areas such as language and emergent literacy (Frede 1998) and children's short- and long-term school success (Barnett, 2002; Currie, 2001; Engle et al., 2007). Universal preschool has been shown to be effective in preparing for academic success in Oklahoma (Gormley 2005) and in a broader five state study (Henry 2005). Young Moms, Young Dads, FamilyRead, B.A.B.Y., Best Babies, Parenting @ Home, and Parent/Child Intergenerational Activities are aligned with HCZ Baby College Program which has a high internal rating. For example, 81% of Baby College parents improved the frequency of reading to their children. These programs are also aligned with a program of the Parents as Teachers National Center called "Parents as Teachers – Born to Learn" which is rated as 'Medium' by the California Evidence-Based Clearing House for Child Welfare.
Partners:	YPI, Child Care Resource Center, El Nido Family Centers, First 5 LA, Friends of the Family, Hollygrove/EMQ Families First, Los Angeles Education Partnership, Los Angeles Universal Preschool, Northeast Valley Health Corporation

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	3880	4203	4526	4850	5173
Percent of Age Cohort within Ne	0.6	0.65	0.7	0.75	0.8
Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Per-Child Cost:	N/A	N/A	N/A	N/A	N/A
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	Residents' homes, YPI Hollywood FamilySource Center, El Nido FamilySource Center, NEVHC Pacoima Health Center, NEVHC Maclay Health Center, Head Start/Early Head Start centers
Staffing	The LAPN Early Learning Network Manager will provide high-level oversight to ensure alignment and coordination between early learning entities at the local and state level to support increased outcomes for children across the domains of early learning so that they are ready for school in the LAPN. The Manager will convene quarterly meetings with all Early Learning Network partners to review data and progress toward achieving goals and outcomes, and to ensure ongoing quality improvements. The Manager will conduct two site visits each year for every early learning program to ensure fidelity to stated program activities and outcomes.
	LAPN Early Learning Network will also have two Coordinators for each community who will support with programming and quality control, under the direction fo the Early Learning Network Manager.

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Parents of children ages 0-5 will be referred to Early Learning Network programs at all Promise Neighborhood Centers, in schools, and at LAPN partner locations. Case managers will assess parents' needs and make appropriate referrals as well. Services will be provided in residents' homes (home visitation programs) and in Promise Neighborhood Centers.
The Manager will train all Family Advocates to offer child development and parenting workshops on a rotating basis at school sites as part of the Full Service Community Schools program. LAPN will implement two Baby University sites- one at the Hollywood FamilySource Center and the other at Pacoima Charter School. Pacoima Charter successfully piloted Baby University in 2011 and will expand in 2012-13 to offer the curriculum twice. Pacoima Charter's Baby University curriculum was developed by a licensed physician to teach parents activities that promote healthy and timely child development.
LAEP- Transforming Early Childhood Community Systems (TECCS): national initiative to link supports and improve services coordination for young children and their families.
CCRC- Beyond the Book literacy; Ready, Set, Read; Story Exploring; Million Word Challenge. Beyond the Book equips both parents and child care providers with the tools and confidence to help children, ages zero to five, learn reading readiness skills. Beyond the Book includes three components: Book Collection and Distribution, Family Reading Activities, and Parents as Teachers. What a Difference a Book Makes: CCRC collects thousands of books in its “bookraising” drives to distribute to children and families in the community. Through activities, events, marketing and outreach, CCRC engages and educates the community on the importance of literacy for the children. The hallmark event of the Book Collection and Distribution component is Laps 4 Literacy, a day-long event that includes a kids’ fun run, 5K run/walk, family expo and book drive. CCRC also hosts an annual Winter Book & Toy Drive. Family Reading Activities: CCRC hosts family reading workshops and other activities to encourage families to read. The family reading workshops are held at CCRC’s two, on-site Book, Toy and Resource Libraries and at community libraries. CCRC is also a sponsor/participant of Los Angeles Million Word Challenge, a county-wide competition to encourage families to read one million words. Parents as Teachers: In monthly home visits, trained parent educators guide parents in how to read to their child and make the most of this important activity. The personal visit teaches parents how to integrate the child development and literacy information into their daily routines. Together the parent and the parent educator set and measure progress against defined goals, an activity that adds a sense of competence and confidence in parenting practices. The curriculum reinforces optimal child development while also strengthening the parent-child relationship. Story Exploring from Motheread Inc. Motheread, Inc. is a nationally acclaimed private, non-profit organization that combines the teaching of literacy skills with child development and family empowerment. These classes are appropriate for all adults, regardless of reading ability or prior educational experience. By teaching the “why” of reading rather than just emphasizing the “how,” classes encourage parents to be reading role models for their children. For children, Story Exploring provides a structured environment for learning reading, critical-thinking, and problem solving skills. The curriculum is designed for children ages birth through age 11. The curriculum includes a variety of skill-building activities in reading, writing, listening, and speaking that are aimed at fostering creative thinking and problem solving skills, and nurturing a love of books. The Million Word Challenge is a community-wide literacy campaign that promotes a culture of literacy at home and academic achievement at school. This initiative challenges students, preschool through 12th grade, to read MILLIONS of WORDS outside of the classroom, while helping to connect families and schools around the joy of reading. The campaign was created by the LAUSD-Local District 5 in 2003 and is currently carried out in schools throughout Los Angeles County. CCRC will promote the Million Word Challenge in two ways. First, it will promote the program to the families in our subsidized child care programs and throughout the Pacoima area, encouraging families to participate through CCRC, their child care provider, or their local school. Secondly, CCRC will promote the program to the child care centers and licensed family child care home with whom we work. We will support providers’ efforts to enroll families; we will also provide an additional prize to the center with the highest number of families completing the program.
First 5 LA- Best Start in Pacoima
Friends of the Family- Best Babies home visitation program.

Hollygrove- mental health services for indigent 0-5 year olds.
LAEP- School Readiness program includes education for parents in child development, parenting, literacy, home safety, child health; home visitation; play groups; socialization activities; community leadership program.
El Nido- El Nido partnered with LAEP in the School Readiness Initiative, providing parents with instruction in child development, parenting and literacy skills, home safety and child health, and resources to remove barriers to academic achievement. The program brought families with children 0-5 into the schools to foster engagement before kindergarten; evaluation shows children were better prepared to succeed in school as a result. Parents acquired skills to be their children's first teachers: 100% reported increases in early learning activities with their children, improved capacity to care for family needs, and greater confidence in their ability to influence their children's educational attainment. In addition, daily reading to children nearly doubled (24% to 44%) and parents felt more competent to identify potential special needs requiring attention.
LAUP takes a multi-pronged strategy to our support of these diverse preschools through Los Angeles County. We offer financial backing for preschools in our network to provide tuition for students, as well as to supplement educational materials and preschool teachers' salaries. Beyond this monetary support, LAUP reviews each classroom on a regular basis to guarantee excellence; provides quality coaching assistance to enhance program quality; fiscal coaching to ensure streamlined business structures; and specialists to address specific developmental needs of children and their families.
LAUP serves as the lead agency for the LA County Early Care & Education Workforce Consortium; this Consortium represents a multi-faceted collaboration among stakeholders across LA County to provide and improve training and professional development to a wide spectrum of the current and potential early care and education (ECE) workforce.

Segment:	Elementary School Services
Solution:	**Feeder School Development**
Description:	The Los Angeles Promise Neighborhood will promote greater support and participation of LAPN families in linkages from elementary to middle to high school to promote a feeder school pattern that carries forward LAPN policies and programs from school to school while also promoting the development of community schools. Each targeted student in the LAPN will be part of a cohort of services that links seemlessly from birth through K-12 education and into college. A key part of this will be feeder school development and bridging services to support transitions and allow youth to move from one LAPN school to another. This is accomplished through selection of elementary-middle- high schools that feeder into each other in the LAPN, as well as a Zone of Choice for high schools to allow LAPN families to selected schools targeted by the Promise Neighborhood.
Need (segmentation analysis):	• LAPN Elementary School CST Levels at or above grade level: 44.7% in English Language Arts, 56.7% Math • Elementary School Truancy Rates: 19% (636) students were considered truant, with Broadous Elementary experiencing a 37% truancy rate (LAUSD, 2010-11) • One out of four elementary school students are considered truant. Elementary School Truancy Rates: 27% (2053) students were considered truant, with Grant Elementary and Ramona Elementary experiencing a 27% truancy rate (LAUSD, 2010-11). • LAPN Elementary school student mobility/transiency rate = 15.5% (LAUSD, 2010-11) • 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011)
Evidence:	Feeder school development in the LAPN is part of a broader movement to establish 'school connectedness' for students and families across divergent schools that make up the Neighborhood and demonstrates moderate evidence of effectiveness. McNeely et al 2002 demonstrates the importance of student connectedness to schools in reducing anti-social behavior and violence. According to the study, which relied on the National Longitudinal Study of Adolescent Health (75,515 students in 127 schools), higher school connectedness is associated with positive classroom management climates, participation in extracurriclliar activities, tolerant disciplinary policies, and small school size. Feeder school development is closely related to the Full Service Community Schools that the LAPN is creating. Evidence for this model can be found in the Community Schools section in Appendix F. Feeder pattern development is a promising practice developed by charter management organizations (such as Mastery Charter Schools) to promote academic excellence. It is also used in college awareness and preparation organizations, such as Project GRAD USA. MDRC conducted an matched comparison evaluation of Project GRAD (July 2006) in Houston, TX that found high achievement at elementary schools. At the flagship high school that is part of the program (Jefferson Davis) , Project GRAD had a statistically positive effect on students completing the core academic curriculum required for graduation. In 2005, Facing History and Ourselves launched a partnership with university scholars and Abt Associates Inc., a highly experienced research and evaluation organization, to carry out a state of the art, randomized, controlled, experimental study of Facing History's lasting impact on teachers and students. The study involved 76 schools where Facing History had not been taught before. Across these schools, 134 teachers were selected by their administrators to participate. Half of the schools were selected at random to participate in Facing History professional development in the first year of the study; the other half received the program in the second year. This random assignment eliminates the effects of differences, such as teacher motivation and student academic engagement, between those who were selected to participate in the program in the first year versus the second. The study was designed to assess the impact of Facing History's professional development on these teachers and on the academic performance (e.g. skills for analyzing history), social and ethical awareness, and civic learning and engagement of their 1,371 students. The external validity of the study was strengthened by the fact that this sample of teachers did not self-select into seminars, and the schools in the study had no previous Facing History exposure; rather, they came from a sample of schools that had little or no prior knowledge of Facing History and its approach to supporting teachers and their students. To further improve external validity, the study team placed only the most necessary restrictions on eligibility. The study design required that all of the data from these teachers and their students be included in the final analysis, even if the teachers did not implement the Facing History program fully (or well).The high bar set by the research design underscores the significance of the results.

Evidence:	The study findings reveal that for teachers, participating in a Facing History professional development seminar and follow-up activities has a large, statistically significant impact on self-efficacy in eight domains (creating a learner-centered classroom environment, creating a community- centered classroom environment, creating a knowledge-centered learning environment, fostering deliberation in the classroom, promoting students' historical understanding, promoting students' tolerance and psychosocial growth, promoting students' civic learning, and fostering students' character growth), as well as their perceptions of support, engagement, and satisfaction. The estimated effect sizes for impacts on self-efficacy ranged from .49 to .85, which are considered large in educational research. The effect size for teachers' satisfaction with professional development and growth was 1.00. These impacts on teachers were sustained for two years and were replicated with a second cohort of teachers. The evaluation study found statistically significant impacts on several student outcomes that align conceptually with the impacts on teacher self-efficacy, providing suggestive evidence that the program promoted teacher effectiveness. The study's assessment of historical understanding is designed to measure students' academic skills for analyzing historical material. The assessment uses a set of questions about primary and secondary historical documents that ask students to interpret the evidence presented, think critically about cause and effect, and analyze factors that influenced choices of historical actors. Not only did the Facing History teachers in the study feel a sense of efficacy in promoting these skills, but Facing History students outperformed the control group in this area (p<.05; effect size=.14). The study also detected impacts on students' civic learning in areas that align with the program's impact on multiple areas of teacher self-efficacy. Facing History teachers reported that they were more efficacious in promoting tolerance, and the program had an impact on Facing History students' attitudes that people with views that differ from their own deserve basic civil liberties (p<.05; effect size=.18). Similarly, Facing History teachers reported a greater capacity to promote students' civic literacy, and Facing History students demonstrated greater civic efficacy (p<.05; effect size=.20), engagement with civic matters (p<.05; effect size=.23), and awareness of the power of prejudice and discrimination historically and today (p<.01; effect size=.70).
Partners:	YPI, Los Angeles Unified School District, Facing History and Ourselves

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	5398	5398	5398	5398	5398
Percent of Age Cohort within Tar	1	1	1	1	1
Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	All LAPN Target Schools

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. The LAPN has selected target schools that are both in high need and are in a feeder school pattern. Indeed, one charter school (Vaughn Next Century Learning Center) is its own complete feeder school pattern as it serves students in grades pre-K-12. Feeder School patterns established by the LAPN also promote the enrollment of neighborhood students in the Public School Choice 'Promise Academies' (Sylmar Bio Tech Health Academy and San Fernando Digital Arts Academy) and Zone of Choice LAPN target high schools (Cesar Chavez Learning Academies, Vaughn Charter, and Bernstein Complex). This addresses the fact that each school level (elementary, middle, and high school) inherits challenges and deficiences students bring from prior schools they have attended. Feeder school patterns are critical to developing dropout prevention and high school graduation strategies to promote college and career readiness.

The following steps and activities will be provided at every target LAPN school:

Outreach and education to parents/students on benefits of following LAPN feeder pattern.

Handouts using "pop ed" (popular education) graphics/techniques for outreach that help simplify complex ideas provided each quarter by each target school and LAPN Centers. Posters at school sites. Games.

Chart of the feeder patterns that includes school assets (programs and services, API scores, graduation rate, etc.)- chart ends in college/university/career. This will be reviewed and updated at the beginning of each school year.

The LAPN has selected target schools that are both in high need and are in a feeder school pattern. Indeed, one charter school (Vaughn Next Century Learning Center) is its own complete feeder school pattern as it serves students in grades pre-K-12. Feeder School patterns established by the LAPN also promote the enrollment of neighborhood students in the Public School Choice 'Promise Academies' (Sylmar Bio Tech Health Academy and San Fernando High School) and Zone of Choice LAPN target high schools (Cesar Chavez Learning Academies, Vaughn Charter, and Bernstein Complex). This addresses the fact that each school level (elementary, middle, and high school) inherits challenges and deficiences students bring from prior schools they have attended. Feeder school patterns are critical to developing dropout prevention and high school graduation strategies to promote college and career readiness.

Field trip to the entire feeder pattern- "PN School Tour" with a resource fair at each school to show off partners' services. This will be completed each spring for recruitment. Teachers welcome students/parents.

Posters/handouts w/ Coordinator info for parents to meet with them.

LAPN Board Game to promote feeder pattern, and educate about things like A-G required curriculum for entry to four year universities. Follows feeder schools and get to college to win. Also highlights PN culture- what it means to go to our schools and live in our community.

Family meet and greet- potluck for families to get to know each other, and to meet teachers and administrators. Family meet and greets will have a focus on transitional parents (K, 6th, 7th, 9th) and will review LAPN expectations and school culture with parents. This will be maintained throughout the year with smaller events and a Family Expo.

Systems level: work with LAUSD to promote the feeder pattern and make it official (this will include adding non-PN schools to the LAPN to expand the feeder pattern during implementation Year 5). LAUSD will provide support and promotion for the LAPN culture, and provide access to students' contact info so LAPN can do targeted outreach.
LAPN will provide professional development to all LAPN target school teachers, principals, and other school staff in order to promote a shared and inclusive Promise Neighborhood culture throughout all the schools. The LAPN School Transformation Team will work with partners such as Facing History and Ourselves to support the LAPN-wide professional development while working with school and LAUSD level PD plans to build student academic achievement. Facing History and Ourselves is an educational and professional development organization whose mission is to engage students of diverse backeach school to support school level professional development services. The overarching goal is to help young people understand the importance of their choices in building a just, inclusive society and to empower them to be active citizens in their schools and communities. Studies have proven that these resources increase students' academic engagement, build their critical thinking and analytical skills, improve their ability to interpret evidence and understand causality, and increase their empathy and understanding of others. Evaluation results, from a major national research study conducted by outside evaluators, confirm that Facing History successfully improves students' academic performance by increasing their historical understanding, while fostering tolerance and positive civic participation.

Segment:	Elementary School Services
Solution:	**Full Service Community Schools**
Description:	Each of the six elementary target schools serving elementary age (K-5 students) selected for services in the Los Angeles Promise Neighborhood will be established as Full Service Community School that will work with existing partners and service providers at the schools to offer students and families early childhood education, tutoring, college preparation, enrichment and remedial academic services, parenting education, mentoring, supportive services for families (such as Earned Income Tax Credit workshops, financial literacy, and linkages to City of Los Angeles 311 social services), service learning projects, family nutrition, mental health counseling, and primary health and dental care. YPI and its Bert Corona Charter School operate two Full Service Community School programs funded by the U.S. Department of Education in the Pico Union and Northeast San Fernando Valley of the City of Los Angeles. The San Fernando FSCS program is part of the Los Angeles Promise Neighborhood, and three target schools currently have funded FSCS programs.
Need (segmentation analysis):	• LAPN Elementary School CST Levels at or above grade level: 44.7% in English Language Arts, 56.7% Math • Elementary School Truancy Rates: 19% (636) students were considered truant, with Broadous Elementary experiencing a 37% truancy rate (LAUSD, 2010-11) • One out of four elementary school students are considered truant. Elementary School Truancy Rates: 27% (2053) students were considered truant, with Grant Elementary and Ramona Elementary experiencing a 27% truancy rate (LAUSD, 2010-11). • LAPN Elementary school student mobility/transiency rate = 15.5% (LAUSD, 2010-11) • Overall, only 64% of targeted LAPN youth have full immunization on schedule as required by schools. 36% of students have "conditional" immunizations (LAUSD, 2011-2012). • 80% of entering kindergartners have full immunizations, however these rates decrease at subsequent grade levels (LAUSD, 2011-2012). • 38% of LAPN families experienced difficulties accessing basic needs at any time in the past 12 months (LAPN Community Survey, 2011) • LAPN Elementary school students reported 45.2% were never read to at all by parents or family members (LAPN Student Survey, 2012) • LAPN Elementary School Students: 49% receive encouragement from parents or family members to read books outside of school, every day (LAPN Student Survey, 2012). • LAPN Elementary School Students: 31% receive encouragement from parents of family members to read books outside of school, at least once a week (LAPN Student Survey, 2012). • LAPN Elementary School Students: 40% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012)

Evidence:	Full Service Community Schools have an established research base of moderate evidence of effectiveness for academic support for low-income and at-risk youth. Axelroth (2009) describes case studies of eight community high schools whose results include an increase of school attendance rates; a significant percentage of graduates being accepted into college; higher graduation rates; and increased benchmarks in both reading and math. Whalen (2002) reviews results of a three-year evaluation of the Full Service Schools Initiative (FSSI) in Chicago and reveals that rates of attendance and truancy of FSSI schools were better than the rates at Chicago Public Schools, and academic performance at schools was much improved, equaling or exceeding comparison schools. The Harvard Family Research Project (2009) suggests "that family engagement promotes a range of benefits for students, including improved school readiness, higher student achievement…and increased likelihood of high school graduation." In the Harlem Children's Zone's Early Head Start (EHS) program "modest but significant effects were found for parents participating in EHS," primarily revealing that EHS parents were "more supportive" of their children's emotional and cognitive development, and children enrolled in EHS were found "to score significantly higher on the Peabody Picture Vocabulary Test-III and the Bayley Scales of Infant Development than children in the control group." The Mental Health program integrated in the Full Service Community Schools model is aligned with HCZ's Single Stop (which is part of the single Stop USA network) and Beacon Centers are known to be high performing programs. It is also aligned with the "Family Connections" Program which is rated as 'High' by the California Evidence-Based Clearing House for Child Welfare. This program also aligns with several evidence-based practices, like Parent Child Interaction Therapy, Family Support Network, Social Skills Group Intervention, Strengthening Families Program: for Parents and Youth 10-14, and more identified for replication by Substance Abuse and Mental Health Services Authority (SAMHSA). The LAPN Community Action Groups initiative is aligned with HCZ Community Pride Program which has a high internal rating. The Community Action Groups initiative has also demonstrated improvements for participants in all areas of functioning according to an external evaluation conducted by the Casey Family Programs and the University Consortium for the Los Angeles County Prevention Initiative.
Partners:	YPI, ABC-Learn, Centro Latino for Literacy, Friends of the Family

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	4318	4588	4858	5128	5398
Percent of Age Cohort within Target Schools Served:	80%	85%	90%	95%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS	
Location of Program/Service:	Ramona Elementary School, Grant Elementary School, Santa Monica Blvd. Charter School, Pacoima Charter School, Vaughn Charter, Broadous Elementary School
Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. YPI believes that a Full Service Community School (FSCS) is both a place and a set of partnerships between school personnel, community agencies, parents, and students. YPI's FSCS programs begins each program year by conducting a needs assessment of the school, students, and parents in order to target services to effectively address the greatest needs. YPI then recruits community partners to provide in-kind and subcontracted services, all of which are coordinated by an on-site full-time FSCS Project Coordinator and a part-time Family Advocate. The types of services implemented depend on the results of the needs assessment, but typically include educational workshops, academic support, mentoring, service learning, family engagement, and access to technology. These programs are offered to students and their families, as well as community members. Each program year concludes with a post-assessment to determine whether services achieved their intended effects and how to improve service delivery the following year.	
The FSCS Coordinator will supervise 1 Family Advocate. Work Closely with the Afterschool program, IT Specialist, Wellness Coordinator, and early childhood education programs. The FSCS Coordinator will coordinate arts/humanities enrichment, violence/gang prevention, and educational/cultural field trips; at least 1 field trip in Year 1 and will increase by an additional field trip each year, so that by Year 5 each school participates in 5 field trips. 50 students per field trip.	
YPI's FSCS program has several overarching goals that include: 1) increase student, family, and community members' access to educational, social, and health services; 2) improve student attendance, reduce truancy, and improve school climate; 3) increase family literacy and meaningful parent involvement; 4) increase community service and service learning projects to transform communities; and 5) improve academic achievement and college awareness.	
The typical hours for the FSCS program are 7:00 A.M. to 7:00 P.M. Parent programs are offered for a minimum of 2 hours twice a week, and student programs are offered for a minimum of two hours once a week (total of at least 6 hours of programming each week).	
In addition to coordinating partner services, facilitating workshops, FSCS Coordinators and Family Advocates serve as general resources for the school administration. Depending on the needs of an individual school, FSCS staff may help with supervision, address attendance issues, or attend school staff meetings. YPI's Pacoima Charter School FSCS Coordinator sits on the school's Solutions Network that meets monthly to review progress in meeting school goals, and to share student issues (e.g. attendance, dropping grades) and determine appropriate interventions. The Solutions Network includes parents/guardians in the intervention to ensure students receive the full support they need to succeed academically.	
FSCS Coordinators and YPI staff will facilitate workshops and activities such as: NCLR Padres Comprometidos workshops for parents on navigating the education system, advocating for their children, and college info. Transition from Elmentary to Middle School workshop series for students and parents to support with understanding the school culture while focusing on the educational and social issues that arise in the transition from elementary to middle school. Super Kids Read! Club, a program where students read a selected novel and then during their assigned lunch or recess time, gather to creatively discuss their comprehension of the assigned reading through innovative verbal quizzes, games and creative projects. FSCS Coordinator will faciliate mentoring programs where students will have a safe space to come together and discuss life situations. It encourages the nonviolent route in life, help students develop life goals, positive attitudes, determination and strengths.	
FSCS Coordinators will identify medical, dental, and mental health services in the community which can provide mobil on site screanings and students and community can be referred for additional services.	

The FSCS Coordinator will collaborate with LAEP's FSCS programs to ensure a seamless continuum. LAEP's FSCS programs are provided at San Fernando Middle School, Sylmar High School, San Fernando High School and Cesar Chavez Learning Academy.
YPI's FSCS programs effectively blend funding streams, including federal Full-Service Community Schools grants, AmeriCorps NCLR and AmeriCorps VISTA funds, a federal Carol White Physical Education Program grant, and private support.
YPI's FSCS programs hold regular school site meetings that include the FSCS Coordinator, Family Advocate, and school principal or other administrators. These meetings are to provide program updates and discuss recommendations for improvements, as well as discuss progress in meeting goals and outcomes. YPI also hosts quarterly multi-school FSCS meetings that include all FSCS staff, principals, community partners, and parents. The quarterly meetings are to review overall progress in achieving grant goals and outcomes and share successes, challenges, and lessons learned between different school sites.
YPI has partnered with Jet Propulsion Laboratory's (JPL) "Imagine Mars" program, a curriculum developed by JPL and supported by NASA, which educates students about Mars and it's elements. A 10 week student program will be implemented at each school site. JPL will provide a train-the-trainer session for our YPI staff, staff will then implement programs. JPL will also have guest speakers come out and speak to students during the course of the program and if program budgets allow, we can conclude programs with a field trip to JPL facilities.
ABC-Learn will implement the family literacy program, Reading Enhances Development (READ), for 25 families. ABC will also provide 500 elementary school-age books for families. Participants will be families with parents who have a formal education below the 12th grade level and who have two or more children in the household with preference to those who have been determined to be at risk of not completing their academic requirements due to poor reading skills. Since the inception of ABC's in-home services approximately eight years ago, we have discovered it is not at all uncommon for an entire family to gather together when the tutor arrives both to cheer the student on to success as well as to learn new information themselves from the lesson. Although we targeted the students for an increase in reading knowledge and skills, it became apparent that those students were much more successful when they received the support of their entire family. Additionally, there appeared to be further gain when a child's family developed increased interest and skills in learning. Students' drive increased when they did not feel that they were participating in a solitary activity, but one that included the whole family. They received attention and affirmation while participating in an activity that otherwise may have been isolating and frustrating. As a result of all of these observations, we created our family based literacy program. Historically, our students have increased their academic scores by 1% for every hour in the program. Thus, students remaining in the program for 35 hours would show an average academic increase of 25% percentage points. Many of the schools we have worked with have met program improvement standards and many students' family members have increased their academic capabilities. We have served over 10,000 students and their families throughout Los Angeles County as well as students in both Orange County and Ventura County.
Centro Latino will offer Leamos, an online pre-ESL Basic Spanish language literacy program for 10 parents at each LAPN elementary school to serve a total of 60 elementary school parents. There are approximately, 216,000 adult Spanish speakers (18years+) living in Los Angeles County that do not know how to read and write in any language. These non-literate individuals can not fully participate in society or in their children's development let alone learn English and find a better-paying job. Leamos, our core program consisting of 43 learning modules, approximately 125-150 hours of instruction, breaks through this literacy barrier. The Leamos program can be offered from any computer lab with small groups or in a formal classroom setting.
Friends of the Family will provide support to parents of elementary-aged children focused on continuing language development.

Segment:	Elementary School Services
Solution:	**Eat, Play, Live: Nutrition & Exercise**
Description:	Each of the target elementary schools selected for services in the Los Angeles Promise Neighborhood will receive nutrition and exercise programs based on the Carol M. White Physical Education program. YPI's Bert Corona Charter School operates at nine partnering schools in the San Fernando Valley. LAPN will place a part-time Wellness Coordinator at each school site to provide services that link to the California state content standards for physical education.
Need (segmentation analysis):	• LAPN Elementary School: 17.5% meet all 6 components of Physical Fitness Test (LAUSD, 2011-12) • Only 20% (4,681) of children consume five or more servings of fruits and vegetables daily (LAPN Community Survey, 2010). • Overall, only 64% of targeted LAPN youth have full immunization on schedule as required by schools. 36% of students have "conditional" immunizations (LAUSD, 2011-2012). • LAPN Elementary School Immunization Rates: 84% meet all immunizations as required by schools (LAUSD, 2011-12). • 8.6% of children in Pacoima, ages 0-17 have been diagnosed with asthma (Los Angeles County Health Survey, 2009) • Pacoima reports a diabetes rate of 7% and an obesity rate of 17.1%, while 38.8% of the area population is overweight (Los Angeles County Health Survey, 2009) • Pacoima Elementary School Students: 33.3% of 5th graders were obese (Los Angeles County Department of Public Health, 2008). • Hollywood Elementary School Students: 30.7% of 5th graders were obese (Los Angeles County Department of Public Health, 2008). • Pacoima LAPN residents, 42% experienced food insecurities; 23.2% used food stamps; 13.8% used community meals programs; 5% of respondents missed a meal because of the lack of money to buy food. • Hollywood LAPN residents, 26.3% used food stamps; 16% used community meals programs; 7% of respondents missed a meal because of the lack of money to buy food.

Evidence:	The link between physical education and academic achievement can be considered a practice with moderate evidence of effectiveness. Research (Sibley and Etnier, 2003; Tomporowski, 2003b) supports the link between physical activity and cognitive abilities. Additional research supports a link between positive classroom management and active sports and physical education programs (Mahar et al., 2006), and also supports a strong link between physical education and academic achievement. A study of a two year physical activity intervention demonstrated how these activities led to significant improvements in children‟s maths scores (Hollar et al., 2010), while Coe et al., 2006 found a a link between physical activity and higher test scores. Sallis et al, 1999 discusses a 2 year study that demonstrated that a control group using SPARK outperformed a control group on academic achievement. SPARK has been identified by the HSC Foundation as a successful model for combating childhood obesity in their 2009 report, Fighting Obesity: What Works, What's Promising. Dowda et al (2005) assessed the effectiveness of SPARK in 111 schools and found that schools using SPARK offered and operated more frequent PE classes. Program sustainability was similar in advantaged and disadvantaged schools. McKenzie (1997) investigated the implementation of physical education services in support employing specialists and demonstrate the need for extensive professional development for classroom teachers responsible for physical education in seven elementary schools over four years, and found that trained physical education teachers and classroom teachers receiving professional development services were significantly more effective in producing positive physical education outcomes among students. Strong et al (2005) recommends 60 minutes of physical activity each day for school age students through a systematic literature review of 850 peer reviewed articles. Carlson et al (2008) found that a "small but significant benefit for academic achievement in mathematics and reading was observed for girls enrolled in higher amounts (70–300 minutes per week) of physical education."
Partners:	Hollywood Police Activities League (PAL), Hollywood Wilshire YMCA, Boys & Girls Club of the San Fernando Valley, FAME Assistance Corporation

IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Children Served:	4318	4588	4858	5128	5398
Percent of Age Cohort within Target Schools Served:	80%	85%	90%	95%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS	
Location of Program/Service:	All LAPN target elementary schools, Boys & Girls Club of San Fernando Valley, Hollywood Wilshire YMCA, Hollywood PAL facility

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Every LAPN target school will have a half-time Wellness Coordinator to facilitate physical education and nutrition programs and to coordinate nutrition and family well-being programs as well as the related programs offered by LAPN partners.
Eat, Play, Live will utilize the SPARK PE curricula. The Wellness Coordinator will train teachers to teach SPARK daily during PE or Advisory classes. The Wellness Coordinator will also offer before and/or afterschool physical education programs using SPARK curricula.
Nutrition workshops for students and parents will be held at community centers and schools each week as part of the school day and in the afterschool program for students and parents. Workshops will focus on how to read food labels, the importance of eating a healthy, balanced diet, the importance of exercise and physical activity for the whole family, and will include shopping trips to local markets and/or farmers' market. LAPN partner Thai CDC recently opened a new farmers' market project in East Hollywood / Thai Town at the Hollywood/Western Metro Station. This farmers' market is held every Thursday from 3:30-7:30p to capture the commuters leaving the Metro Station. To improve access to healthy foods the farmers' market accepts CalFresh EBT, allowing households to redeem their CalFresh food stamps for fresh produce. Thai CTC will link resporces and services specifically to serve youth and families at the target school. The market also hosts a weekly health booth, where health and service providers are able to outreach and provide services to the local community. During the Los Angeles County CalFresh Awareness month in May, Hunger Action Los Angeles provided funding for both Cal Fresh EBT and Supplemental Security Income (SSI) Market Match programs. The programs provide an extra $5 in Market Dollars to customers enrolled in CalFresh or SSI who use at least $5 at the farmers' market. Because of the success of the program, the East Hollywood and Greater Griffith Park Neighborhood Councils have provided funding to continue the EBT Market Match until November 2012. LAPN will advertise the EBT Market Match to local families and actively enroll them in services provided, while working with Thai CDC to obtain additional funds to sustain the Market Match program
LAPN staff led by the Wellness Coordinators provide fitness, curriculum, equipment and technology, and teacher professional development for lifelong physical activity and nutrition for low income families in the Neighborhood. Incorporating a professionally reviewed SPARK curriculum, the program offers fitness plans for students, teachers, and families at the target schools that build upon California Department of Education Fitnessgram assessments of students at the schools. YPI will work to implement weekly nutrition workshops, a quarterly fitness newsletter tied to activities, and provide family support services, including culturally aware and healthy recipes for meals and enrichment classes for students and parents. Services will work with schools to build infrastructure, including support for hiring staff required to implement physical education services. The Hollywood Wilshire YMCA will provide school-based programs teaching nutrition and access to programs provided at the Center for LAPN families. The LAPN program will work with FAME Assistance Corporation, the Los Angeles operator of First Lady Michelle Obama's Let's Move physical education campaign to implement services and outreach activities at all LAPN schools. Each school also develops and implements individual fitness and nutrition projects of interest to families at the school, as determined through surveys and items of interests discussed at school wide meetings. These can include a community garden, a soccer team, or a rock climbing wall such as in place at Bert Corona Charter School.
Parent/community workshops will be offered for two hours once a week. Workshops may include Zumba, yoga, nutrition/healthy eating that may include a field trip to a farmers' market, cooking demonstrations, how to read labels. Multi-faceted workshops will include: disease prevention (e.g. diabetes, heart disease)
Coordinate Health Awareness fieldtrips for students and family members; activities such as hiking, Soccer games, Ice Skating etc. They will help students understand, improve, and maintain physical well-being, while working with their families to help them make well informed health, nutrition, and fitness choices.

The Hollywood PAL Martial Arts Academy trains children in the art of Tae Kwon Do and mixed martial arts under the supervision of a former LAPD police captain and an assistant martial arts instructor. Students learn the martial art forms and are periodically tested to continue moving up the belt system. They also have an opportunity to compete in up to eight tournaments per year. Hollywood PAL soccer teams compete in the Anahuak Youth Soccer Association league based in Los Angeles. The kids participate in several tournaments throughout the year. PAL offers a variety of activities through the Hollywood Fit Club including running, hiking, fitness classes, and workout sessions at the YMCA.
The Hollywood Wilshire YMCA will expand its School Based Y program into two elementary schools in the LAPN service area: Grant Elementary and Ramona Elementary. The School Based Y program provides physical education programming directly to students in local elementary schools during school hours, and students receive at least 200 minutes of physical education every 10 days. In addition to physical education, the School Based Y program also educates youth about the importance of regular exercise and about good nutrition and eating unhealthy foods in moderation in order to encourage students to adopt realistic lifetime eating habits. The program is currently offered at Selma Elementary School and has seen significant success.
The Boys and Girls Club of the San Fernando Valley offers a Sports, Fitness & Recreation program that includes the "Triple Play" and "Just Like You, Global Playground" programs and our daily Sports program (i.e. soccer, hockey, basketball, football, kickball, softball, handball, international games, physical fitness, and self-defense). These programs draw young people into the Club; teach them good use of leisure time, how to have fun, and make good friends while developing social skills in team settings. We are especially proud of our award winning wrestling team and dance group. BGCSFV also offers Health & Life Skills classes, including "Be Fit...Be Active", "SMART Girls", "Motivating the Teen Spirit"/ MTS and "Young Chefs in Action." These programs aid in developing good health and physical fitness through physical activity and health/nutrition awareness. MTS is a revolutionary, interactive program that focuses on emotional healthiness by empowering young people to take responsibility for their lives, respect themselves, and live with integrity.
Vision y Compromiso, a group of health promotores, may host in-kind health workshops to families in Hollywood out of the YPI Hollywood FSC. The YPI Hollywood FSC is hosting a pilot series of these workshops during the summer of 2012 to gauge community interest. The workshops focus on heart health and teach participants about eating healthy and being active.
FAME Assistance Corporation (FAC) is the local branch of First Lady Michelle Obama's nationwide campaign to end childhood obesity. Let's Move LA! Kidz' Zone helps children achieve the recommended amounts of daily physical activity, as well as the proper mix of aerobic, stretching, muscle and bone strengthening activities outlined by the U.S. Dept. of Health and Human Services. Led by qualified physical exercise instructors, Let's Move LA! Kidz' Zone provides activities that are age-appropriate, varied, and fun for youth. Children participating in Let's Move LA! Kidz' Zone are introduced to a wide range of games, sports and active play, learn basic principles of fitness, and are taught fundamental skills, like catching and throwing, that prepare them for participation in sports.

Segment:	Elementary School Services
Solution:	**Educational and Cultural Field Trips**
Description:	Students and families attending each of the elementary schools targeted for services by the Los Angeles Promise Neighborhood will participate in educational and cultural fields trips to points of interest in Los Angeles each year.
Need (segmentation analysis):	• Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade level in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • LAPN Elementary School CST Levels at or above grade level: 44.7% in English Language Arts, 56.7% Math (LAUSD, 2011-12). • Pacoima Elementary School Truancy Rates: 19% (636) students were considered truant, with Broadous Elementary experiencing a 37% truancy rate (LAUSD, 2010-11) • In Hollywood, one out of four elementary school students are considered truant. Elementary School Truancy Rates: 27% (2053) students were considered truant, with Grant Elementary and Ramona Elementary experiencing a 27% truancy rate (LAUSD, 2010-11). • Only a third of LAPN students experience having their parents or family members speak to them about the importance of college every day (LAPN Student Survey, 2012) • Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011)
Evidence:	Educational and Cultural Field Trips are a promising practice in supporting and improving youth academic achievement. The Los Angeles Promise Neighborhood utilizes these education support measures to expand interest of students in learning beyond the classroom. Research indicates an increase in academic achievement from this type of learning. Hamilton-Ekeke (2007) used a pre-test treatment post-test control design of 40 students randomly divided into groups. Group A received ecology learning in the classroom, and on field trips, while Group B received learning only in the classroom. Post-study testing revealed higher learning in the first group relative to the second.
Partners:	YPI, Create Now, LAUSD

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	500	800	1350	1620	2700
Percent of Age Cohort within Target Schools Served:	10%	15%	25%	30%	50%
Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS	
Location of Program/Service:	Multiple locations throughout Los Angeles County and beyond.
Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Educational and cultural field trips will be coordinated through the Full-Service Community School program in collaboration with the Afterschool program, and with partner organizations. Each school will have at least 1 field trip in Year 1 and will increase by an additional field trip each year, so that by Year 5 each school participates in 5 field trips. 50 students can participate in each field trip, and will have sufficient chaperones for a student:adult ratio of 10:1.	
Create Now will provide annual field trips for 150 Broadous Elementary School students to attend shows at venues like the Hollywood Bowl, Ford Amphitheatre, and Walt Disney Concert Hall.	
YPI will lead trips to cultural destinations for students. These include Kids' Ocean Day (beach clean up), LA City Hall, the USC Science Center, the Museum of Tolerance, the Queen Mary, the J. Paul Getty Museum, the Ronald Reagan Presidential Library, the Richard M. Nixon Presidential Library, the Page Museum at the La Brea Tar Pits, Descanso Gardens, the UCLA Fowler Museum, and the San Diego Wild Animal Park. The purpose of field trips is to provide greater access to destinations of strong educational interest to LAPN families to build support for expanded education services and academic interests as students move from elementary to middle to high school and eventually to postsecondary education and careers. In addition, children residing in the LAPN are mostly low-income and have few opportunities to travel outside the neighborhood for enrichment and recreation.	
YPI will also lead trips to colleges and universities to expose students and their parents to college campuses and help them learn more about academics, college life, etc. Campus destinations include CSUN, UCLA, USC, UC Santa Barbara, LACC, and others. As funding permits, students will spend the night on campus. As often as possible, YPI invites parents on college field trips to give them a better understanding of college life so that they are supportive of their children's pursuit of a college education, and understand how they can help their children succeed in college.	
Staff to student ratio for field trips is 1:10.	

Segment:	Elementary School Services
Solution:	**Promise Corps: Tutors and Academic Coaches in Schools**
Description:	Students and families attending each of the elementary schools targeted for services by the Los Angeles Promise Neighborhood will be provided with a Promise Corps of Tutors and an Academic Coach to provide supportive academic services through problem solving tutoring and peer collaboration for students under the direction of school teachers and administration. Services provided by the Academic Coach will support existing and new professional development strategies for teachers and principals at the school that will include greater information and access for parents and families.
Need (segmentation analysis):	• Only a third (35%) of kindergarten youth in the LAPN demonstrate age-appropriate functioning across multiple domains of learning (DRDP, 09-10; Los Angeles Education Partnership's Early Development Instrument (EDI), 2010; LAUSD, 09-10) • LAPN Elementary School CST Levels at or above grade level: 44.7% in English Language Arts, 56.7% Math • Pacoima Elementary School Truancy Rates: 19% (636) students were considered truant, with Broadous Elementary experiencing a 37% truancy rate (LAUSD, 2010-11) • In Hollywood, one out of four elementary school students are considered truant. Elementary School Truancy Rates: 27% (2053) students were considered truant, with Grant Elementary and Ramona Elementary experiencing a 27% truancy rate (LAUSD, 2010-11). • LAPN Elementary school students reported 31.6% were read to three or more times a week (LAPN Student Survey, 2012) • LAPN Elementary school students reported 45.2% were never read to at all by parents or family members (LAPN Student Survey, 2012) • LAPN Elementary School Students: 49% receive encouragement from parents or family members to read books outside of school, every day (LAPN Student Survey, 2012). • LAPN Elementary School Students: 40% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011)

Evidence:	There is moderate evidence of effectiveness using AmeriCorps type trained tutors to provide services using methods such as problem solving and peer collaboration. Ginsberg- Block (1998) provides evidence of the effectiveness of problem-solving and peer collaboration in a random assignment study of 104 low-achieving 3rd and 4th graders. Students receiving these services performed significantly higher than students who did not receive problem solving on measures of computation and word problems. These students also had higher levels of academic motivation, academic self-concept, and social competence. Allen and Chavkin (2004) utilized a within-program control group alternative assessment of AmeriCorps tutors working with students on English, reading, math,or science. Results found that students who were tutored were more likely to increase academic grades to passing, showing that staff and volunteer tutors are an effective resource for struggling students.Targeted professional development should have the goal of improving instructional quality and establishing best practices, particularly for students with learning challenges, such as English language learners and students with disabilities (Bryk et al 2010; Conzemius 2000). Families are a critical partner in the education of their children and should work with principals, teachers, and other administrators. This includes access to data, goals and progress in increasing academic achievement at low performing and persistently lowest achieving schools (Talley & Keedy 2009; Gordon & Louis 2009).
Partners:	Youth Policy Institute, Pacoima Charter School, LA Small Schools Center

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	5398	5398	5398	5398	5398
Percent of Age Cohort within Target Schools Served:	100%	100%	100%	100%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	All Target LAPN Elementary Schools

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Each elementary school in the LAPN will receive a full-time Academic Coach and four part-time Tutors to provide academic support to students and teachers.

The Academic Coach will work with the principal, teachers, and other administrators to determine appropriate professional development training for each school site, with involvement of Parent Leaders. Academic Coach will provide weekly PD to teachers, plus additional PD during the monthly minimum days for two hours. The effects of the professional development teachers receive will be felt by 100% of LAPN students through improved instruction and learning. The Academic Coach will serve as a general academic resource for teachers and administrators and will be a credentialed professional who will serve as a mentor for teachers. The Academic Coach will assist with the implementation of LAUSD's new teacher evaluation model, which incorporates classroom observation and coaching.

The Academic Coach will also supervise and train the four on-site tutors. The Coach will ensure classroom learning and academic support services are aligned.
Part of the Full Service Community Schools and AmeriCorps tutors model established at YPI and partner programs in the Neighborhood, Academic Coaches and Tutors are college students (or graduates) with at least two years of postsecondary education who have completed YPI's Tutor Training Program. They provide support services during school hours on the schedule and intensity level established with teachers and administrative staff at each school. Promise Corps staff will work with teachers to pull students out of class for tutoring based on academic need, particularly in math, English Language Arts, and science. The goal is to provide a minimum of 30 hours of academic tutoring each year for each elementary school student.
Each tutor has 40 students (20 per semester) who receive a minimum of 30 hours of tutoring throughout the academic year in small group or one-on-one sessions during class time.
Tutors receive a school-specific orientation and monthly training on academic concepts, classroom management, CPR, building relationships with key stakeholders, communication strategies, and other topics as needed.
Tutoring will target students scoring in the Far Below Basic (FBB) and Below Basic (BB) categories of the CA State Test.
The Academic Coach will facilitate two Parent Academic Information Sessions during the year. The first will be at the beginning of each school year and will educate parents about the school's student assessments and data tracking, as well as teach parents strategies for homework assistance, promoting literacy and math skills, and the importance of consistent attendance. The second Parent Academic Information Session will be held one week prior to the CA State Test to review student progress on regular assessments and to provide parents with test prep strategies and information, such as the importance of eating a good breakfast and getting a good night's sleep.
Tutors will reach out to the parents of tutored students (either over the phone or with in-person meetings when possible) to provide feedback on students' academic progress, strategies to use at home to help students, and feedback on students' behavior and attendance.
The Academic Coaches are based on Pacoima Charter's successful professional development model (the Effective School in the LAPN) that utilizes Grade Level Coordinators and peer learning through Grade Level Collaboration. As well, each school will integrate its own research-based professional development strategies and services as defined in the School Implementation Plan for each target school included separately in Appendix F. General professional development strategies that will be incorporated with the school specific model include the use of teachers within each grade level as a Grade Level Coordinator to support other teachers. These Coordinators receive train-the-trainer professional development (often off-site) so that they, in turn, train their cohort of grade level teachers on the topic. Teachers attend weekly Grade Level Collaboration meetings to ensure alignment in teaching, and share successes and challenges. In the Pacoima Charter model, every 5 weeks the school has a minimum day where students are released at 1:00 PM, providing an opportunity for regular PD training from Grade Level Coordinators. One example of Pacoima Charter's PD is training on the use of Thinking Maps. Grade Level Coordinators were trained by Thinking Maps, Inc. and then they provided the same training to all of Pacoima Charter's teachers. Thinking Maps training gives teachers an understanding of how to visually represent, or map, the critical thinking embedded in the Common Core State Standards. Thinking Maps provide students with both the scaffolds and structures to support a deeper level of understanding which will empower them to become college and career ready.

Segment:	Elementary School Services
Solution:	**Extended Day Learning (Afterschool Services)**
Description:	Students and families attending each of the elementary schools targeted for services by the Los Angeles Promise Neighborhood have extended day learning opportunities through afterschool programs that will offer academic support and enrichment activities.
Need (segmentation analysis):	• Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011) • Only a third (35%) of kindergarten youth in the LAPN demonstrate age-appropriate functioning across multiple domains of learning (DRDP, 09-10; Los Angeles Education Partnership's Early Development Instrument (EDI), 2010; LAUSD, 09-10) • LAPN Elementary School CST Levels at or above grade level: 44.7% in English Language Arts, 56.7% Math • Pacoima Elementary School Truancy Rates: 19% (636) students were considered truant, with Broadous Elementary experiencing a 37% truancy rate (LAUSD, 2010-11) • In Hollywood, one out of four elementary school students are considered truant. Elementary School Truancy Rates: 27% (2053) students were considered truant, with Grant Elementary and Ramona Elementary experiencing a 27% truancy rate (LAUSD, 2010-11). • LAPN Elementary school students reported 31.6% were read to three or more times a week (LAPN Student Survey, 2012) • LAPN Elementary school students reported 45.2% were never read to at all by parents or family members (LAPN Student Survey, 2012) • LAPN Elementary School Students: 49% receive encouragement from parents or family members to read books outside of school, every day (LAPN Student Survey, 2012). • LAPN Elementary School Students: 40% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • 15% of LAPN student DO NOT access a computing device or internet at home, at all (LAPN Student Survey, 2012). • Of those students not accessing a computing device or internet at home, 35% indicate accessing these at public library or computer center within their neighborhood (LAPN Student Survey, 2012)

Evidence:	Research has demonstrated a moderate to strong record of effectiveness for extended day learning and afterschool programs to increase academic readiness and achievement. According to a two-year intervention and random assignment evaluation (Black, Doolittle, Zhu, Unterman, & Grossman, 2008), afterschool programs that integrated models of regular school-day math and reading instruction saw improved reading scores after the first year of implementation. Vandell, Reisner, & Pierce, 2007 completed a two year longitudinal study of 3,000 youth in 35 elementary and middle schools and found that elementary school students who regularly attended afterschool programs over two years showed significant gains on standardized math tests, compared to students that did not participate. Evidence of the effectiveness of after-school programs is described in a Goldschmidt and Huang (2007) quasi-experimental design study of students participating in LA's BEST programs offered at their schools, students attending those same schools but not participating in LA's BEST, and students who attend schools that have not access to LA's BEST program. Results for those students participating in LA's BEST programs reveal higher mean scores in Reading and Math than the non-participating students. Empirical reviews of afterschool programs (notably Durlak & Weissberg 2007) demonstrate that evidence-based afterschool programs focusing on specific social and personal skills that use sequential learning and promote active learning for students have the strongest record of positive results. Called SAFE (Sequenced, Active, Focused, and Explicit) programs, these strategies form the basis of LAPN afterschool programming. They offer clear, measurable performance measures that provide improvements in the areas of achievement tests, school grades, social skills, problem behaviors, drug use, school bonding, and self-esteem of students. As analyzed in the Durlak & Weissberg study, youth enrolled in SAFE programs on average show improvement in areas of achievement tests, school grades, social skills, problem behaviors, drug use, school bonding, and self-esteem. Non-SAFE clusters assessed, according to the study, on average demonstrated measurable positive results in none of these areas. FamilyRead, Parent Education & Support Programs, Kids Club, Calling All Kids, 4Rs Girls & Boys Mentoring Program are aligned with Harlem Children's Zone (HCZ) Promise Academy Charter Middle School Program that is rated high for its effectiveness.The Rating by the Coalition for Evidence-Based Policy, a nonprofit nonpartisan organization seeking to increase government effectiveness through rigorous evidence about what works, shows that the Promise Academy Charter Middle School Program in Harlem's Children Zone meets the "Near Top Tier" evidence standard, defined as: Interventions shown to meet all elements of the Top Tier standard (i.e., well-conducted randomized controlled trials … showing sizable, sustained effects) in a single site.
Partners:	YPI, Hollygrove/EMQ FamiliesFirst, Friends of the Family, Hollywood Police Activities League (PAL)

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	2160	2700	3240	4320	$4,936
Percent of Age Cohort within Tar	0.4	0.5	0.6	0.7	0.8
Program Cost:	[redacted]		[redacted]	[redacted]	
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS	
Location of Program/Service:	Ramona Elementary School, Grant Elementary School, Santa Monica Blvd. Community Charter School, Pacoima Charter School, Vaughn Charter, Broadous Elementary School

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Each targeted LAPN elementary school currently has a funded afterschool program operated by LAPN partners that runs from the end of school for three hours (approximately 3-6pm each school day). YPI currently operates afterschool programs at 56 schools (K-12) in Los Angeles and serves over 6,300 students each school day and in the summer with academic and enrichment activities. It is the largest afterschool provider for charter schools in the U.S. and one of the nation's largest high school afterschool providers operating at 32 high schools. YPI's afterschool programs provide academic assistance, enrichment and family literacy services to students and their families. Academic services include tutoring and homework support that assist students in meeting state and local academic achievement standards in core academic subjects and reaching the goal of a college education. Enrichment activities include additional services, programs and activities designed to reinforce and complement the schools' academic programs and are aligned with California state content standards, curriculum frameworks and research-based practices. YPI also organizes an incentive program to motivate students in the program. Families of students will also have access to support services like parenting, college preparation and financial literacy workshops. YPI's after school program is driven by high standards and provides relevant learning experiences, targeted intervention, and a supportive learning environment for students. It focuses on equipping students with the skills necessary to move to the next grade level and preparing them for college and future careers. The after school program will work closely with school administration and teachers to target struggling students (as evidenced by performance on standardized tests) and provide structured support through homework assistance, skill-building and enrichment activities that are aligned with classroom instruction and state standards. They will collaborate to establish comfortable spaces in which students can learn and grow. Also, YPI staff will work closely with school personnel to tie the program to school needs and administer surveys to parents and students to assess and target interests that inform program operations. Programs offered incorporate a structured approach to meet the needs of students, especially those who struggle in core academic areas like English Language Arts and Mathematics. YPI staff will continue to inform and involve school staff in consultation, activities, and professional development to ensure that services provided in the afterschool program link directly to themes and lessons studied in the classroom during the school day to reinforce learning. YPI Site Coordinators will arrange communication with school stakeholders and establish communications regarding services to ensure that the learning in the classroom during the school day is unified with instruction in the afterschool program. Furthermore, teachers at the school site will be hired for teaching roles in the afterschool program as they indicate interest which will allow the program to connect better for homework help, tutoring, and project-based learning and enrichment activities.

The academic assistance and enrichment materials used in the afterschool program are directly linked to the California State Content Standards in English/language arts, mathematics, science and social studies. The program utilizes curriculum based on the standards including grade appropriate materials for language arts instruction in areas such as reading comprehension and writing exercises and vocabulary development. It is also based on research providing evidence that the program will help students meet state and local academic achievement standards. Furthermore, YPI will use performance data and research based interventions to operate a structured after school program that will ensure that students' needs are met and they receive the appropriate support in Mathematics and English Language Arts. In addition to assistance in core subjects, the after school program will provide a variety of comprehensive enrichment programs and integrate arts, technology and fitness to encourage learning.

Description of services
The LAPN after school programs are based on three main structures: academic support, athletics and enrichment. It begins once the school day ends and continues until 6:00 p.m. First, students assemble in the lunch area and are provided with nutritious snacks. Then, all students participate in Homework Hour to receive help from teachers and tutors with school assignments. After Homework Hour, students have the opportunity to choose to participate in a variety of different athletic and enrichment programs described below.

The academic support component incorporates a structured approach to meet the needs of students who struggle in core academic subject areas like English Language Arts and Mathematics. Tutoring and homework assistance is aligned to the California State Standards. It includes small group and one-on-one tutoring and educational activities to assist students to meet grade level proficiencies like project-based learning and homework help. The design for tutoring includes features that research has identified as effective for English Language Learners including interactive teaching methods with immediate feedback/correction, oral practice, and systematic review for reinforcement of vocabulary and pronunciation, and read-alouds.

The athletics component promotes physical fitness and healthy lifestyles. Programs are aligned and based on California State Standards for physical and health education including: movement skills and knowledge, self-image, personal and social development. Sports include basketball, soccer, volleyball, cheer, yoga, and martial arts. They reinforce the values of cooperation and good sportsmanship. YPI's physical fitness, recreation and health programs offer knowledge for a lifetime physical activity and nutrition. The program includes information on nutrients and food groups, healthy snacks and advertising.
The enrichment component includes the integration of arts, technology and fitness into learning experiences that complement the regular academic program. The purpose of enrichment is to foster students' abilities to develop problem-solving skills, flexibility, creativity, cooperation, persistence, and responsibility in an environment that is geared towards building self-confidence. Projects uphold the values of the California State Content Standards. The arts programs expose students to different art forms (visual and performing) and teach different media for communication and expression. In addition, YPI integrates technology with program curriculum providing access and opportunity for students to develop literacy skills via alternative methods.
LAPN youth services program provides a variety of curricula that are offered after school for elementary and middle school students. It continues to offer quality programs that are already established at Camino Nuevo (e.g. Chess Club, Domino Club, Kidzlit Club, CSI Club, Arts and Crafts Club, Drama Club, Urban Art).
Students bring their homework and work closely with tutors who help them understand and complete class assignments. Academic assistance is provided to help students meet the California State Standards in core academic subjects (notably English language arts, mathematics, and science). In addition to homework support, students have access to a variety of books, magazines and test preparation materials provided by Scholastic (research based and library suggested) that are broken down by grade level.
Students participate in science activities, build self-confidence and gain an appreciation and excitement for science content and learning. Students participate in science activities, build self-confidence and gain an appreciation and excitement for science content and learning. The design includes features that research has identified as effective for English Language Learners including interactive teaching methods with immediate feedback/correction, oral practice, and systematic review for reinforcement of vocabulary and pronunciation, and read-alouds. The components include Reading for Understanding, Small Group Discussion, and Writing, and Individualized Student Reading with Teacher Support.
The Book Club helps students acquire, synthesize and evaluate written information and develop the language to communicate their comprehension of various books and topics. This curriculum utilizes high quality children's literature from which students can choose from a variety of topics that are grade and reading level appropriate. This program gives students the opportunity to respond to literature in multiple ways and develop a lifelong interest in reading. It also promotes student understanding and reading enjoyment. The Development Studies Center Kidzlit curriculum is similar to Lucy Caulkin's Readers and Writers Workshop-style instruction and is used in Los Angeles County Office of Education schools. Activities are conducted before during and after the book is read to support reading comprehension and dialogue.
Students learn and do activities across various curricula to learn about other cultures and time periods through the exploration of 11 countries.

Students participate in physical fitness activities including sports (e.g. basketball, soccer, volleyball, cheer, yoga, and martial arts) and healthy living instruction. The athletics program utilizes SPARK curriculum, and students learn about the values of nutrition, proper eating habits, and positive energy through indoor and outdoor structured lessons.
Playing chess and dominoes allows students to utilize and strengthen higher level thinking skills including: decoding, pattern recognition, comprehending, and analyzing. Students learn language, reading, math and geography skills through 11 subject matter based board games. They include: Countdown, Battleship, Scrabble, Managing my Allowance, Earthopoly, Bank Account, Budget, My Food Factory, Spell Checkers, Chess Teacher Game, 10 Days in Asia, America's Great Cities Jingo, and Stare. They develop strength of character, self esteem, understanding of triangulation methods, problem-solving, logic and reasoning, and conceptualization skills.
Students participate in art activities and craft projects. The arts program utilizes Lakeshore curriculum and completes theme-based projects. Arts and crafts activities are also conducted using multicultural perspectives as project ideas come from different countries around the world.
Students learn about urban art forms like graffiti. They learn its history and positive uses and complete projects like murals for school beautification.
Students learn about the elements of theater: vocabulary, creative expression, theatrical skills, and the use of drama to support other academic subject areas.
Classes and activities are provided for students and families regarding higher education and career pathways. Students and parents participate in workshops that cover topics like financial aid, test preparation, college requirements and processes. Students also have the opportunity to go on field trips to local colleges and benefit from visits from college representatives. Guest speakers from various careers give address the importance of continuing education and going to college.
Students come together and express their creative voices as they communicate about news and current events that interest them. They will create newsletters that will allow them to learn about responsible and effective writing and utilize technology to convey their thoughts and ideas. They will also have the opportunity to use media equipment like digital cameras to capture stimulating images that will be incorporated with their written articles.
In this student led club, students will channel their energy toward solving real world problems in the community. They will experience the possibilities of democratic citizenship by planning and completing a service project that will create meaningful change for their fellow students and community members. Technology will be integrated into this program as students will use it to conduct research and organize activities and events. Participation and completion of projects through this club will meet school service learning requirements.
Hollygrove will provide a year-round afterschool program for 30 high needs children and youth that offers instruction in healthy life skills (including nutrition) and literacy, academic tutoring and achievement, social skills training, recreation activities, and gang prevention and addiction prevention workshops.
The afterschool program will be provided at each elementary school until 6:00 P.M. or for a minimum of three hours each school day.

Each ES will have a FT Afterschool Coordinator, who will work closely with the Academic Coach and Tutors and the Full-Service Community School Coordinator and Family Advocate to ensure a seamless continuum of services at each target school. Each Tutor serves 20 students; there are usually 4-6 Tutors total. Afterschool Coordinators are FT in order to ensure they can build relationships with school staff and students throughout the day and provide additional support to the school when needed. In addition, a FT position enables the Coordinator to provide programs targeted to parents and families. The FSCS Family Advocate will support the Afterschool Coordinator in providing parent programs.
Services provided included academic assistance via direct academic tutoring by trained a Academic Coach stationed at each target school based on academic weakness defined for each student on standardardized tests, as provided by the Los Angeles Unified School District and partnering charter schools in the Neighborhood. Academic support services build upon curricula and lessons from the regular school day, and are supported by regular communication and collaboration between school teachers and Academic Coaches. This academic tutoring is supported by enichment services that directly link to California Department of Education state content standards for elementary grades in English Language Arts, Mathematics, Science, and Social Studies.
Projects will be created to uphold the values of the California State Content Standards in Artistic Perception, Creative Expression, Historical and Cultural Context, and Aesthetic Valuing. Services and programs provided during the afterschool hours include graphic design, art, and programs such as disc jockey training, digital music, community gardens, photography.
Sports programs, like Running Clubs, soccer tournaments, basketball, flag football, cheerleading competitions, dance competitions, and other fitness choices.
Structure complements the instructional day- work w/ teachers and admin to understand goals of school; individualized program plan for each school to ensure it enhances the school day and increases test scores, decreases truancy rates, supports on-time grade promotion.
Educational and cultural field trips coordinated in collaboration with the FSCS program (see FSCS program for details).
Project-based learning integrated with afterschool program.
Friends of the Family will offer elementary afterschool language enrichment and arts activities that will support pro-social skill development in its Kids Club and Calling All Kids programs.
Hollywood PAL's Youth Leadership Council (YLC) is a student-led program that gives children a chance to give back to their community. PAL YLC kids have helped distribute turkeys at Thanksgiving, volunteered for Special Olympics and Project Angel Food, raised money for Ronald McDonald House and American Cancer Society and have visited residents in a local assisted living facility through the Adopt-a-Grandparent program.

Segment:	Elementary School Services
Solution:	**Arts & Humanities Enrichment Program**
Description:	In an effort to improve academic performance and promote grade level advancement, students attending each of the elementary schools and residing in the Los Angeles Promise Neighborhood will have access to a variety of arts, humanities, enrichment, and service learning programs provided by YPI and its partners, both in extended day (afterschool) programs and as separate arts and enrichment activities and services.
Need (segmentation analysis):	• Only a third (35%) of kindergarten youth in the LAPN demonstrate age-appropriate functioning across multiple domains of learning (DRDP, 09-10; Los Angeles Education Partnership's Early Development Instrument (EDI), 2010; LAUSD, 09-10) • LAPN Elementary School CST Levels at or above grade level: 44.7% in English Language Arts, 56.7% Math • Pacoima Elementary School Truancy Rates: 19% (636) students were considered truant, with Broadous Elementary experiencing a 37% truancy rate (LAUSD, 2010-11) • In Hollywood, one out of four elementary school students are considered truant. Elementary School Truancy Rates: 27% (2053) students were considered truant, with Grant Elementary and Ramona Elementary experiencing a 27% truancy rate (LAUSD, 2010-11). • LAPN Elementary school students reported 31.6% were read to three or more times a week (LAPN Student Survey, 2012) • LAPN Elementary school students reported 45.2% were never read to at all by parents or family members (LAPN Student Survey, 2012) • LAPN Elementary School Students: 49% receive encouragement from parents or family members to read books outside of school, every day (LAPN Student Survey, 2012). • LAPN Elementary School Students: 40% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011)
Evidence:	Research has demonstrated enrichment services as a promising practice to improve academic performance and readiness for grade level advancement. In a national study using a federal database of more than 25,000 students, a researcher found higher performance on standardized achievement tests among students with high arts involvement. They watched fewer hours of television, volunteered more often, and reported less boredom in school (Catterall 2002). A different study by the same researcher found that “intense involvement” in the arts during yields higher levels of achievement in high school and higher college attainment (Catterall 2009).
Partners:	YPI, Boys & Girls Club of the San Fernando Valley (BGCSFV), Create Now, Harmony Project (HP), Hollywood PAL
IMPLEMENTATION OVERVIEW	

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	4318	4588	4858	5128	5398
Percent of Age Cohort within Target Schools Served:	80%	85%	90%	95%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	Boys & Girls Club of the San Fernando Valley facility, Broadous Elementary School, HP Office at 817 Vine St., all LAPN target schools

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. LAPN will coordinate arts and humanities enrichment activities for students at target schools and throughout the Neighborhood. LAPN students will benefit from the many thriving arts organizations that already operate in the LAPN, many of which are affiliated with the Hollywood entertainment industry. Target students in the LAPN will access arts and humanities enrichment services through the afterschool programs provided at each target school daily, while also accessing services provided by partners for Neighborhood youth not attending target schools at the six LAPN Centers and at partner sites in the LAPN. Each youth can access a minimum of five hours per week of arts and humanties enrichment services in the LAPN.

Each target school will offer enrichment as part of the extended day (afterschool) program provided daily. For 46 years, the Boys & Girls Club of San Fernando Valley (the Club) has been in the forefront of youth development in the impoverished community of Pacoima, working with young people from disadvantaged economic, social, and family circumstances. The Boys & Girls Club of San Fernando Valley has actively sought to enrich the lives of girls and boys whom other youth agencies failed to reach. The Club is dedicated to ensuring that our community's disadvantaged youngsters have greater access to quality programs and services that will enhance their lives and shape their futures. Facility and programs are also designed to allow access to students with disabilities and English Language Learners. The Club offers year-round afterschool and summer programs offered daily to youth ages 7-18 and their families that includes programs in education, sports, careers, fitnees/rec, health and life skills, arts, character and leadership, family preservation. The Club's Arts and Multi Media programs include activities like learning air brushing, photography, clay sculpturing, candle making, digital & fine arts, model building, and more. This program helps to broaden the horizons of youth; encourage inter-group understanding and provide an opportunity to develop skills in the creative arts. The Club's Character & Leadership programs include "Teens Take Action - Keystone Club" and the "Juniors Take Action -Torch Club." These Leadership programs provide youth with opportunities for planning community events, decision-making, and instill a sense of civic responsibility.

Create Now is a 501 (c)(3) non-profit organization founded in 1996 that transforms the lives of high-risk and at-risk youth through creative arts mentoring, education, resources and opportunities. Create Now serves disadvantaged, vulnerable kids ages 2-25 who have been abused, neglected, abandoned, orphaned, are left homeless, runaways, teen parents, substance abusers, victims of domestic violence, children of prisoners, gang members or incarcerated. Create Now will offer bi-annual 12-week courses of Show Off at Broadous ES for 150 students per year. Show Off is a performing arts program that includes instruction in singing, dance, theatre/comedy, and culminates in Talent Shows. Create Now programs develop vital skills and build teamwork, self-esteem and confidence. Create Now will provide at-risk youth in the Neighborhood with fun and educational alternatives to gang life, while allowing the children to discover their hidden talents. At the end of workshops, youth receive parties with refreshments and gift bags that contain special goodies and Certificates of Completion that build their self-esteem and provide lasting souvenirs. Our bi-annual workshops culminate with Talent Shows where all of the kids work together as teams to put together terrific events for their entire schools that demonstrate their creative abilities. The outcomes will be tremendous as the children get to shine in the spotlight for their families, friends and peers. The opportunities to Show Off will build their confidence. The students who perform will also serve as role models for other youngsters, especially siblings. Parents can help out with the costumes, decorations, make-up, hairstyling, and refreshments. Adult mentors can work with the kids to teach them how to put a budget together and to manage these bi-annual events, so they can develop business and marketing skills. This preparation will bond the children with their families and create happy memories.
Harmony Project (HP) is an award-winning research-based nonprofit organization that targets at-risk youth in underserved areas of Los Angeles. HP promotes positive youth development through on-going year-round music lessons and ensemble participation. Harmony Project is the winner of the 2009 Coming Up Taller Award, the nation's highest honor for an arts-based youth program, which is administered by the President's Committee on the Arts and the Humanities. The Harmony Project provides music instruction to 272 low-income students in Hollywood and has 2 youth orchestras for 171 students. HP will expand to provide an introductory course in musicianship instruction to 60 new students in Hollywood, and provide musical instruments and instrumental music instruction to 30 new students who have completed an introductory course with HP. HP requires ongoing school attendance of all students, and develops leadership through service learning. HP also provides parent orientation, education, referrals, and ongoing support, including parent music classes. HP students receive tuition-free instruction from early elementary or middle through HS graduation. HP provides college scholarships for students who graduate HS, are accepted to 2 or 4 year college or trade school, and complete the application requirements. 95% of HP graduating seniors (over 60) have attended college.
Service Learning will help youth to develop large scale community service projects, and will be provided daily as part of extended learning services at afterschool programs at target schools, and at LAPN Neighborhood Centers in the afterschool hours for neighborhood youth not enrolled in these target schools. Service learning projects will be ongoing and available to each LAPN youth.

Segment:	Elementary School Services
Solution:	**College & Career Awareness**
Description:	Students and families attending each of the elementary schools and residing in the Los Angeles Promise Neighborhood will access college and career preparation programs. These resources will facilitate their understanding of California's K-12 public education and postsecondary education systems. College and career preparation will include understanding what type of postsecondary education and training are required for identified careers and interests. Activities will include field trips to area colleges beginning in the 4-5th grades as well as Career Days that bring mentors to the school to work with elementary school students to help them develop long term plans for college and careers. LAPN will also have volunteer College Advisors work with elementary age families to develop long term awareness of the paths and challenges related to postsecondary education with career paths for LAPN families. LAPN will also develop and staff College Centers located at all LAPN schools. Here students learn about the importance of college, read catalogues, and receive college prep and financial aid information.
Need (segmentation analysis):	• Only a third of LAPN students experience having their parents or family members speak to them about the importance of college every day (LAPN Student Survey, 2012) • LAPN Elementary School Students: 40% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • 38% of student respondents indicate their parents or family members speak to them about the importance of preparing for a career, every day (LAPN Student Survey, 2012) • Yet, 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011) • LAPN Elementary School CST Levels at or above grade level: 44.7% in English Language Arts, 56.7% Math • Pacoima Elementary School Truancy Rates: 19% (636) students were considered truant, with Broadous Elementary experiencing a 37% truancy rate (LAUSD, 2010-11) • In Hollywood, one out of four elementary school students are considered truant. Elementary School Truancy Rates: 27% (2053) students were considered truant, with Grant Elementary and Ramona Elementary experiencing a 27% truancy rate (LAUSD, 2010-11). • LAPN Elementary school students reported 31.6% were read to three or more times a week (LAPN Student Survey, 2012) • LAPN Elementary school students reported 45.2% were never read to at all by parents or family members (LAPN Student Survey, 2012) • LAPN Elementary School Students: 49% receive encouragement from parents or family members to read books outside of school, every day (LAPN Student Survey, 2012). • LAPN Elementary School Students: 40% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2010)

Evidence:	Research has demonstrated college & career awareness activities starting in the elementary school years as a promising practice effective for developing long term plans to prepare students and families for postsecondary education. This is effective for keeping them on track for academic advancement, particularly for low-income Students of Color (Ceja, 2001; Oakes, 2000; Orfield, 1999; Talavera-Bustillos, 1998; Yosso, 2000). According to McDonough (2005), college counselors can potentially play a positive impact on student aspirations and achievements when they are consistent and available. Improving counseling can have a significant impact on college access for low-income, rural and urban students, and Students of Color. Best practices implemented via the LAPN model include individual planning sessions, classroom guidance, and/or small group sessions that target self-awareness or career and college exploration (Niles & Harris-Bowlsbey, 2005). Research supports a comprehensive program of student support and includes rigorous coursework along with tutoring, counseling, assessment, financial aid, and other supports that target low income students, English Language Learners (ELL's) and Limited English Proficient (LEP) students, and students with disabilities to keep them on track for college entry (Lerner & Brand, 2006; National Council on Disability, 2007; Solorzano & Yosso, 2010; The Education Trust, 2005). Flagship programs such as Project Grad USA have demonstrated strong success in beginning college preparation services in elementary schools in a 'feeder school' model carrying services through high school. MDRC conducted an matched comparison evaluation of Project GRAD (July 2006) in Houston, TX that found high achievement at elementary schools using this model.
Partners:	Youth Policy Institute, Hollywood Police Activities League (PAL), UCLA Community-Based Learning

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	4318	4588	4858	5128	5398
Percent of Age Cohort within Tar	0.8	0.85	0.9	0.95	1
Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS	
Location of Program/Service:	All LAPN Target Elementary Schools
Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Annual Career Days at each elementary school which will feature professionals in a variety of jobs and industries (parents, current LAPN partners, YPI staff, school staff, etc.). Career Days will focus on activities for both students and parents so that parents become aware of LAPN workforce development-related services.	
LAPN Elementary School students will participate in "I'm going to college!" days where local college students and alumni will visit LAPN school sites to talk about how they successfully navigated their entrance to college and what college meant/means to them. These events will occur every other month at all target schools, and also at the six LAPN Neighborhood Centers to reach youth not attending these schools. Students will be able to interact in small groups to meet college students and get a chance to engage with them and ask them questions about their experiences. Current or recent college graduates serve as immediate role models and conversing with them is especially critical for first-generation, low-income Students of Color who may not know or have someone in their immediate family who have attended/received a postsecondary education (Rivas, 2012; Solorzano & Yosso, 2010).	
LAPN staff member will coordinate quarterly workshops for parents about preparing for college. 8-week long workshops (1/week) will include an overview of the 4 systems of higher education and will include a portion about saving and paying for college. LAPN families will also be given access to YPI matched savings accounts through Citi Bank. Workshops will be offered at each target school, and also at LAPN Centers.	
LAPN will create a College Corner in each elementary target school, and in each of the six LAPN Centers. These College Corners will include college banners, literature, posters and other items to promote a college-going culture. Small group meetings, parent college counseling and presentations will also be held at the College Corner. Here students learn about the importance of college, read catalogues, and receive college preparation and financial aid information.	
One (1) college field trip per school year at each target school for both students and parents in 4th - 5th grade. LAPN staff will coordinate trips with local colleges such as UCLA's "I'm Going to College!" events and USC's "College Buddy Days". These will also be available for Neighborhood youth not attending these schools through the LAPN Centers.	
Coordinated by SALEF and the Full-Service Community School Coordinator, a "College club" for 4th - 5th graders will be available at each target ES and in each of the six LAPN Centers. Students participating in the College Club may engage in the following activities: (a) Collect a list of where each school staff member attended college- announce the school, city and state of 1-3 staff members per week. Students may go around the school to ask several teachers and then complete a geography-related lesson where they have to locate the cities in which the colleges are located; (b) Students will create a "College Wall of Fame" in the school hallway where photos of famous individuals are posted along with the name of the college or university that they attended; (c) Club coordinators will assign each student a university/college to research and report back to the club on (sports, activities, how to apply, grades needed, tuition assistance, etc); or (d) Club coordinators may hold a mini-career dar for students by inviting local professionals to speak on their experiences in their respective fields.	

As a component of career exploration, the Hollywood Junior Police Academy is a truly unique program that teaches children, in a safe and wholesome environment, about what it is like to do actual police work. Participants are exposed to all facets of the job by participating in a variety of workshops taught by LAPD experts. Activities include touring the Hollywood police station, learning about crime scene investigation, visiting the Piper Tech-Air Support Division, visiting the horses and officers of the Mounted Unit, meeting members of the Bomb Squad and K9 Bomb detection unit, and much more. The Hollywood Junior Police Academy typically runs 1-2 times per year, with 30 children enrolled between the ages of 10-17. At the end of the program, they receive graduation certificates from the police captain and supervising sergeant.
Employing Scholastic college curriculum for elementary school-aged students, 4th and 5th grade students at the target schools and in the six LAPN Centers will receive activity workbooks to explore the following: (a) explore their interests, talents, and abilities, and identify potential careers that would match those attributes; (b) set future academic and career goals; (c) determine the steps necessary to meet their goals; (d) focus on preparing for a specific career choice; and (e) learn a variety of ways to finance the education necessary to achieve their goal.
LAPN will also have volunteer College Advisors work with elementary-school age families in the schools and Centers to develop long term awareness of the paths and challenges related to postsecondary education with career paths for LAPN families.

Segment:	Elementary School Services
Solution:	**Violence & Gang Prevention Programs**
Description:	LAPN's violence and gang prevention strategy combines prevention and intervention services leveraged from multiple programmatic and funding sources, including the City of Los Angeles' Gang Reduction & Youth Development (GRYD) program and Summer Night Lights.
Need (segmentation analysis):	The City of Los Angeles has one of the highest violent crime rates in the nation, as determined by the Federal Bureau of Investigation's Uniform Crime Reports (UCR). During 2010, the violent crime rate per 100,000 people totaled 566.5, compared to a State of California violent crime rate of 440.6 and a United States violent crime rate of 403.6. While gang violence in LA County has declined recently due to strategies such as BJA's Project Safe Neighborhoods programs, gang and gun violence remain grave. LA County law enforcement has documented over 1,300 street gangs with over 150,000 members. Crime rates in the targeted LAPN community have soared. According to the 2010 Los Angeles Police Department (LAPD) Statistical Digest, the Hollywood Community Police Station ranked the third highest in Total Part I offenses (homicide, forcible rape, aggravated assault, robbery, burglary, larceny, and vehicle theft) in the entire City from 2009 to 2010 (out of 21 crime divisions). The rate of 38.6 per thousand residents is the sixth highest in the entire City and significantly higher than the 29.2 city-wide averages for Part 1 Crimes for 2010. Crime is clustered in reporting districts targeted for LAPN services. In LAPD Reporting District (RD) 645 there were 571 Total Part 1 Offenses in 2010, a rate of 127.4 per thousand residents. For LAPD RD 646 the rate was 125.5. For LAPD RD 647 the rate was 100.7. These targeted reporting districts have Total Part I Offenses rates that are over 3-4 times higher than the City of Los Angeles average of 29.2. In Hollywood's southeast area (LAPD RD 668), law enforcement has secured two gang-injunctions to address criminal activities perpetrated by two of the most violent street gangs in the nation: Mara Salvatrucha 13 and their rival, 18th Street. As defined by surveys and focus groups, gang crime and violence are top concerns of residents, a finding supported by the LAPD RD 668 data (2010), which shows that this area has the highest incidence of gang-related crime in the Hollywood Division. Results in 2011 from the LAPN planning process revealed a staggering 81% of survey respondents identified public safety and gang violence prevention as the top need. About 40% of parents report that children do not have safe routes to school, and over 2/3 do not think it is safe for children to play outside without adult supervision. Less than 1/2 of residents reported feeling safe at night.

	• LAPN Elementary School Students: 88% (4,750) students feel safe at school (LAUSD, 2011-12). • 74% of LAPN students feel sage on school grounds (9,485) (LAUSD, 2011-12). • 72% of LAPN students feel safe in the neighborhood outside the school (9,228) (LAUSD, 2011-12). • Only 43% of LAPN students feel safe traveling to and from school (5,511) (LAUSD, 2011-12). • 59% of youth and families in the LAPN feel safe walking in and around their neighborhood (LAPN Community Survey, 2011) • 81% of Hollywood and 92% of Pacoima LAPN survey respondents selected "Public safety and gang violence prevention" as a primary area of need (LAPN Community Survey, 2011)
Evidence:	Research has demonstrated promising practices leading to moderate effectiveness of programs implemented in the LAPN. The Gang Reduction and Youth Development (GRYD) program of the City of Los Angeles had an independent third party evaluation completed by the Urban Institute (Dunword et all 2011) in July 2011. This found that more than half (60%) of the eligible at-risk youth (youth age 10-15 meeting high risk levels) who were enrolled in GRYD and retested six months later now had risk levels that would be considered ineligible for program services, using the Youth Services Eligibility Tool (YSET) of assessment for gang involvement and violence. According to the report , "enrolled youth showed substantial and statistically significant improvements on all seven attitudinal risk scales." (p. 9) "Part I and Part II crimes in GRYD zones and SNL areas generally decreased from January 2005 through December 2010, with declines being steeper following GRYD program implementation." (p.10). The Operation Peacekeeper program has demostrated moderate levels of effectiveness as demonstrated in Braga's (2008) pre/post–comparisons showed that the average monthly count of gun homicide incidents decreased by about 35% in 1997–2002 in Stockton, Calif. This study used a nonrandomized quasi-experimental design to compare Stockton gun homicide trends to other comparable California cities during this time frame. In an examination of the City of Philadelphia Foot Patrol program, Ratcliffe et al (2011) conducted a randomized controlled trial and "found that the target areas experienced a relative 23 percent statistically significant reduction in reported violent crime in comparison with the control areas."
Partners:	City of Los Angeles, El Nido Family Centers (El Nido), Youth Policy Institute

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	2160	2700	3240	4320	4320
Percent of Age Cohort within Target Schools Served:	40%	50%	60%	70%	80%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS	
Location of Program/Service:	Lemon Grove Park, El Nido FamilySource Center, Humphrey Park, Richie Valens Park, all LAPN target schools

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. The City of Los Angeles has developed and implemented a Gang Reduction & Youth Development (GRYD) program, a highly effective gang prevention and intervention strategy that uniquely melds prevention and intervention services in a neighborhood deployment pattern to target gang problems. Twelve GRYD zones have been established in Los Angeles in communities most affected by gang activities, including Pacoima and a portion of Hollywood (part of the LAPN). Each zone receives an increased police presence, as well as prevention, intervention and re-entry programs targeted to youth residents, including the Summer Night Lights program that provides activities and resources for youth at area parks from dusk to midnight. LAPN will work with the City to expand GRYD activities within LAPN in Pacoima and Hollywood using the El Nido GRYD program model, which has received the highest rating of all GRYD programs across the City. Summer Night Lights in Pacoima will be expanded from its current two parks to include all five parks in the LAPN by the end of the first Implementation year. Hollywood will increase activities provided after dark at its one public park. LAPN will provide greater intensity of GRYD services in Pacoima, while expanding the scope GRYD program in Hollywood. Services will include an increased focus on case management for at risk youth age 10-15 (serving 5th graders), enhanced enrichment activities for youth, and other youth development and community leadership programs that will target an additional 250 Pacoima youth and 350 Hollywood youth each year through the Full Service Community Schools program offered at each target school. LAPN will also include truancy prevention (modeled on the Positive Action program and including interactive kits for parent/child communication and improvement of academic and behavior indicators) through the FSCS program at each school. Truancy prevention will target families at area schools to address behavioral issues, including disruptive behavior, character issues, and academics. Gang prevention is modeled on Operation Peacekeeper in Stockton to address gang violence among youth age 10-18 and includes the use of Youth Outreach Workers to outreach and provide supportive services for at-risk youth in the GRYD program. The LAPN will work with LAPD to expand use of Foot Patrol in high crime parts of the LAPN, which builds on existing programs already provided by the Hollywood Community Police Station. This will be expanded to Pacoima in implementation years 2-3 This provides an accessible local policing strategy that will target hot spots and offer a nonthreatening presence.

FSCS Coordinators will provide students and parents with anti-bullying workshops.

Violence and Gang Prevention programs will be coordinated through the Full-Service Community School program at school sites and also provided at the six LAPN Centers for neighborhood youth not attending these schools. The FSCS Coordinator will also be well-informed about community-based programs like GRYD in order to provide referrals as appropriate. The FSCS Coordinator will research and recruit in-kind gang prevention workshops for students and parents, and will support monthly truancy prevention workshops at high need LAPN schools.

Support the development of Safe Routes to School, including applying for additional funding sources for the initiative, like the City of LA's Healthy Eating, Active Living funding that can be used for this type of program. Ramona Elementary School's comprehensive Safe Routes to School program will be replicated to other LAPN target schools. The Safe Routes to School program includes parent volunteers stationed along students' walking routes, and students who skateboard or bike to schools from further away work with the school's Community Representatives to design individual safe routes to school. Within five blocks of schools, students are asked to walk their bikes/skateboards to ensure students' safety inthe area with high levels of traffic from pick up/drop off.
As Lead Agency for the Pacoima Gang Reduction and Youth Development (GRYD) effort, El Nido incorporates the GRYD Prevention Model of Practice for family-centered services. Strengths-based and solution-focused approaches are employed to reach behavioral goals (i.e., prevention of gang joining and improvement in school adjustment) for a minimum of 150 youth annually. Services include: assessment/care planning/case management; group psychosocial education (with concurrent but separate sessions for parents and youth, who come together around common topics to open dialogue and constructive interaction at home); parent and youth support groups; individual/family counseling; and youth development activities. The latter includes: the Gentle Barn (engaging youth with animals to promote compassion, respect for others and healing); substance abuse prevention/treatment groups (Total Family Support Clinic); group and individual tutoring; Running Club; Photography workshops; and service learning (e.g., community beautification) projects. El Nido’s GRYD is also an active participant in/contributor to Summer Night Lights, a goal of which is to make parks more welcoming for children, youth and families, increasing their sense of safety in the broader community.

Segment:	Elementary School Services
Solution:	**21st Century Technology**
Description:	Target elementary schools in the Los Angeles Promise Neighborhood will receive 21st Century Technology services in order to bridge the "digital divide" and provide LAPN students with the substantial social benefits that advanced information and communications technologies bring.
Need (segmentation analysis):	School Access to Computing Device and Broadband Internet • At least half (49%) of student access a computing devise and internet during school hours (LAPN Student Survey, 2012). • Of these, 61% utilize computing device and internet for at least 30 minutes (7% of school day) (LAPN Student Survey, 2012). • 39% utilize computing device and internet for 2-hours each time (28% of school day) (LAPN, Student Survey, 2012). • However, 10-13% of students DO NOT access a computing device or internet while at school at all (LAPN, Student Survey, 2012). Home Access to Computing Device and Broadband Internet • An average of 46% of respondents access a computing device and internet at home, every day (LAPN, Student Survey, 2012). • Of these, 27% utilize computing device and internet for at least 30 minutes (LAPN, Student Survey, 2012). • 58% utilize computing device and internet for 3-hours each use (43% of day) (LAPN, Student Survey, 2012). • However, 15% of student DO NOT access a computing device or internet at home, at all (LAPN Student Survey, 2012). Community Access to Computing Device and Broadband Internet • Of those students not accessing a computing device or internet at home, 46% indicate accessing these at a friend or relative's house (LAPN Student Survey, 2012) • Of those students not accessing a computing device or internet at home, 35% indicate accessing these at public library or computer center within their neighborhood (LAPN Student Survey, 2012)

Evidence:	Research has demonstrated promising practices leading to moderate effectiveness of programs implemented in the LAPN for educational technology. Fairlie (2012) in a random assignment study of minority and low income students attending a community college in Northern California followed two groups of financial aid students over two years: one received free computers in their home and a control group did not. Evidence suggests that those receiving the computers had higher academic achievement rates. In Slavin & Lake 2008, the authors examined 86 studies that met the following criteria: use of a randomized or matched control group, a study duration of at least 12 weeks, and achievement measures not inherent to the experimental treatment. The authors found a moderate improvement in academic achievement for computer-assisted instruction (CAI). Chueng (2012) examined technology programs and characteristics of their evaluations affect reading outcomes for students in grades K-12 in 84 qualifying studies based on over 60,000 K-12 students. The study found a positive (+.16) result in comparision with traditional methods.
Partners:	Youth Policy Institute, California Emerging Technology Fund

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	4318	4588	4858	5128	5398
Percent of Age Cohort within Target Schools Served:	80%	85%	90%	95%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	YPI Public Computer Centers in the LAPN: Ramona Elementary School, YPI Hollywood FamilySource Center, Kingsley Elementary School, Lemon Grove Park, Hollywood Public Computer Center (Van Ness), Sylmar High School, Library Plaza, SFiAM, Plaza Pacoima, Time Warner Center, CCLA, Vaughn, San Fernando Gardens, Pacoima Charter, David Gonzales Recreation Center, Maclay Middle School, Maclay Community Center, YPI Valley Headquarters, Richie Valens Recreation Center, YPI Youth WorkSource Center

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Lead Agency YPI has opened 20 Public Computer Centers throughout LAPN with the support of the U.S. Department of Commerce's Broadband Technologies Opportunity Program. Each of these Centers (also located in selected target schools discussed above) offers desktop and laptop computers with broadband access as well as instructional resources, linkages to area schools, and programs to encourage advanced computer and broadband use in the high need neighborhood served by LAPN. Each Center will become a site for expanded and integrated LAPN services offered in the community near 'hot spots' of high need for youth and families. YPI's Educational Technology Department offers workshops and classes at these centers. Typing For Kids helps students ages 10 and up learn to type efficiently. This is a self paced course with an instructor to provide assistance. The program is web based so students can continue their practice at home. Each school and enrolled students will have access to 21st Century Technology Skills through classes and technology services offered daily in the Afterschool Program. This includes specific instruction, such as Video Game Design, as well as grade appropriate computer literacy for elementary, middle, and high school students, as well as parents (before and after school hours). Youth and family members will access technology resources and services at school-based Public Computer Centers (in locations discussed above), in existing School Computer Labs, and in community-based Public Computer Centers discussed above. The LAPN has two Technology Coordinators who will provide instruction, and also train the full time FSCS Coordinators and Parent Advocates at each school to lead computer technology instruction for youth and families.
YPI's Educational Technology Department (EdTech) oversees the Public Computer Centers. EdTech hires staff from within the communities where YPI works, and regularly provides professional development and staff retreats so staff are innovative, mission-driven, and always knowledgeable about the newest technologies. One of EdTech's strengths is its flexibility in content creation to allow for creativity and the use of personal strengths. All members of the EdTech team collaborate to create new course content. EdTech staff set up an open source (free of charge) data collection system to capture data for all 80 BTOP Public Computer Centers in Los Angeles (that includes the 25 openined in the LAPN); the system is user-friendly and fully self-managed. EdTech similarly created an open source help desk system for the Public Computer Centers, which allows users to submit a "ticket" to request a computer technician. EdTech technicians receive tickets electronically and respond within 72 hours.
YPI is the umbrella agency for the Los Angeles County Regional Broadband Consortia (LACRBC), whose mission is to provide leadership in Los Angeles County to close the digital divide by accelerating the broadband deployment, access, and adoption that will promote economic growth, job creation, and the substantial social benefits that advanced information and communications technologies bring. LACRBC is engaged in a $2.3 million project that will address the "digital divide" in Los Angeles County over a three- year period. The Consortia will act as a leader in Los Angeles County by hosting discussions about broadband, spreading broadband awareness, supporting adoption, and providing educational training that will improve the digital literacy skills of residents countywide. The project is designed to promote regionally appropriate and cost-effective broadband deployment, access and adoption. The Consortia is representative of organizations that include but are not limited to K-12 education, community-based organizations, and businesses. Together, each sub-region will carry out work in its respective communities to reach overall countywide goals for broadband deployment, access, and adoption.

Segment:	Middle School Services
Solution:	**Feeder School Development**
Description:	The Los Angeles Promise Neighborhood will promote greater support and participation of LAPN families in linkages from elementary to middle to high school to promote a feeder school pattern that carries forward LAPN policies and programs from school to school while also promoting the development of community schools. A key part of this will be feeder school development and bridging services to support transitions and allow youth to move from one LAPN school to another. This is accomplished through selection of elementary-middle- high schools that feeder into each other in the LAPN, as well as a Zone of Choice for high schools to allow LAPN families to select schools targeted by the Promise Neighborhood.
Need (segmentation analysis):	• Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade level in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • LAPN Middle School CST Levels at or above grade level: 38.7% in English Language Arts, 33.7% Math (LAUSD, 2011-12). • Pacoima High School Truancy Rates: An average of 37% (1080) students were considered truant, with San Fernando and Sylmar High Schools experiencing 53% truancy rates, while Vaughn experienced a 3% truancy rate (LAUSD, 2010-11). • Hollywood Middle School Truancy Rates: 41% (431) students were considered truant at LeConte Middle School (LAUSD, 2010-11). • LAPN Middle School Students: 34% receive encouragement from parents or family members to read books outside of school, every day (LAPN Student Survey, 2012). • LAPN Middle School Students: 81% receive encouragement from parents of family members to read books outside of school, at least once a week (LAPN Student Survey, 2012). • LAPN Middle School Students: 39% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011)

Evidence:	Feeder school development in the LAPN is part of a broader movement to establish 'school connectedness' for students and families across divergent schools that make up the Neighborhood and reflects a promising practice related to academic achievement for middle school students as they progress to high school , postsecondary education, and careers. McNeely et al 2002 demonstrates the importance of student connectedness to schools in reducing anti-social behavior and violence. According to the study, which relied on the National Longitudinal Study of Adolescent Health (75,515 students in 127 schools), higher school connectedness is associated with positive classroom management climates, participation in extracurriclliar activities, tolerant disciplinary policies, and small school size. Feeder school development is closely related to the Full Service Community Schools that the LAPN is creating. Evidence for this model can be found in the Community Schools section In Appendix F. Feeder pattern development is a promising practices developed by charter management organizations (such as Mastery Charter Schools) to promote academic excellence. It is also used in college awareness and preparation organizations, such as Project GRAD USA. MDRC conducted an matched comparison evaluation of Project GRAD (July 2006) in Houston, TX that found high achievement at elementary schools. At the flagship high school that is part of the program (Jefferson Davis) , Project GRAD had a statistically positive effect on students completing the core academic curriculum required for graduation. In 2005, Facing History and Ourselves launched a partnership with university scholars and Abt Associates Inc., a highly experienced research and evaluation organization, to carry out a state of the art, randomized, controlled, experimental study of Facing History's lasting impact on teachers and students. The study involved 76 schools where Facing History had not been taught before. Across these schools, 134 teachers were selected by their administrators to participate. Half of the schools were selected at random to participate in Facing History professional development in the first year of the study; the other half received the program in the second year. This random assignment eliminates the effects of differences, such as teacher motivation and student academic engagement, between those who were selected to participate in the program in the first year versus the second. The study was designed to assess the impact of Facing History's professional development on these teachers and on the academic performance (e.g. skills for analyzing history), social and ethical awareness, and civic learning and engagement of their 1,371 students. The external validity of the study was strengthened by the fact that this sample of teachers did not self-select into seminars, and the schools in the study had no previous Facing History exposure; rather, they came from a sample of schools that had little or no prior knowledge of Facing History and its approach to supporting teachers and their students. To further improve external validity, the study team placed only the most necessary restrictions on eligibility. The study design required that all of the data from these teachers and their students be included in the final analysis, even if the teachers did not implement the Facing History program fully (or well).The high bar set by the research design underscores the significance of the results. The study findings reveal that for teachers, participating in a Facing History professional development seminar and follow-up activities has a large, statistically significant impact on self-efficacy in eight domains (creating a learner-centered classroom environment, creating a community- centered

	classroom environment, creating a knowledge-centered learning environment, fostering deliberation in the classroom, promoting students' historical understanding, promoting students' tolerance and psychosocial growth, promoting students' civic learning, and fostering students' character growth), as well as their perceptions of support, engagement, and satisfaction. The estimated effect sizes for impacts on self-efficacy ranged from .49 to .85, which are considered large in educational research. The effect size for teachers' satisfaction with professional development and growth was 1.00. These impacts on teachers were sustained for two years and were replicated with a second cohort of teachers. The evaluation study found statistically significant impacts on several student outcomes that align conceptually with the impacts on teacher self-efficacy, providing suggestive evidence that the program promoted teacher effectiveness. The study's assessment of historical understanding is designed to measure students' academic skills for analyzing historical material. The assessment uses a set of questions about primary and secondary historical documents that ask students to interpret the evidence presented, think critically about cause and effect, and analyze factors that influenced choices of historical actors. Not only did the Facing History teachers in the study feel a sense of efficacy in promoting these skills, but Facing History students outperformed the control group in this area (p<.05; effect size=.14). The study also detected impacts on students' civic learning in areas that align with the program's impact on multiple areas of teacher self-efficacy. Facing History teachers reported that they were more efficacious in promoting tolerance, and the program had an impact on Facing History students' attitudes that people with views that differ from their own deserve basic civil liberties (p<.05; effect size=.18). Similarly, Facing History teachers reported a greater capacity to promote students' civic literacy, and Facing History students demonstrated greater civic efficacy (p<.05; effect size=.20), engagement with civic matters (p<.05; effect size=.23), and awareness of the power of prejudice and discrimination historically and today (p<.01; effect size=.70).
Partners:	YPI, LAUSD, Facing History and Ourselves

IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Children Served:	2763	2763	2763	2763	2763
Percent of Age Cohort within Target Schools Served:	100%	100%	100%	100%	100%
Program Cost:	[redacted]				
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS	
Location of Program/Service:	All LAPN Target Schools

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. The LAPN has selected target schools that are both in high need and are in a feeder school pattern. Indeed, one charter school (Vaughn Next Century Learning Center) is its own complete feeder school pattern as it serves students in grades pre-K-12. Feeder School patterns established by the LAPN also promote the enrollment of neighborhood students in the Public School Choice 'Promise Academies' (Sylmar Bio Tech Health Academy and San Fernando High School) and Zone of Choice LAPN target high schools (Cesar Chavez Learning Academies, Vaughn Charter, and Bernstein Complex). This addresses the fact that each school level (elementary, middle, and high school) inherits challenges and deficiences students bring from prior schools they have attended. Feeder school patterns are critical to developing dropout prevention and high school graduation strategies to promote college and career readiness, while allowing youth and families to select Career Academies appropriate to their long term career interests.
Outreach and education to parents/students on benefits of following LAPN feeder pattern. For Sylmar & SFHS, targeted recruiting at LAPN middle schools. Year 1 and Year 2: door to door recruitment (esp. for HS academies) because of the challenges of reaching parents of middle school students. LAPN wants to ensure parents are informed about school choice and available options in the LAPN, which include not just Zones of Choice, but also charter schools that will serve the Pacoima and Hollywood communities.Each spring, middle school students will be provided information by LAPN staff led by the FSCS Coordinator at each middle school on available high school options in the LAPN Zone of Choice in a wide variety of Career Tracks. This will support the feeder school development, by allowing youth and families to 'self-select' high schools as part of the LAPN most suitable for their college and career interests.
Handouts, "pop ed" (popular education) graphics/techniques for outreach that help simplify complex ideas provided each quarter. Posters at school sites and in LAPN Neighborhood Centers for students not attending the target schools.
Chart of the feeder patterns that includes school assets (programs and services, API scores, graduation rate, etc.)- chart ends in college/university/career. This will be provided and updated as needed when school begins each year in all target schools and LAPN Neighborhood Centers.
Orientation sessions on benefits to youth and families if they choose the LAPN feeder pattern.
Field trip to the entire feeder pattern- "PN School Tour" with a resource fair at each school to show off partners' services. This will be done in spring for recruitment. Teachers welcome students/parents.
Posters/handouts w/ Coordinator info for parents to meet with them.
LAPN will provide professional development to all LAPN target school teachers, principals, and other school staff in order to promote a shared and inclusive Promise Neighborhood culture throughout all the schools. The LAPN School Transformation Team will lead the LAPN-wide professional development supported by partners such as Facing History and Ourselves. Facing History and Ourselves is an educational and professional development organization whose mission is to engage students of diverse backgrounds. Facing History's overarching goal is to help young people understand the importance of their choices in building a just, inclusive society and to empower them to be active citizens in their schools and communities. Studies have proven that resources increase students' academic engagement, build their critical thinking and analytical skills, improve their ability to interpret evidence and understand causality, and increase their empathy and understanding of others' perspectives. Evaluation results, from a major national research study conducted by outside evaluators, confirm that Facing History successfully improves students' academic performance by increasing their historical understanding, while fostering tolerance and positive civic participation.
LAPN Board Game to promote feeder pattern, and educate about things like A-G. Follows feeder schools and get to college to win. Also highlights PN culture- what it means to go to our schools, live in our community.

Family meet and greet- potluck for families to get to know each other, meet teachers and administrators. Focus on transitional parents (K, 6th, 7th, 9th). Review LAPN expectations and school culture with parents. Maintain throughout the year with smaller events and maybe a Family Expo.
Systems level: work with LAUSD for them to promote the feeder pattern and make it official (maybe drop non-PN schools from the feeder pattern), have them support and promote the LAPN culture, and provide access to students' contact info so we can do targeted outreach.

Segment:	Middle School Services
Solution:	**Full Service Community Schools**
Description:	Each of the five target schools serving middle grade (6-8) students selected for services in the Los Angeles Promise Neighborhood will be established as Full Service Community Schools that work with existing partners and service providers at the schools to offer students and families early childhood education, tutoring, college preparation, enrichment and remedial academic services, parenting education, mentoring, supportive services for families (such as Earned Income Tax Credit workshops, financial literacy, and linkages to City of Los Angeles 311 social services), service learning projects, job training, career counseling, family nutrition, mental health counseling, and primary health and dental care. YPI and its Bert Corona Charter School operates two Full Service Community School programs funded by the U.S. Department of Education in the Pico Union and Northeast San Fernando Valley of the City of Los Angeles. The San Fernando FSCS program is part of the Los Angeles Promise Neighborhood, and includes three schools that already receive FSCS services.
Need (segmentation analysis):	• Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade level in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • LAPN Middle School CST Levels at or above grade level: 38.7% in English Language Arts, 33.7% Math (LAUSD, 2011-12). • LAPN Middle School CST Levels below grade level: 61.3% in English Language Arts, 66.3% Math (LAUSD, 2011-12). • Pacoima Middle School Truancy Rates: 14% (241) students were considered truant, with Maclay Middle School experiencing a 25% truancy rate (LAUSD, 2010-11) • Hollywood Middle School Truancy Rates: 41% (431) students were considered truant at LeConte Middle School (LAUSD, 2010-11). • LAPN Middle School: 12.5% meet all 6 components of Physical Fitness Test (LAUSD, 2011-12) • LAPN Middle School Students: 80% (2,210) students feel safe at school • LAPN Middle school student mobility/transiency rate = 18.5% (LAUSD, 2010-11) • Overall, only 64% of targeted LAPN youth have full immunization on schedule as required by schools. 36% of students have "conditional" immunizations (LAUSD, 2011-2012). • LAPN Middle School Immunization Rates: 72% meet all immunizations as required by schools (LAUSD, 2011-12). • LAPN Middle School Students: 34% receive encouragement from parents or family members to read books outside of school, every day (LAPN Student Survey, 2012). • LAPN Middle School Students: 81% receive encouragement from parents of family members to read books outside of school, at least once a week (LAPN Student Survey, 2012). • LAPN Middle School Students: 39% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2010)

Evidence:	Full Service Community Schools have an established research base of moderate evidence of effectiveness for academic support for low income and at risk youth. Axelroth (2009) describes case studies of eight community high schools whose results include an increase of school attendance rates; a significant percentage of graduates being accepted into college; higher graduation rates; and increased benchmarks in both reading and math. Whalen (2002) reviews results of a three-year evaluation of the Full Service Schools Initiative (FSSI) in Chicago and reveals that rates of attendance and truancy of FSSI schools were better than the rates at Chicago Public Schools, and academic performance at schools was much improved, equaling or exceeding comparison schools. The Harvard Family Research Project (2009) suggests "that family engagement promotes a range of benefits for students, including improved school readiness, higher student achievement…and increased likelihood of high school graduation." In the Harlem Children's Zone's Early Head Start (EHS) program "modest but significant effects were found for parents participating in EHS," primarily revealing that EHS parents were "more supportive" of their children's emotional and cognitive development, and children enrolled in EHS were found "to score significantly higher on the Peabody Picture Vocabulary Test-III and the Bayley Scales of Infant Development than children in the control group." The Mental Health program integrated in the Full Service Community Schools model is aligned with HCZ's Single Stop (which is part of the single Stop USA network) and Beacon Centers are known to be high performing programs. It is also aligned with the "Family Connections" Program which is rated as 'High' by the California Evidence-Based Clearing House for Child Welfare. This program also aligns with several evidence-based practices, like Parent Child Interaction Therapy, Family Support Network, Social Skills Group Intervention, Strengthening Families Program: for Parents and Youth 10-14, and more identified for replication by Substance Abuse and Mental Health Services Authority (SAMHSA). The LAPN Community Action Groups initiative is aligned with HCZ Community Pride Program which has a high internal rating. The Community Action Groups initiative has also demonstrated improvements for participants in all areas of functioning according to an external evaluation conducted by the Casey Family Programs and the University Consortium for the Los Angeles County Prevention Initiative.
Partners:	YPI, ABC-Learn, Centro Latino for Literacy, Friends of the Family, Phoenix House

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	2218	2356	2495	2633	2772
Percent of Age Cohort within Target Schools Served:	80%	85%	90%	95%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS	
Location of Program/Service:	Le Conte Middle School, SFiAM, Maclay Middle School, Vaughn Charter
Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. YPI believes that a Full Service Community School (FSCS) is both a place and a set of partnerships between school personnel, community agencies, parents, and students. YPI's FSCS programs begins each program year by conducting a needs assessment of the school, students, and parents in order to target services to effectively address the greatest needs. YPI then recruits community partners to provide in-kind and subcontracted services, all of which are coordinated by an on-site full-time FSCS Project Coordinator and a part-time Family Advocate. The types of services implemented depend on the results of the needs assessment, but typically include educational workshops, academic support, mentoring, service learning, family engagement, and access to technology. These programs are offered to students and their families, as well as community members. Each program year concludes with a post-assessment to determine whether services achieved their intended effects and how to improve service delivery the following year.	
The FSCS Coordinator will supervise 1 Family Advocate. Work Closely with the Afterschool program, IT Specialist, Wellness Coordinator, and early childhood education programs. The FSCS Coordinator will coordinate arts/humanities enrichment, violence/gang prevention, and educational/cultural field trips; at least 1 field trip in Year 1 and will increase by an additional field trip each year, so that by Year 5 each school participates in 5 field trips. 50 students per field trip.	
YPI's FSCS program has several overarching goals that include: 1) increase student, family, and community members' access to educational, social, and health services; 2) improve student attendance, reduce truancy, and improve school climate; 3) increase family literacy and meaningful parent involvement; 4) increase community service and service learning projects to transform communities; and 5) improve academic achievement and college awareness.	
The typical hours for the FSCS program are 7:00 A.M. to 7:00 P.M. Parent programs are offered for a minimum of 2 hours twice a week, and student programs are offered for a minimum of two hours once a week (total of at least 6 hours of programming each week).	
In addition to coordinating partner services, facilitating workshops, streamlining services on campus, and implementing programs with multiple funding sources, FSCS Coordinators and Family Advocates serve as general resources for the school administration. Depending on the needs of an individual school, FSCS staff may help with supervision, address attendance issues, or attend school staff meetings. YPI's Pacoima Charter School FSCS Coordinator sits on the school's Solutions Network that meets monthly to review progress in meeting school goals, and to share student issues (e.g. attendance, dropping grades) and determine appropriate interventions. The Solutions Network includes parents/guardians in the intervention to ensure students receive the full support they need to succeed academically.	
FSCS Coordinators and YPI staff will facilitate workshops and activities such as: NCLR Padres Comprometidos workshops for parents on navigating the education system, advocating for their children, and college info. Transition from Elmentary to Middle School workshop series for students and parents to support with understanding the school culture while focusing on the educational and social issues that arise in the transition from middle to high school. Super Kids Read! Club, a program where students read a selected novel and then during their assigned lunch or recess time, gather to creatively discuss their comprehension of the assigned reading through innovative verbal quizzes, games and creative projects. FSCS Coordinator will faciliate mentoring programs where students will have a safe space to come together and discuss life situations. It encourages the non-violent route in life, help students develop life goals, positive attitudes, determination and strengths.	

FSCS Coordinators will identify medical, dental, and mental health services in the community which can provide mobil on site screanings and students and community can be referred for additional services.
The FSCS Coordinator will collaborate with LAEP's FSCS programs to ensure a seamless continuum. LAEP's FSCS programs are provided at San Fernando Middle School, Sylmar High School, San Fernando High School and Cesar Chavez Learning Academies.
YPI's FSCS programs effectively blend funding streams, including federal Full-Service Community Schools grants, AmeriCorps and AmeriCorps VISTA funds, a federal Carol White Physical Education Program grant, and private support.
YPI's FSCS programs hold regular school site meetings that include the FSCS Coordinator, Family Advocate, and school principal or other administrators. These meetings are to provide program updates and discuss recommendations for improvements, as well as discuss progress in meeting goals and outcomes. YPI also hosts quarterly multi-school FSCS meetings that include all FSCS staff, principals, and parents. The quarterly meetings are to review overall progress in achieving grant goals and outcomes and share successes, challenges, and lessons learned between different school sites.
YPI has partnered with Jet Propulsion Laboratory's (JPL) "Imagine Mars" program, a curriculum developed by JPL and supported by NASA, which educates students about mars and it's elements. A 10 week student program will be implemented at each school site. JPL will provide a train-the-trainer session for our YPI staff, staff will then implement programs. JPL will also have guest speakers come out and speak to students during the course of the program and if program budgets allow, we can conclude programs with a field trip to JPL facilities.
ABC-Learn will implement the family literacy program, Reading Enhances Development (READ), for 25 families. ABC will also provide 500 elementary school-age books for families. Participants will be families with parents who have a formal education below the 12th grade level and who have two or more children in the household with preference to those who have been determined to be at risk of not completing their academic requirements due to poor reading skills. Since the inception of ABC's in-home services approximately eight years ago, we have discovered it is not at all uncommon for an entire family to gather together when the tutor arrives both to cheer the student on to success as well as to learn new information themselves from the lesson. Although we targeted the students for an increase in reading knowledge and skills, it became apparent that those students were much more successful when they received the support of their entire family. Additionally, there appeared to be further gain when a child's family developed increased interest and skills in learning. Students' drive increased when they did not feel that they were participating in a solitary activity, but one that included the whole family. They received attention and affirmation while participating in an activity that otherwise may have been isolating and frustrating. As a result of all of these observations, we created our family based literacy program. Historically, our students have increased their academic scores by 1% for every hour in the program. Thus, students remaining in the program for 35 hours would show an average academic increase of 25% percentage points. Many of the schools we have worked with have met program improvement standards and many students' family members have increased their academic capabilities. We have served over 10,000 students and their families throughout Los Angeles County as well as students in both Orange County and Ventura County.
Centro Latino will offer Leamos, an online pre-ESL Basic Spanish language literacy program for 10 parents at each LAPN elementary school to serve a total of 60 elementary school parents. There are approximately, 216,000 adult Spanish speakers (18years+) living in Los Angeles County that do not know how to read and write in any language. These non-literate individuals can not fully participate in society or in their children's development let alone learn English and find a better-paying job. Leamos, our core program consisting of 43 learning modules, approximately 125-150 hours of instruction, breaks through this literacy barrier. The Leamos program can be offered from any computer lab with small groups or in a formal classroom setting.

Phoenix House will provide behavioral health and substance abuse prevention/counseling services for LAPN middle and high school students. Phoenix House's ACCESS (Assertive Community Care Ensuring Sobriety and Success) provides at-home behavioral health and substance abuse counseling to local high-risk youth referred by Probation Dept and schools. Phoenix House will target at-risk youth ages 12-20 by expanding Outpatient Treatment Program to serve more Pacoima residents and will implement additional Drug and Alcohol Prevention Services at local MS and HS within the LAPN boundaries.

Segment:	Middle School Services
Solution:	**Eat, Play, Live: Nutrition & Exercise**
Description:	Each of the target middle schools selected for services in the Los Angeles Promise Neighborhood will receive nutrition and exercise programs based on the Carol M. White Physical Education program YPI's Bert Corona Charter School operates at nine partnering schools in the San Fernando Valley. LAPN will place a part-time Wellness Coordinator at each school site to provide services that link to the California state content standards for physical education.
Need (segmentation analysis):	• 66% (15,447) of children in LAPN participate in 60 minutes of moderate to vigorous physical activity (LAPN Community Survey, 2011) • LAPN Middle School: 12.5% meet all 6 components of Physical Fitness Test (LAUSD, 2011-12) • Overall, only 64% of targeted LAPN youth have full immunization on schedule as required by schools. 36% of students have "conditional" immunizations (LAUSD, 2011-2012). • LAPN Middle School Immunization Rates: 72% meet all immunizations as required by schools (LAUSD, 2011-12). • 8th and 9th grade students have the lowest levels of meeting all required immunizations required by schools, at 40% and 22.5% respectively (LAUSD, 2011-12) • 8.6% of children in Pacoima, ages 0-17 have been diagnosed with asthma (Los Angeles County Health Survey, 2009) • Pacoima reports a diabetes rate of 7% and an obesity rate of 17.1%, while 38.8% of the area population is overweight (Los Angeles County Health Survey, 2009) • Pacoima Middle School Students: 28.6% of 7th graders were obese (Los Angeles County Department of Public Health, 2008). • Hollywood Middle School Students: 25.1% of 7th graders were obese (Los Angeles County Department of Public Health, 2008). • 38% of LAPN families experienced difficulties accessing basic needs at any time in the past 12 months (LAPN Community Survey, 2011) • Pacoima LAPN residents, 42% experienced food insecurities; 23.2% used food stamps; 13.8% used community meals programs; 5% of respondents missed a meal because of the lack of money to buy food. • Hollywood LAPN residents, 26.3% used food stamps; 16% used community meals programs; 7% of respondents missed a meal because of the lack of money to buy food.

Evidence:	The link between physical education and academic achievement can be considered a promising practice with moderate evidence of effectiveness. Research (Sibley and Etnier, 2003; Tomporowski, 2003b) supports the link between physical activity and cognitive abilities. Additional research supports a link between positive classroom management and active sports and physical education programs (Mahar et al., 2006), and supports a strong link between physical education and academic achievement. A study of a two year physical activity intervention led to significant improvements in children‟s maths scores (Hollar et al., 2010), while Coe et al., 2006 found a a link between physical activity and higher test scores. Sallis et al, 1999 discusses a 2 year study that demonstrated that a control group using SPARK outperformed a control group on academic achievement. SPARK has been identified by the HSC Foundation as a successful model for combating childhood obesity in their 2009 report, Fighting Obesity: What Works, What's Promising. Dowda et al (2005) assessed the effectiveness of SPARK in 111 schools and found that schools using SPARK offered and operated more frequent PE classes. Program sustainability was similar in advantaged and disadvantaged schools. McKenzie (1997) investigated the implementation of physical education services in support employing specialists and demonstrate the need for extensive professional development for classroom teachers responsible for physical education in seven elementary schools over four years, and found that trained physical education teachers and classroom teachers receiving professional development services were significantly more effective in producing positive physical education outcomes among students. Strong et al (2005) recommends 60 minutes of physical activity each day for school age students through a systematic literature review of 850 peer reviewed articles. Carlson et al (2008) found that a "small but significant benefit for academic achievement in mathematics and reading was observed for girls enrolled in higher amounts (70–300 minutes per week) of physical education."
Partners:	Youth Policy Institute, Hollywood Police Activities League (PAL), Hollywood Wilshire YMCA, Boys & Girls Club of the San Fernando Valley, FAME Assistance Corporation

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	2210	2350	2485	2625	2763
Percent of Age Cohort within Target Schools Served:	80%	85%	90%	95%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	Le Conte Middle School, SFiAM, Maclay Middle School, Vaughn Charter, Hollywood PAL facility, Hollywood Wilshire YMCA, Boys & Girls Club SFV, YPI Hollywood FamilySource Center

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Every LAPN target school and PN Neighborhood Center will have a half-time Wellness Coordinator to facilitate physical education and nutrition programs and to coordinate nutrition and family well-being programs as well as the related programs offered by LAPN partners.
Eat, Play, Live will utilize the SPARK PE curricula. The Wellness Coordinator will train teachers to teach SPARK daily during PE or Advisory classes. The Wellness Coordinator will also offer before and/or afterschool physical education programs using SPARK curricula.
Nutrition workshops for students and parents will be held at community centers and schools. Workshops will focus on how to read food labels, the importance of eating a healthy, balanced diet, the importance of excersie and physical activity for the whole family, and will include shopping trips to local markets and/or farmers' market. LAPN partner Thai CDC recently opened a new farmers' market project in East Hollywood / Thai Town at the Hollywood/Western Metro Station. This farmers' market is held every Thursday from 3:30-7:30p to capture the commuters leaving the Metro Station. To improve access to healthy foods the farmers' market accepts CalFresh EBT, allowing households to redeem their CalFresh food stamps for fresh produce. The market also hosts a weekly health booth, where health and service providers are able to outreach and provide services to the local community. During the Los Angeles County CalFresh Awareness month in May, Hunger Action Los Angeles provided funding for both Cal Fresh EBT and Supplemental Security Income (SSI) Market Match programs. The programs provide an extra $5 in Market Dollars to customers enrolled in CalFresh or SSI who use at least $5 at the farmers' market. Because of the success of the program, the East Hollywood and Greater Griffith Park Neighborhood Councils have provided funding to continue the EBT Market Match until November 2012. LAPN will advertise the EBT Market Match to local families and will work with Thai CDC to obtain additional funds to sustain the Market Match program.
These provide fitness, curriculum, equipment and technology, and teacher professional development for lifelong physical activity and nutrition for low income families in the Neighborhood. Incorporating a professionally reviewed SPARK curriculum, the program offers fitness plans for students, teachers, and families at the target schools that build upon California Department of Education Fitnessgram assessments of students at the schools. YPI will work to implement nutrition workshops, a quarterly fitness newsletter tied to activities, and provide family support services, including culturally aware and healthy recipes for meals and enrichment classes for students and parents. Services will work with schools to build infrastructure, including support for hiring staff required to implement physical education services. The Hollywood Wilshire YMCA will provide school-based programs teaching nutrition and access to programs provided at the Center for LAPN families. The LAPN program will work with FAME Assistance Corporation, the Los Angeles operator of First Lady Michelle Obama's Let's Move physical education campaign to implement services and outreach activities at all LAPN schools. Each school also develops and implements individual fitness and nutrition projects of interest to families at the school, as determined through surveys and items of interests discussed at school wide meetings. These can include a community garden, a soccer team, or a rock climbing wall such as in place at Bert Corona Charter School.
Parent/community workshops will be offered for two hours once a week. Workshops may include Zumba, yoga, nutrition/healthy eating that may include a field trip to a farmers' market, cooking demonstrations, how to read labels. Multi-faceted workshops will include: disease prevention (e.g. diabetes, heart disease)
Coordinate Health Awareness fieldtrips for students and family members; activities such as hiking, Soccer games, Ice Skating etc. They will help students understand, improve, and maintain physical well-being, while working with their families to help them make well informed health, nutrition, and fitness choices.

The Hollywood PAL Martial Arts Academy trains children in the art of Tae Kwon Do and mixed martial arts under the supervision of a former LAPD police captain and an assistant martial arts instructor. Students learn the martial art forms and are periodically tested to continue moving up the belt system. They also have an opportunity to compete in up to eight tournaments per year. Hollywood PAL soccer teams compete in the Anahuak Youth Soccer Association league based in Los Angeles. The kids participate in several tournaments throughout the year. PAL offers a variety of activities through the Hollywood Fit Club including running, hiking, fitness classes, and workout sessions at the YMCA.
The Hollywood Wilshire YMCA will provide Le Conte Middle School students with subsidized youth memberships to its Hollywood facility, where students can use the fitness equipment and go to the Y's afterschool teen drop-in center. The Y's teen center offers regular age-appropriate activities, tutoring, field trips, life skills classes, and mentoring.
The Boys and Girls Club of the San Fernando Valley offers a Sports, Fitness & Recreation program that includes the "Triple Play" and "Just Like You, Global Playground" programs and a daily Sports program (i.e. soccer, hockey, basketball, football, kickball, softball, handball, international games, physical fitness, and self-defense). These programs draw young people into the Club; teach them good use of leisure time, how to have fun, and make good friends while developing social skills in team settings. Services include an award winning wrestling team and dance group. BGCSFV also offers Health & Life Skills classes, including "Be Fit...Be Active", "SMART Girls", "Motivating the Teen Spirit"/ MTS and "Young Chefs in Action." These programs aid in developing good health and physical fitness through physical activity and health/nutrition awareness. MTS is a revolutionary, interactive program that focuses on emotional healthiness by empowering young people to take responsibility for their lives, respect themselves, and live with integrity.
Vision y Compromiso, a group of health promotores, may host in-kind health workshops to families in Hollywood out of the YPI Hollywood FSC. The YPI Hollywood FSC is hosting a pilot series of these workshops during the summer of 2012 to gauge community interest. The workshops focus on heart health and teach participants about eating healthy and being active.
FAME Assistance Corporation (FAC) is the local branch of First Lady Michelle Obama's nationwide campaign to end childhood obesity. Let's Move LA! Kidz' Zone helps children achieve the recommended amounts of daily physical activity, as well as the proper mix of aerobic, stretching, muscle and bone strengthening activities outlined by the U.S. Dept. of Health and Human Services. Led by qualified physical exercise instructors, Let's Move LA! Kidz' Zone provides activities that are age-appropriate, varied, and fun for youth. Children participating in Let's Move LA! Kidz' Zone are introduced to a wide range of games, sports and active play, learn basic principles of fitness, and are taught fundamental skills, like catching and throwing, that prepare them for participation in sports.

Segment:	Middle School Services
Solution:	**Educational and Cultural Field Trips**
Description:	Students and families attending each of the middle schools targeted for services by the Los Angeles Promise Neighborhood will participate in educational and cultural fields trips to points of interest in Los Angeles each year.
Need (segmentation analysis):	• Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade level in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • LAPN Middle School CST Levels at or above grade level: 38.7% in English Language Arts, 33.7% Math (LAUSD, 2011-12). • Pacoima Middle School Truancy Rates: 14% (241) students were considered truant, with Maclay Middle School experiencing a 25% truancy rate (LAUSD, 2010-11) • Hollywood Middle School Truancy Rates: 41% (431) students were considered truant at LeConte Middle School (LAUSD, 2010-11). • LAPN Middle School Students: 39% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • 38% of student respondents indicate their parents or family members speak to them about the importance of preparing for a career, every day (LAPN Student Survey, 2012) • Yet, 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011) • Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011).
Evidence:	Educational and Cultural Field Trips are a promising practice in supporting and improving youth academic achievement. The Los Angeles Promise Neighborhood utilizes these education support measures to expand interest of students in learning beyond the classroom. Research indicates an increase in academic achievement from this type of learning. Hamilton-Ekeke (2007) used a pre-test treatment post-test control design of 40 students randomly divided into groups. Group A received ecology learning in the classroom, and on field trips, while Group B received learning only in the classroom. Post-study testing revealed higher learning in the first group relative to the second.
Partners:	YPI, Create Now

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	280	415	695	830	1385
Percent of Age Cohort within Target Schools Served:	10%	15%	25%	30%	50%
Program Cost:	[redacted]	[redacted]			

Per-Child Cost:	[redacted]
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)
IMPLEMENTATION DETAILS	
Location of Program/Service:	Multiple locations throughout Los Angeles County and beyond.
Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Educational and cultural field trips will be coordinated through the Full-Service Community School program in collaboration with the Afterschool program, and with partner organizations. Each school will have at least 1 field trip in Year 1 and will increase by an additional field trip each year, so that by Year 5 each school participates in 5 field trips. 50 students can participate in each field trip, and will have sufficient chaperones for a student:adult ratio of 10:1.	
YPI will lead trips to cultural destinations for students. These include Kids' Ocean Day (beach clean up), LA City Hall, the USC Science Center, the Museum of Tolerance, the Queen Mary, the J. Paul Getty Museum, the Ronald Reagan Presidential Library, the Richard M. Nixon Presidential Library, the Page Museum at the La Brea Tar Pits, Descanso Gardens, the UCLA Fowler Museum, and the San Diego Wild Animal Park. The purpose of field trips is to provide greater access to destinations of strong educational interest to Promise neighborhood families to build support for expanded education services and academic interests as students move from elementary to middle to high school and eventually to postsecondary education and careers. In addition, children residing in the LAPN are mostly low-income and have few opportunities to travel outside the neighborhood for enrichment and recreation.	
YPI will also lead trips to colleges and universities to expose students and their parents to college campuses and help them learn more about academics, college life, etc. Campus destinations include CSUN, UCLA, USC, UC Santa Barbara, LACC, and others. As funding permits, students will spend the night on campus. As often as possible, YPI invites parents on college field trips to give them a better understanding of college life so that they are supportive of their children's pursuit of a college education, and understand how they can help their children succeed in college.	
Staff to student ratio for field trips is 1:10.	
Create Now will provide field trips to cultural destinations like the Hollywood Bowl, Walt Disney Concert Hall, and the Ford Amphitheatre.	

Segment:	Middle School Services
Solution:	**College & Career Awareness**
Description:	Students and families attending each of the schools serving middle grade students and residing in the Los Angeles Promise Neighborhood will access college and career awareness programs that will include field trips to area colleges beginning in the 6th grade (continuing from elementary school) as well as Career Days that bring mentors to the school to work with middle grade students to help them develop long term plans for college and careers. LAPN will also have volunteer College Ambassadors that complete 40 hours of training working with UCLA and CSUN instructors to help students devise a long term plan for post-secondary and career success. This plan will be completed in the 6th grade by each student, and updated each year. Based on YPI's funded Fund for the Improvement of Postsecondary Education (FIPSE) college preparation and GEAR UP programs, College Amabassadors will work with middle grade families to develop long term awareness of the paths and challenges related to postsecondary education with career paths for LAPN families. LAPN will also develop and staff College Centers located at all LAPN middle schools. Here students learn about the importance of college, read catalogues, and receive college prep and financial aid information.
Need (segmentation analysis):	• Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade level in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • LAPN Middle School CST Levels at or above grade level: 38.7% in English Language Arts, 33.7% Math (LAUSD, 2011-12). • Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (LAUSD, 2011-12) • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010) • LAPN Middle School Students: 39% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • 38% of student respondents indicate their parents or family members speak to them about the importance of preparing for a career, every day (LAPN Student Survey, 2012) • Yet, 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011) • Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011).

Evidence:	Research has demonstrated college & career awareness activities in the middle school years as a promising practice effective for developing long term plans to prepare students and families for planning for postsecondary education and to keep them on track for academic advancement, as demonstrated by cohort type models such as GEAR UP, especially for low-income, first-generation Students of Color (Ceja, 2001; Oakes, 2000; Orfield, 1999; Talavera-Bustillos, 1998; Yosso, 2000). According to McDonough (2005), college counselors can positively impact student aspirations and achievements when they are consistent and available. Improving counseling can have a significant impact on college access for low-income, rural and urban students, and students of color. Best practices implemented via the LAPN model include individual planning sessions, classroom guidance, and/or small group sessions that target self-awareness or career and college exploration (Niles & Harris-Bowlsbey, 2005). Research supports a comprehensive program of student support and includes rigorous coursework along with tutoring, counseling, assessment, financial aid, and other supports that target low income students, English Language Learners (ELLs) and Limited English Proficient (LEP) students, and students with disabilities to keep them on track for college entry (Lerner & Brand, 2006; National Council on Disability, 2007; Solorzano & Yosso, 2010; The Education Trust, 2005).Flagship programs such as Project Grad USA have demonstrated strong success in beginning college preparation services in elementary schools in a 'feeder school' model carrying services through high school. MDRC conducted an matched comparison evaluation of Project GRAD (July 2006) in Houston, TX that found high achievement at elementary schools using this model.
Partners:	YPI, UCLA Community Based Learning Program, Citi Community Development, Hollywood Police Activities League (PAL), Spark

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	2218	2356	2495	2633	2772
Percent of Age Cohort within Target Schools Served:	80%	85%	90%	95%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	All target middle schools in the LAPN as well as all six LAPN Neighborhood Centers

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. UCLA CBL will offer their School Success Program (academic support); College Knowledge Program (includes individualized assistance with applications); Career Awareness & Exploration Program (includes internships and employment opps). They will serve 100 middle school youth each in Hollywood/Pacoima (serving 200 MS students total).

Annual Career Days at each target middle school which will feature professionals in a variety of jobs and industries (parents, current LAPN partners, YPI staff, school staff, etc.). Career Days will focus on activities for both students and parents so that parents become aware of LAPN workforce development-related services.
LAPN Middle School students will participate in "I'm going to college!" days where local college students and alumni will visit LAPN school sites to talk about how they successfully navigated their entrance to college and what college meant/means to them every other month. Students will be able to interact in small groups to meet college students and get a chance to engage with them and ask them questions about their experiences. Current or recent college graduates serve as immediate role models and conversing with them is especially critical for first-generation, low-income Students of Color who may not know or have someone in their immediate family who have attended/received a postsecondary education (Rivas, 2012; Solorzano & Yosso, 2010).
LAPN staff member will coordinate workshops for parents (all grades) and students (grades 7/8) about preparing for college each quarter at all target middle schools and in the LAPN Centers for neighborhood youth not attending these schools. Workshops will include an overview of the 4 systems of higher education and will include a portion about saving and paying for college. LAPN families will also be given access to YPI matched savings accounts through Citi Bank.
Coordinated by LAPN College Ambassadors, a "College club" for middle school students will be available at each target MS and will meet weekly. Students participating in the College Club may engage in the following activities: (a) focusing on A-G requirements, writing exercises, developing plans for college, mentoring, and ACT/SAT preparation; (b) Collect a list of where each school staff member attended college- announce the school, city and state of 1-3 staff members per week. Students may go around the school to ask several teachers and then complete a geography-related lesson where they have to locate the cities in which the colleges are located; (c) Students will create a "College Wall of Fame" in the school hallway where photos of famous individuals are posted along with the name of the college or university that they attended; (d) Club coordinators will assign each student a university/college to research and report back to the club on (sports, activities, how to apply, grades needed, tuition assistance, etc); and (e) College Ambassador may hold a mini-career day for students by inviting local professionals to speak on their experiences in their respective fields.
One (1) college field trip per school year at each target school for both students and parents. LAPN staff will coordinate trips with local colleges such as UCLA's "I'm Going to College!" events and USC's "College Buddy Days"
As a component of career exploration, the Hollywood Junior Police Academy is a truly unique program that teaches children, in a safe and wholesome environment, about what it is like to do actual police work. Participants are exposed to all facets of the job by participating in a variety of workshops taught by LAPD experts. Activities include touring the Hollywood police station, learning about crime scene investigation, visiting the Piper Tech-Air Support Division, visiting the horses and officers of the Mounted Unit, meeting members of the Bomb Squad and K9 Bomb detection unit, and much more. The Hollywood Junior Police Academy typically runs 1-2 times per year, with 30 children enrolled between the ages of 10-17. At the end of the program, they receive graduation certificates from the police captain and supervising sergeant.
Employing Scholastic college curriculum for middle school-aged students, all students will receive activity workbooks to explore the following: (a) explore their interests, talents, and abilities, and identify potential careers that would match those attributes; (b) set future academic and career goals; (c) determine the steps necessary to meet their goals; (d) focus on preparing for a specific career choice; (e) learn a variety of ways to finance the education necessary to achieve their goal; and (f) how to prepare for high school transition while preparing for A-G curricula
LAPN will also have volunteer College Advisors work with middle-school age families to develop long term awareness of the paths and challenges related to postsecondary education with career paths for LAPN families.

Spark will provide the Neighborhood with its award-winning programs, designed to address the dropout crisis early, in middle school, by re-engaging at-risk students in their education through individualized apprenticeships. Spark recruits volunteer professionals to create a hands-on apprenticeship experience for each student in a career of their choice at a real workplace. In parallel with the apprenticeship experience, Spark trains and supports school staff to provide an integrated Leadership Class during the school day, helping students connect the applied learning of apprenticeships with the curriculum taught in school. The immediate results are greater motivation, increased sense of relevance of school, and critically, different behavior: Spark's longitudinal alumni data shows that apprentices have significantly higher graduation rates from high school, show improved academic performance and attendance, and have fewer suspensions from school.

Segment:	Middle School Services
Solution:	**Promise Corps: Tutors and Academic Coaches in Schools**
Description:	Middle grade students and families attending each of the schools targeted for services by the Los Angeles Promise Neighborhood will be provided with Tutors and an Academic Coach to provide supportive academic services through problem solving tutoring and peer collaboration for students working with school teachers and administration that will include greater involvement and access for parents.
Need (segmentation analysis):	• Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade leve in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • LAPN Middle School CST Levels at or above grade level: 38.7% in English Language Arts, 33.7% Math (LAUSD, 2011-12). • Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (LAUSD, 2011-12). • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010) • LAPN Middle School Students: 39% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • 38% of student respondents indicate their parents or family members speak to them about the importance of preparing for a career, every day (LAPN Student Survey, 2012) • Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011). • Yet, 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011). • Pacoima Middle School Truancy Rates: 14% (241) students were considered truant, with Maclay Middle School experiencing a 25% truancy rate (LAUSD, 2010-11) • Hollywood Middle School Truancy Rates: 41% (431) students were considered truant at LeConte Middle School (LAUSD, 2010-11).

Evidence:	There is moderate evidence of effectiveness using AmeriCorps type trained tutors to provide services using methods such as problem solving and peer collaboration. Ginsberg- Block (1998) provides evidence of the effectiveness of problem-solving and peer collaboration in a random assignment study of 104 low-achieving 3rd and 4th graders. Students receiving these services performed significantly higher thanstudents who did not receive problem solving on measures of computation and word problems. These students also had higher levels of academic motivation, academic self-concept, and social competence. Allen and Chavkin (2004) utilized a within-program control group alternative assessment of AmeriCorps tutors working with students on English, reading, math,or science. Results found that students tutoring were more likely to increase academic grades to passing and that tutoring by mininally trained workers and volunteers can be an effective resource. Targeted professional development should have the goal of improving instructional quality and establishing best practices, particularly for students with learning challenges, such as English language learners and students with disabilities (Bryk et al 2010; Conzemius 2000). Families are a critical partner in the education of their children and should work with principals, teachers, and other administrators. this includes access to data, goals and progress in increasing academic achievement atlow performing and persistently lowest achieving schools (Talley & Keedy 2009; Gordon & Louis 2009).
Partners:	Youth Policy Institute

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	2772	2772	2772	2772	2772
Percent of Age Cohort within Target Schools Served:	100%	100%	100%	100%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	YPI, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	Le Conte Middle School, Maclay Middle School, Vaughn NCLC, San Fernando Institute for Applied Media

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Each middle school in the LAPN will receive a full-time Academic Coach and four part-time Tutors to provide academic support to students and teachers.

The Academic Coach will work with the principal, teachers, and other administrators to determine appropriate professional development training for each school site. Academic Coach will provide weekly PD to teachers, plus additional PD during the monthly minimum days for two hours. The effects of the professional development teachers receive will be felt by 100% of LAPN students through improved instruction and learning. The Academic Coach will serve as a general academic resource for teachers and administrators and will be a credentialed professional who will serve as a mentor for teachers. The Academic Coach will assist with the implementation of LAUSD's new teacher evaluation model, which incorporates classroom observation and coaching. Please see also the Proessional Development program section, and specific School Implementation Plans provided separately in Appendix F.
The Academic Coach will also supervise and train the four on-site tutors. The Coach will ensure classroom learning and academic support services are aligned.
Part of the Full Service Community Schools and AmeriCorps tutors model established at YPI and partner programs in the Neighborhood, Tutors are college students (or graduates) with at least two years of postsecondary education who have completed YPI's Tutor Training Program. They provide support services during school hours on the schedule and intensity level established with teachers and administrative staff at each school. Promise Corps staff will work with teachers to pull students out of class for tutoring based on academic need, particularly in math, English Language Arts, and science. The goal is to provide a minimum of 30 hours of academic tutoring each year for each middle school student.
The Academic Coach and Tutors will all support Linked Learning, which ensure students are both college- and career-ready. Examples of Linked Learning academic support are assistance with project-based learning, career exploration activities, and mentoring.
Each tutor has 40 students (20 per semester) who receive a minimum of 30 hours of tutoring throughout the academic year in small group or one-on-one sessions during class time.
Tutors receive a school-specific orientation and monthly training on academic concepts, classroom management, CPR, building relationships with key stakeholders, communication strategies, and other topics as needed.
Tutoring will target students scoring in the Far Below Basic (FBB) and Below Basic (BB) categories of the CA State Test.
The Academic Coach will facilitate two Parent Academic Information Sessions during the year. The first will be at the beginning of each school year and will educate parents about the school's student assessments and data tracking, as well as teach parents strategies for homework assistance, promoting literacy and math skills, and the importance of consistent attendance. The second Parent Academic Information Session will be held one week prior to the CA State Test to review student progress on regular assessments and to provide parents with test prep strategies and information, such as the importance of eating a good breakfast and getting a good night's sleep.
Tutors will reach out to the parents of tutored students (either over the phone or with in-person meetings when possible) to provide feedback on students' academic progress, strategies to use at home to help students, and feedback on students' behavior and attendance.

The Academic Coaches are based on Pacoima Charter's successful professional development model (the Effective School in the LAPN) that utilizes Grade Level Coordinators and peer learning through Grade Level Collaboration. As well, each school will integrate its own research-based professional development strategies and services as defined in the School Implementation Plan for each target school included separately in Appendix F. General professional development strategies that will be incorporated with the school specific model include the use of teachers within each grade level as a Grade Level Coordinator to support other teachers. These Coordinators receive train-the-trainer professional development (often off-site) so that they, in turn, train their cohort of grade level teachers on the topic. Teachers attend weekly Grade Level Collaboration meetings to ensure alignment in teaching, and share successes and challenges. In the Pacoima Charter model, every 5 weeks the school has a minimum day where students are released at 1:00 PM, providing an opportunity for regular PD training from Grade Level Coordinators. One example of Pacoima Charter's PD is training on the use of Thinking Maps. Grade Level Coordinators were trained by Thinking Maps, Inc. and then they provided the same training to all of Pacoima Charter's teachers. Thinking Maps training gives teachers an understanding of how to visually represent, or map, the critical thinking embedded in the Common Core State Standards. Thinking Maps provide students with both the scaffolds and structures to support a deeper level of understanding which will empower them to become college and career ready.

Segment:	Middle School Services
Solution:	**Extended Day Learning (Afterschool Services)**
Description:	Students and families attending each of the middle schools targeted for services by the Los Angeles Promise Neighborhood have extended day learning opportunities through afterschool programs provided at the school for at least three hours each school day. Every target LAPN school has or will have afterschool services. Services provided included academic assistance via direct academic tutoring by trained Academic Coaches stationed at each target school based on academic weakness defined for each student on standardized tests, as provided by the Los Angeles Unified School District and partnering charter schools in the Neighborhood. Academic support services build upon curricula and lessons from the regular school day, and is supported by regular communication and collaboration between school teachers and Academic Coaches. This academic tutoring is supported by enichment services that directly link to California Department of Education state content standards for middle grades in English Language Arts, Mathematics, Science, and Social Studies. Projects will be created to uphold the values of the California State Content Standards in Artistic Perception, Creative Expression, Historical and Cultural Context, and Aesthetic Valuing. Services and programs provided during the afterschool hours include graphic design, art, and programs such as disc jockey training, digital music, community gardens, photography, Running Clubs and other fitness choices.
Need (segmentation analysis):	• Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011). • Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade level in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • LAPN Middle School CST Levels at or above grade level: 38.7% in English Language Arts, 33.7% Math (LAUSD, 2011-12). • Pacoima Middle School Truancy Rates: 14% (241) students were considered truant, with Maclay Middle School experiencing a 25% truancy rate (LAUSD, 2010-11) • Hollywood Middle School Truancy Rates: 41% (431) students were considered truant at LeConte Middle School (LAUSD, 2010-11). • 15% of LAPN students DO NOT access a computing device or internet at home, at all (LAPN Student Survey, 2012). • Of those students not accessing a computing device or internet at home, 35% indicate accessing these at public library or computer center within their neighborhood (LAPN Student Survey, 2012)

Evidence:	Research has demonstrated a moderate to strong record of effectiveness for extended day learning and afterschool programs to increase academic readiness and achievement. According to a two-year intervention and random assignment evaluation (Black, Doolittle, Zhu, Unterman, & Grossman, 2008), afterschool programs that integrated models of regular school-day math and reading instruction saw improved reading scores after the first year of implementation. Vandell, Reisner, & Pierce, 2007 completed a two year longitudinal study of 3,000 youth in 35 elementary and middle schools and found that elementary school students who regularly attended afterschool programs over two years showed significant gains on standardized math tests, compared to students that did not participate. Evidence of the effectiveness of after-school programs is described in a Goldschmidt and Huang (2007) quasi-experimental design study of students participating in LA's BEST programs offered at their schools, students attending those same schools but not participating in LA's BEST, and students who attend schools that have not access to LA's BEST program. Results for those students participating in LA's BEST programs reveal higher mean scores in Reading and Math than the non-participating students. Empirical reviews of afterschool programs (notably Durlak & Weissberg 2007) demonstrate that evidence-based afterschool programs focusing on specific social and personal skills that use sequential learning and promote active learning for students have the strongest record of positive results. Called SAFE (Sequenced, Active, Focused, and Explicit) programs, these strategies form the basis of LAPN afterschool programming. They offer clear, measurable performance measures that provide improvements in the areas of achievement tests, school grades, social skills, problem behaviors, drug use, school bonding, and self-esteem of students. As analyzed in the Durlak & Weissberg study, youth enrolled in SAFE programs on average show improvement in areas of achievement tests, school grades, social skills, problem behaviors, drug use, school bonding, and self-esteem. Non-SAFE clusters assessed, according to the study, on average demonstrated measurable positive results in none of these areas
Partners:	YPI, LACER Afterschool Programs (LACER), Hollygrove/EMQ FamilliesFirst, Hollywood Police Activities League (PAL)

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	1110	1385	1660	1940	2220
Percent of Age Cohort within Target Schools Served:	40%	50%	60%	70%	80%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	Le Conte Middle School, SFiAM, Maclay Middle School, Vaughn Charter

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. YPI currently operates afterschool programs at 56 schools (K-12) in Los Angeles and serves over 6,300 students each school day and in the summer with academic and enrichment activities. The LAPN will operated YPI programs and coordinate with LAPN partners to incorporate afterschool programs at each target school into the Neighborhood. YPI is the largest afterschool provider for charter schools in the U.S. and one of the nation's largest high school afterschool providers operating at 32 high schools. YPI's afterschool programs provide academic assistance, enrichment and family literacy services to students and their families. Academic services include tutoring and homework support that assist students in meeting state and local academic achievement standards in core academic subjects and reaching the goal of a college education. Enrichment activities include additional services, programs and activities designed to reinforce and complement the schools' academic programs and are aligned with California state content standards, curriculum frameworks and research-based practices. YPI also organizes an incentive program to motivate students in the program. Families of students will also have access to support services like parenting, college preparation and financial literacy workshops. YPI's after school program is driven by high standards and provides relevant learning experiences, targeted intervention, and a supportive learning environment for students. It focuses on equipping students with the skills necessary to move to the next grade level and preparing them for college and future careers. The after school program will work closely with school administration and teachers to target struggling students (as evidenced by performance on standardized tests) and provide structured support through homework assistance, skill-building and enrichment activities that are aligned with classroom instruction and state standards. They will collaborate to establish comfortable spaces in which students can learn and grow. Also, YPI staff will work closely with school personnel to tie the program to school needs and administer surveys to parents and students to assess and target interests that inform program operations. Programs offered incorporate a structured approach to meet the needs of students, especially those who struggle in core academic areas like English Language Arts and Mathematics. YPI staff will continue to inform and involve school staff in consultation, activities, and professional development to ensure that services provided in the afterschool program link directly to themes and lessons studied in the classroom during the school day to reinforce learning. YPI Site Coordinators will arrange communication with school stakeholders and establish communications regarding services to ensure that the learning in the classroom during the school day is unified with instruction in the afterschool program. Furthermore, teachers at the school site will be hired for teaching roles in the afterschool program as they indicate interest which will allow the program to connect better for homework help, tutoring, and project-based learning and enrichment activities.

The academic assistance and enrichment materials used in the afterschool program are directly linked to the California State Content Standards in English/language arts, mathematics, science and social studies. The program utilizes curriculum based on the standards including grade appropriate materials for language arts instruction in areas such as reading comprehension and writing exercises and vocabulary development. It is also based on research providing evidence that the program will help students meet state and local academic achievement standards. Furthermore, YPI will use performance data and research based interventions to operate a structured after school program that will ensure that students' needs are met and they receive the appropriate support in Mathematics and English Language Arts. In addition to assistance in core subjects, the after school program will provide a variety of comprehensive enrichment programs and integrate arts, technology and fitness to encourage learning.

Description of services
YPI's after school program is based on three main structures: academic support, athletics and enrichment. It begins once the school day ends and continues until 6:00 p.m. First, students assemble in the lunch area and are provided with nutritious snacks. Then, all

students participate in Homework Hour to receive help from teachers and tutors with school assignments. After Homework Hour, students have the opportunity to choose to participate in a variety of different athletic and enrichment programs described below.

Academic support
The academic support component incorporates a structured approach to meet the needs of students who struggle in core academic subject areas like English Language Arts and Mathematics. Tutoring and homework assistance is aligned to the California State Standards. It includes small group and one-on-one tutoring and educational activities to assist students to meet grade level proficiencies like project-based learning and homework help. The design for tutoring includes features that research has identified as effective for English Language Learners including interactive teaching methods with immediate feedback/correction, oral practice, and systematic review for reinforcement of vocabulary and pronunciation, and read-alouds.

Athletics
The athletics component promotes physical fitness and healthy lifestyles. Programs are aligned and based on California State Standards for physical and health education including: movement skills and knowledge, self-image, personal and social development. Sports include basketball, soccer, volleyball, cheer, yoga, and martial arts. They reinforce the values of cooperation and good sportsmanship. YPI's physical fitness, recreation and health programs offer knowledge for a lifetime physical activity and nutrition. The program includes information on nutrients and food groups, healthy snacks and advertising.

Enrichment
The enrichment component includes the integration of arts, technology and fitness into learning experiences that complement the regular academic program. The purpose of enrichment is to foster students' abilities to develop problem-solving skills, flexibility, creativity, cooperation, persistence, and responsibility in an environment that is geared towards building self-confidence. Projects uphold the values of the California State Content Standards. The arts programs expose students to different art forms (visual and performing) and teach different media for communication and expression. In addition, YPI integrates technology with program curriculum providing access and opportunity for students to develop literacy skills via alternative methods.

Program curriculum
YPI's youth services program provides a variety of curricula that are offered after school for elementary and middle school students. It continues to offer quality programs that are already established at Camino Nuevo (e.g. Chess Club, Domino Club, Kidzlit Club, CSI Club, Arts and Crafts Club, Drama Club, Urban Art).

Homework Club
Students bring their homework and work closely with tutors who help them understand and complete class assignments. Academic assistance is provided to help students meet the California State Standards in core academic subjects (notably English language arts, mathematics, and science). In addition to homework support, students have access to a variety of books, magazines and test preparation materials provided by Scholastic (research based and library suggested) that are broken down by grade level.

Crime Scene Investigators
Students participate in science activities, build self-confidence and gain an appreciation and excitement for science content and

learning. Students participate in science activities, build self-confidence and gain an appreciation and excitement for science content and learning. The design includes features that research has identified as effective for English Language Learners including interactive teaching methods with immediate feedback/correction, oral practice, and systematic review for reinforcement of vocabulary and pronunciation, and read-alouds. The components include Reading for Understanding, Small Group Discussion, and Writing, and Individualized Student Reading with Teacher Support.

Kidzlit Book Club
The Book Club helps students acquire, synthesize and evaluate written information and develop the language to communicate their comprehension of various books and topics. This curriculum utilizes high quality children's literature from which students can choose from a variety of topics that are grade and reading level appropriate. This program gives students the opportunity to respond to literature in multiple ways and develop a lifelong interest in reading. It also promotes student understanding and reading enjoyment. The Development Studies Center Kidzlit curriculum is similar to Lucy Caulkin's Readers and Writers Workshop-style instruction and is used in Los Angeles County Office of Education schools. Activities are conducted before during and after the book is read to support reading comprehension and dialogue.

World Explorers/Travel Club
Students learn and do activities across various curricula to learn about other cultures and time periods through the exploration of 11 countries.

Athletics/Recreation
Students participate in physical fitness activities including sports (e.g. basketball, soccer, volleyball, cheer, yoga, and martial arts) and healthy living instruction. The athletics program utilizes SPARK curriculum, and students learn about the values of nutrition, proper eating habits, and positive energy through indoor and outdoor structured lessons.

Chess/Domino Club & Gamers Club
Playing chess and dominoes allows students to utilize and strengthen higher level thinking skills including: decoding, pattern recognition, comprehending, and analyzing. Students learn language, reading, math and geography skills through 11 subject matter based board games. They include: Countdown, Battleship, Scrabble, Managing my Allowance, Earthopoly, Bank Account, Budget, My Food Factory, Spell Checkers, Chess Teacher Game, 10 Days in Asia, America's Great Cities Jingo, and Stare. They develop strength of character, self esteem, understanding of triangulation methods, problem-solving, logic and reasoning, and conceptualization skills.

Arts and crafts
Students participate in art activities and craft projects. The arts program utilizes Lakeshore curriculum and completes theme-based projects. Arts and crafts activities are also conducted using multicultural perspectives as project ideas come from different countries around the world.

Urban Art
Students learn about urban art forms like graffiti. They learn its history and positive uses and complete projects like murals for school beautification.

beautification.

Drama
Students learn about the elements of theater: vocabulary, creative expression, theatrical skills, and the use of drama to support other academic subject areas.

College and career preparation
Classes and activities are provided for students and families regarding higher education and career pathways. Students and parents participate in workshops that cover topics like financial aid, test preparation, college requirements and processes. Students also have the opportunity to go on field trips to local colleges and benefit from visits from college representatives. Guest speakers from various careers give address the importance of continuing education and going to college.

Other possible after school program options include the following.

Journalism/21st Century Times
Students come together and express their creative voices as they communicate about news and current events that interest them. They will create newsletters that will allow them to learn about responsible and effective writing and utilize technology to convey their thoughts and ideas. They will also have the opportunity to use media equipment like digital cameras to capture stimulating images that will be incorporated with their written articles.

Project Citizen
In this student led club, students will channel their energy toward solving real world problems in the community. They will experience the possibilities of democratic citizenship by planning and completing a service project that will create meaningful change for their fellow students and community members. Technology will be integrated into this program as students will use it to conduct research and organize activities and events. Participation and completion of projects through this club will meet school service learning requirements.

LACER offers an afterschool program at Le Conte Middle School. The program includes academic tutoring and interventions, computer training, sports, theatre, music, and dance. LACER focuses services on Academic Achievement in Support of Student Graduation from High School, including student proficiency in core subjects; successful transition from middle to high school; access to A-G requirements and Advanced Placement curricula; college/career prep workshops; and tracking post-secondary enrollments. LACER's programs are offered five days a week from immediately after school until 6:00pm., with many evening and weekend field trips also offered to students. Students can chose from between 5-7 different classes in which to participate daily, including Homework Tutoring, Math, Algebra and Literacy Intervention, Computer Training, Various Team Sports, Theatre, Music, and Dance. Students can also participate in culminating art workshops, concerts, theatre performances, Spelling and Geography Bees, sports competitions, and district-wide leadership activities.

Hollygrove will provide a year-round afterschool program for 30 high needs children and youth that offers instruction in healthy life skills (including nutrition) and literacy, academic tutoring and achievement, social skills training, recreation activities, and gang prevention and addiction prevention workshops.

The LAPN Afterschool program design is based on YPI's successful afterschool programs that currently operate at 46 schools throughout Los Angeles.
The afterschool program will be provided at each middle school until 6:00 P.M. or for a minimum of three hours each school day.
Each MS will have a FT Afterschool Coordinator, who will work closely with the Academic Coach and Tutors and the Full-Service Community School Coordinator and Family Advocate to ensure a seamless continuum of services at each target school. Each Tutor serves 20 students; there are usually 4-6 Tutors total. Afterschool Coordinators are FT in order to ensure they can build relationships with school staff and students throughout the day and provide additional support to the school when needed. In addition, a FT position enables the Coordinator to provide programs targeted to parents and families. The FSCS Family Advocate will support the Afterschool Coordinator in providing parent programs.
Services provided included academic assistance via direct academic tutoring by trained a Academic Coach stationed at each target school based on academic weakness defined for each student on standardardized tests, as provided by the Los Angeles Unified School District and partnering charter schools in the Neighborhood. Academic support services build upon curricula and lessons from the regular school day, and are supported by regular communication and collaboration between school teachers and Academic Coaches. This academic tutoring is supported by enichment services that directly link to California Department of Education state content standards for elementary grades in English Language Arts, Mathematics, Science, and Social Studies.
Projects will be created to uphold the values of the California State Content Standards in Artistic Perception, Creative Expression, Historical and Cultural Context, and Aesthetic Valuing. Services and programs provided during the afterschool hours may include graphic design, art, and programs such as disc jockey training, digital music, community gardens, photography, performing arts workshops.
Sports programs, like Running Clubs, soccer tournaments, basketball, flag football, cheerleading competitions, dance competitions, and other fitness choices.
Structure complements the instructional day- work w/ teachers and admin to understand goals of school; individualized program plan for each school to ensure it enhances the school day and increases test scores.
Educational and cultural field trips coordinated in collaboration with the FSCS program (see FSCS program for details).
Project-based learning integrated with afterschool program.
Hollywood PAL's Youth Leadership Council (YLC) is a student-led program that gives children a chance to give back to their community. PAL YLC kids have helped distribute turkeys at Thanksgiving, volunteered for Special Olympics and Project Angel Food, raised money for Ronald McDonald House and American Cancer Society and have visited residents in a local assisted living facility through the Adopt-a-Grandparent program.

Segment:	Middle School Services
Solution:	**Arts & Humanities Enrichment Program**
Description:	In an effort to improve academic performance and promote grade level advancement, students attending each of the middle schools and residing in the Los Angeles Promise Neighborhood will have access to a variety of arts, humanities, enrichment, and service learning programs provided by YPI and its partners.
Need (segmentation analysis):	• Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011). • Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade leve in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • LAPN Middle School CST Levels at or above grade level: 38.7% in English Language Arts, 33.7% Math (LAUSD, 2011-12). • Pacoima Middle School Truancy Rates: 14% (241) students were considered truant, with Maclay Middle School experiencing a 25% truancy rate (LAUSD, 2010-11) • Hollywood Middle School Truancy Rates: 41% (431) students were considered truant at LeConte Middle School (LAUSD, 2010-11). • LAPN Middle School Students: 34% receive encouragement from parents or family members to read books outside of school, every day (LAPN Student Survey, 2012). • LAPN Middle School Students: 81% receive encouragement from parents of family members to read books outside of school, at least once a week (LAPN Student Survey, 2012).
Evidence:	Research has demonstrated enrichment services as a promising practice to improve academic performance and readiness for grade level advancement. In a national study using a federal database of more than 25,000 students, a researcher found higher performance on standardized achievement tests among students with high arts involvement. They watched fewer hours of television, volunteered more often, and reported less boredom in school (Catterall 2002). A different study by the same researcher found that “intense involvement” in the arts during yields higher levels of achievement in high school and higher college attainment (Catterall 2009).
Partners:	YPI, Boys & Girls Club of the San Fernando Valley (BGCSFV), Create Now, Harmony Project (HP), The Actors' Gang

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	2218	2356	2495	2633	2772
Percent of Age Cohort within Target Schools Served:	80%	85%	90%	95%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]				

Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)
IMPLEMENTATION DETAILS	
Location of Program/Service:	Boys & Girls Club of the San Fernando Valley facility, Le Conte Middle School, HP Offices at 817 N. Vine Street, all LAPN target schools

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. LAPN will coordinate arts and humanities enrichment activities for students at target schools and throughout the Neighborhood. LAPN students will benefit from the many thriving arts organizations that already operate in the LAPN, many of which are affiliated with the Hollywood entertainment industry. Target students in the LAPN will access arts and humanities enrichment services through the afterschool programs provided at each target school daily, while also accessing services provided by partners for Neighborhood youth not attending target schools at the six LAPN Centers and at partner sites in the LAPN. Each youth can access a minimum of five hours per week of arts and humanties enrichment services in the LAPN.

For 46 years, the Boys & Girls Club of San Fernando Valley (the Club) has been in the forefront of youth development in the impoverished community of Pacoima, working with young people from disadvantaged economic, social, and family circumstances. The Boys & Girls Club of San Fernando Valley has actively sought to enrich the lives of girls and boys whom other youth agencies failed to reach. The Club is dedicated to ensuring that our community's disadvantaged youngsters have greater access to quality programs and services that will enhance their lives and shape their futures. Our facility and programs are also designed to allow access to students with disabilities and English Language Learners. The Club offers year-round afterschool and summer programs offered daily to youth ages 7-18 and their families that includes programs in education, sports, careers, fitnees/rec, health and life skills, arts, character and leadership, family preservation. The Club's Arts and Multi Media programs include activities like learning air brushing, photography, clay sculpturing, candle making, digital & fine arts, model building, and more. This program helps to broaden the horizons of youth; encourage inter-group understanding and provide an opportunity to develop skills in the creative arts. The Club's Character & Leadership programs include "Teens Take Action - Keystone Club" and the "Juniors Take Action -Torch Club." These Leadership programs provide youth with opportunities for planning community events, decision-making, and instill a sense of civic responsibility.

Create Now is a 501 (c)(3) non-profit organization founded in 1996 that transforms the lives of high-risk and at-risk youth through creative arts mentoring, education, resources and opportunities. We serve disadvantaged, vulnerable kids ages 2-25 who have been abused, neglected, abandoned, orphaned, are left homeless, runaways, teen parents, substance abusers, victims of domestic violence, children of prisoners, gang members or incarcerated. Create Now will offer bi-annual 12-week courses of Show Off at Le Conte MS for 150 students per year. Show Off is a performing arts program that includes instruction in singing, dance, theatre/comedy, and culminates in Talent Shows. Create Now programs develop vital skills and build teamwork, self-esteem and confidence. Create Now will provide at-risk youth in the Neighborhood with fun and educational alternatives to gang life, while allowing the children to discover their hidden talents. At the end of our workshops, we always give the kids parties with refreshments and gift bags that contain special goodies and Certificates of Completion that build their self-esteem and provide lasting souvenirs. Our bi-annual workshops culminate with Talent Shows where all of the kids work together as teams to put together terrific events for their entire schools that demonstrate their creative abilities. The outcomes will be tremendous as the children get to shine in the spotlight for their families, friends and peers. The opportunities to Show Off will build their confidence. The students who perform will also serve as role models for other youngsters, especially siblings. Parents can help out with the costumes, decorations, make-up, hairstyling, and refreshments. Adult mentors can work with the kids to teach them how to put a budget together and to manage these bi-annual events, so they can develop business and marketing skills. This preparation will bond the children with their families and create happy memories.
Harmony Project (HP) is an award-winning research-based nonprofit organization that targets at-risk youth in underserved areas of Los Angeles. HP promotes positive youth development through on-going year-round music lessons and ensemble participation. Harmony Project is the winner of the 2009 Coming Up Taller Award, the nation's highest honor for an arts-based youth program, which is administered by the President's Committee on the Arts and the Humanities. The Harmony Project provides music instruction to 272 low-income students in Hollywood and has 2 youth orchestras for 171 students. HP will expand to provide an introductory course in musicianship instruction to 60 new students in Hollywood, and provide musical instruments and instrumental music instruction to 30 new students who have completed an introductory course with HP. HP requires ongoing school attendance of all students, and develops leadership through service learning. HP also provides parent orientation, education, referrals, and ongoing support, including parent music classes. HP students receive tuition-free instruction from early elementary or middle through HS graduation. HP provides college scholarships for students who graduate HS, are accepted to 2 or 4 year college or trade school, and complete the application requirements. 95% of HP graduating seniors (over 60) have attended college.
Service Learning will help youth to develop large scale community service projects.

The Actors' Gang will provide free in-school, after-school and summer session theater workshops for Bancroft Middle School students in the period of 2013-2018. HHS serves some of the students who live within the LAPN boundaries, though it is not target schools. This 20-week program merges The Actors' Gang's after-school curriculum with the intensive work of our nationally recognized Prison Project, and focuses it on middle school and high school teens struggling with Hollywood-area gangs. Through this program, specially trained teaching artists work with "at-greater-risk" youth with a focus on building emotional control, tolerance of others, and community-building, skills which can specifically help them in choosing against gang involvement and also in re-entry from a gang environment back into our shared community. The project's mission is to support the academic and social-success of student participants through specially designed theater and expressive-arts after-school classes, with the hope of decreasing participants' odds of entering gangs, and for those already in gangs, increasing participants' odds of exiting gangs successfully.

The first 10 week session is centered on playing theatre games to enhance focus and ensemble building among the group. Students work with Gang company members to develop their own characters based on the historical stock characters of the Commedia dell' Arte. The second 10 week session focuses on the process of structuring these characters into a performance demonstration. Students learn how to write their own text in addition to working with classical text. Students participate not only as actors, but also as writers, directors, and designers in this process of developing theatre. Of note: Artistic Director, Tim Robbins, will participate in this program as a visiting teaching artist as his schedule allows. This provides a remarkable opportunity for young students to work with an Oscar-winning actor.

In addition, the classes will incorporate expressive arts such as expressive journaling and drumming, which have been shown to help alleviate stress and physical pain, and to increase feelings of well-being and self-esteem (Snow & D'Amico, 2010). Warm-ups utilize mindfulness mediation, which was found to reduce feelings of stress and negative mental health, while increasing emotional intelligence Chu (2010). Participants will partake in improvisation and role-playing, and receive instruction in commedia dell'arte, a theatrical genre that is stylized, emotionally expressive, and movement-oriented. The participants will have the opportunity to perform and demonstrate skills in an invited workshop performance for other students and families. The program will employ expressive-arts modalities that have been shown to support mental health and decrease mental-illness symptoms (Stucky & Noble, 2010), and build pro-social skills such as empathy (Ocean, Bigin, & Erazar, 2011).

The rationale for offering this service includes the fact that dramatic-arts and expressive-arts interventions have been beneficial to at-risk youth (Stinton, 2008). Benefits have included a decrease in symptoms of mental illness, increased pro-social and peer support, nonviolent channeling of tension and aggression, and increased self-esteem (Stinton, 2008). With an eye toward these benefits of dramatic arts interventions with at-risk populations, The Actors' Gang would aim to provide pro-social and peer-support benefits for young adults who are experiencing reentry from gangs, many of whom have become estranged from their former peer groups and families during the process. The Actors' Gang hopes to supplement the already offered educational and job-training services for youth in Hollywood by encouraging pro-social skills, peer support, nonviolent expression of anger and tension, increased self-esteem, improved feelings of wellness, and support for academic success.

Segment:	Middle School Services
Solution:	**Violence & Gang Prevention Programs**
Description:	LAPN's violence and gang prevention strategy combines prevention and intervention services leveraged from multiple programmatic and funding sources, including the City of Los Angeles' Gang Reduction & Youth Development (GRYD) program and Summer Night Lights.
Need (segmentation analysis):	The City of Los Angeles has one of the highest violent crime rates in the nation, as determined by the Federal Bureau of Investigation's Uniform Crime Reports (UCR). During 2010, the violent crime rate per 100,000 people totaled 566.5, compared to a State of California violent crime rate of 440.6 and a United States violent crime rate of 403.6. While gang violence in LA County has declined recently due to strategies such as BJA's Project Safe Neighborhoods programs, gang and gun violence remain grave. LA County law enforcement has documented over 1,300 street gangs with over 150,000 members. Crime rates in the targeted LAPN community have soared. According to the 2010 Los Angeles Police Department (LAPD) Statistical Digest, the Hollywood Community Police Station ranked the third highest in Total Part I offenses (homicide, forcible rape, aggravated assault, robbery, burglary, larceny, and vehicle theft) in the entire City from 2009 to 2010 (out of 21 crime divisions). The rate of 38.6 per thousand residents is the sixth highest in the entire City and significantly higher than the 29.2 city-wide averages for Part 1 Crimes for 2010. Crime is clustered in reporting districts targeted for LAPN services. In LAPD Reporting District (RD) 645 there were 571 Total Part 1 Offenses in 2010, a rate of 127.4 per thousand residents. For LAPD RD 646 the rate was 125.5. For LAPD RD 647 the rate was 100.7. These targeted reporting districts have Total Part I Offenses rates that are over 3-4 times higher than the City of Los Angeles average of 29.2. In Hollywood's southeast area (LAPD RD 668), law enforcement has secured two gang-injunctions to address criminal activities perpetrated by two of the most violent street gangs in the nation: Mara Salvatrucha 13 and their rival, 18th Street. As defined by surveys and focus groups, gang crime and violence are top concerns of residents, a finding supported by the LAPD RD 668 data (2010), which shows that this area has the highest incidence of gang-related crime in the Hollywood Division. Results in 2011 from the LAPN planning process revealed a staggering 81% of survey respondents identified public safety and gang violence prevention as the top need. About 40% of parents report that children do not have safe routes to school, and over 2/3 do not think it is safe for children to play outside without adult supervision. Less than 1/2 of residents reported feeling safe at night. • 82% of LAPN students feel safe at school (10,510) (LAUSD, 2011-12). • LAPN Middle School Students: 80% (2,210) students feel safe at school (LAUSD, 2011-12). • 74% of LAPN students feel sage on school grounds (9,485) (LAUSD, 2011-12). • 72% of LAPN students feel safe in the neighborhood outside the school (9,228) (LAUSD, 2011-12). • Only 43% of LAPN students feel safe traveling to and from school (5,511) (LAPN Community Survey, 2011). • 59% of youth and families in the LAPN feel safe walking in and around their neighborhood (LAPN Community Survey, 2011). • 81% of Hollywood and 92% of Pacoima LAPN survey respondents selected "Public safety and gang violence prevention" as a primary area of need (LAPN Community Survey, 2011).

Evidence:	Research has demonstrated promising practices leading to moderate effectiveness of programs implemented in the LAPN. The Gang Reduction and Youth Development (GRYD) program of the City of Los Angeles had an independent third party evaluation completed by the Urban Institute (Dunword et all 2011) in July 2011. This found that more than half (60%) of the eligible at-risk youth (youth age 10-15 meeting high risk levels) who were enrolled in GRYD and retested six months later now had risk levels that would be considered ineligible for program services, using the Youth services Eligibility Tool (YSET) of assessment for gang involvement and violence. According to the report , "enrolled youth showed substantial and statistically significant improvements on all seven attitudinal risk scales." (p. 9) "Part I and Part II crimes in GRYD zones and SNL areas generally decreased fromJanuary 2005 through December 2010, with declines being steeper following GRYD program implementation.) (p.10). The Operation Peacekeeper program has demostrated moderate levels of effectiveness as demonstrated in Braga's (2008) pre/post–comparisons showed that the average monthly count of gun homicide incidents decreased by about 35% in 1997–2002 in Stockton, Calif. This study used a nonrandomized quasi-experimental design to compare Stockton gun homicide trends to other comparable California cities during this time frame. In an examination of the City of Philadelphia Foot Patrol program, Ratcliffe et al (2011) conducted a randomized controlled trial and "found that the target areas experienced a relative 23 percent statistically significant reduction in reported violent crime in comparison with the control areas."
Partners:	El Nido Family Centers (El Nido), City of Los Angeles, Youth Policy Institute, Los Angeles Police Department

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	1110	1385	2770	1940	2220
Percent of Age Cohort within Targ	0.4	0.5	0.6	0.7	0.8
Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS	
Location of Program/Service:	Lemon Grove Park, El Nido FamilySource Center, Humphrey Park, Richie Valens Park, all LAPN target schools

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. The City of Los Angeles has developed and implemented a highly effective gang prevention and intervention strategy that uniquely melds prevention and intervention services in a neighborhood deployment pattern to target gang problems. Twelve GRYD zones have been established in Los Angeles in communities most affected by gang activities, including Pacoima (part of the LAPN. Each zone receives an increased police presence, as well as prevention, intervention and re-entry programs targeted to youth residing, including Summer Night Lights programs that provides activities and resources for youth at area parks after dark. LAPN will work with the City to expand GRYD activities within LAPN in Pacoima and Hollywood using the El Nido program model, which has received the highest rate of all GRYD programs across the City. Summer Night Lights in Pacoima will be expanded from its current two parks to include all five parks in the LAPN. Hollywood will increase activities provided after dark at its one public park. LAPN will provide greater intensity of GRYD services in Pacoima, while bringing the GRYD program to Hollywood. Services will include an increased focus on case management for at risk youth age 10-15 (primarily in the middle grades), enhanced enrichment activities for youth, and other youth development and community leadership programs that will target an additional 250 Pacoima youth and 350 Hollywood youth each year. LAPN will also include truancy prevention (modeled on the Positive Action program and including interactive kits for parent/child communication and improvement of academic and behavior indicators). This targets families at area schools and addresses behavioral issues, including disruptive behavior, character issues, and academics. Gang prevention is modeled on Operation Peacekeeper in Stockton to address gang violence among youth age 10-18 and includes the use of Youth Outreach Workers. The LAPN will work with LAPD to expand use of Foot Patrol in high crime parts of the LAPN, which builds on existing programs already provided by the Hollywood Community Police Station. This provides an accessible local policing strategy that will target hot spots and offer a nonthreatening presence.

The City of Los Angeles has developed and implemented a Gang Reduction & Youth Development (GRYD) program, a highly effective gang prevention and intervention strategy that uniquely melds prevention and intervention services in a neighborhood deployment pattern to target
gang problems. Twelve GRYD zones have been established in Los Angeles in communities most affected by gang activities, including Pacoima and a portion of Hollywood (part of the LAPN). Each zone receives an increased police presence, as well as prevention, intervention and re-entry
programs targeted to youth residents, including the Summer Night Lights program that provides activities and resources for youth at area parks
from dusk to midnight. LAPN will work with the City to expand GRYD activities within LAPN in Pacoima and Hollywood using the El Nido GRYD program model, which has received the highest rating of all GRYD programs across the City. Summer Night Lights in Pacoima will be expanded from its current two parks to include all five parks in the LAPN by the end of the first Implementation year. Hollywood will increase activities provided after dark at its one public park. LAPN will provide greater intensity of GRYD services in Pacoima, while expanding the scope GRYD program in Hollywood. Services will include an increased focus on case management for at risk youth age 10-15, enhanced enrichment activities for youth, and other youth development and community leadership programs that will target an additional 250 Pacoima youth and 350 Hollywood youth each year through the Full Service Community Schools program offered at each target school. LAPN will also include truancy prevention (modeled on the Positive Action program and including interactive kits for parent/child communication and improvement of academic and behavior indicators) through the FSCS program at each school. Truancy prevention will target families at area schools to address behavioral issues, including disruptive behavior, character issues, and academics. Gang prevention is modeled on Operation Peacekeeper in Stockton to address gang violence among youth age 10-18 and includes the use of Youth Outreach Workers to outreach and provide supportive services for at-risk youth in the GRYD program. The LAPN will work with LAPD to expand use of Foot Patrol in high crime parts of the LAPN, which builds on existing programs already provided by the Hollywood Community Police Station. This will be expanded to Pacoima in implementation years 2-3 This provides an accessible local policing strategy that will target hot spots and offer a nonthreatening presence.

FSCS Coordinators will provide students and parents with anti-bullying workshops.
Violence and Gang Prevention programs will be coordinated through the Full-Service Community School program at school sites. The FSCS Coordinator will also be well-informed about community-based programs like GRYD in order to provide referrals as appropriate. The FSCS Coordinator will research and recruit in-kind gang prevention workshops for students and parents.
Support the development of Safe Routes to School, including applying for additional funding sources for the initiative, like the City of LA's Healthy Eating, Active Living funding that can be used for this type of program.Ramona Elementary School's comprehensive Safe Routes to School program will be replicated to other LAPN target schools. The Safe Routes to School program includes parent volunteers stationed along students' walking routes, and students who skateboard or bike to schools from further away work with the school's Community Representatives to design individual safe routes to school. Within five blocks of schools, students are asked to walk their bikes/skateboards to ensure students' safety inthe area with high levels of traffic from pick up/drop off.
As Lead Agency for the Pacoima Gang Reduction and Youth Development (GRYD) effort, partner El Nido incorporates the GRYD Prevention Model of Practice for family-centered services. Strengths-based and solution-focused approaches are employed to reach behavioral goals (i.e., prevention of gang joining and improvement in school adjustment) for a minimum of 150 youth annually. Services include: assessment/care planning/case management; group psychosocial education (with concurrent but separate sessions for parents and youth, who come together around common topics to open dialogue and constructive interaction at home); parent and youth support groups; individual/family counseling; and youth development activities. The latter includes: the Gentle Barn (engaging youth with animals to promote compassion, respect for others and healing); substance abuse prevention/treatment groups (Total Family Support Clinic); group and individual tutoring; Running Club; Photography workshops; and service learning (e.g., community beautification) projects. El Nido's GRYD is also an active participant and contributor to Summer Night Lights, a goal of which is to make parks more welcoming for children, youth and families, increasing their sense of safety in the broader community.

Segment:	Middle School Services
Solution:	**21st Century Technology**
Description:	Target middle schools in the Los Angeles Promise Neighborhood will receive 21st Century Technology services in order to bridge the "digital divide" and provide LAPN students with the substantial social benefits that advanced information and communications technologies bring.
Need (segmentation analysis):	School Access to Computing Device and Broadband Internet • At least half (49%) of student access a computing devise and internet during school hours (LAPN Student Survey, 2012). • Of these, 61% utilize computing device and internet for at least 30 minutes (7% of school day) (LAPN Student Survey, 2012). • 39% utilize computing device and internet for 2-hours each time (28% of school day) (LAPN, Student Survey, 2012). • However, 10-13% of students DO NOT access a computing device or internet while at school at all (LAPN, Student Survey, 2012). Home Access to Computing Device and Broadband Internet • An average of 46% of respondents access a computing device and internet at home, every day (LAPN, Student Survey, 2012). • Of these, 27% utilize computing device and internet for at least 30 minutes (LAPN, Student Survey, 2012). • 58% utilize computing device and internet for 3-hours each use (43% of day) (LAPN, Student Survey, 2012). • However, 15% of student DO NOT access a computing device or internet at home, at all (LAPN Student Survey, 2012). Community Access to Computing Device and Broadband Internet • Of those students not accessing a computing device or internet at home, 46% indicate accessing these at a friend or relative's house (LAPN Student Survey, 2012) • Of those students not accessing a computing device or internet at home, 35% indicate accessing these at public library or computer center within their neighborhood (LAPN Student Survey, 2012).

Evidence:	Research has demonstrated promising practices leading to moderate effectiveness of programs implemented in the LAPN for educational technology. Fairlie (2012) in a random assignment study of minority and low income students attending a community college in Northern California followed two groups of financial aid students over two years: one received free computers in their home and a control group did not. Evidence suggests that those receiving the computers had higher academic achievement rates. In Slavin & Lake 2008, the authors examined 86 studies that met the following criteria: use of a randomized or matched control group, a study duration of at least 12 weeks, and achievement measures not inherent to the experimental treatment. The authors found a moderate improvement in academic achievement for computer-assisted instruction (CAI). Chueng (2012) examined technology programs and characteristics of their evaluations affect reading outcomes for students in grades K-12 in 84 qualifying studies based on over 60,000 K-12 students. The study found a positive (+.16) result in comparision with traditional methods.
Partners:	YPI, CFY, California Emerging Technology Fund (CETF)

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	2218	2356	2495	2633	2772
Percent of Age Cohort within Target Schools Served:	80%	85%	90%	95%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	Le Conte Middle School, Maclay Middle School; YPI Public Computer Centers in the LAPN: Ramona Elementary School, YPI Hollywood FamilySource Center, Kingsley Elementary School, Lemon Grove Park, Hollywood Public Computer Center (Van Ness), Sylmar High School, Library Plaza, SFiAM, Plaza Pacoima, Time Warner Center, CCLA, Vaughn, San Fernando Gardens, Pacoima Charter, David Gonzales Recreation Center, Maclay Middle School, Maclay Community Center, YPI Valley Headquarters, Richie Valens Recreation Center, YPI Youth WorkSource Center

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Lead Agency YPI has opened 20 Public Computer Centers throughout LAPN with the support of the U.S. Department of Commerce's Broadband Technologies Opportunity Program. Each of these Centers (also located in selected target schools discussed above) offers desktop and laptop computers with broadband access as well as instructional resources, linkages to area schools, and programs to encourage advanced computer and broadband use in the high need neighborhood served by LAPN. Each Center will become a site for expanded and integrated LAPN services offered in the community near 'hot spots' of high need for youth and families. YPI's Educational Technology Department offers workshops and classes at these centers. Typing For Kids helps students ages 10 and up learn to type efficiently. This is a self paced course to provide assistance. The program is web based so students can continue their practice at home. Each school and enrolled students will have access to 21st Century Technology Skills through classes and technology services offered daily in the Afterschool Program. This includes specific instruction, such as Video Game Design, as well as grade appropriate computer literacy for elementary, middle, and high school students, as well as parents (before and after school hours). Youth and family members will access technology resources and services at school-based Public Computer Centers (in locations discussed above), in existing School Computer Labs, and in community-based Public Computer Centers discussed above. The LAPN has two Technology Coordinators who will provide instruction, and also train the full time FSCS Coordinators and Parent Advocates at each school to lead computer technology instruction for youth and families.
YPI's Educational Technology Department (EdTech) oversees the Public Computer Centers. EdTech hires staff from within the communities where YPI works, and regularly provides professional development and staff retreats so staff are innovative, mission-driven, and always knowledgeable about the newest technologies. One of EdTech's strengths is its flexibility in content creation to allow for creativity and the use of personal strengths. All members of the EdTech team collaborate to create new course content. EdTech staff set up an open source (free of charge) data collection system to capture data for all 80 BTOP Public Computer Centers; the system is user-friendly and fully self-managed. EdTech similarly created an open source help desk system for the Public Computer Centers, which allows users to submit a "ticket" to request a computer technician. EdTech technicians receive tickets electronically and respond within 72 hours.
YPI is the umbrella agency for the Los Angeles County Regional Broadband Consortia (LACRBC), whose mission is to provide leadership in Los Angeles County to close the digital divide by accelerating the broadband deployment, access, and adoption that will promote economic growth, job creation, and the substantial social benefits that advanced information and communications technologies bring. LACRBC is engaged in a [redacted] project that will address the "digital divide" in Los Angeles County over a three- year period. The Consortia will act as a leader in Los Angeles County by hosting discussions about broadband, spreading broadband awareness, supporting adoption, and providing educational training that will improve the digital literacy skills of residents countywide. The project is designed to promote regionally appropriate and cost-effective broadband deployment, access and adoption. The Consortia is representative of organizations that include but are not limited to K-12 education, community-based organizations, and businesses. Together, each sub-region will carry out work in its respective communities to reach overall countywide goals for broadband deployment, access, and adoption.

The California Emerging Technology Fund (CETF) will provide School2Home, a comprehensive technology program designed to help close the Achievement Gap and the Digital Divide by integrating the use of technology into teaching and learning at low-performing middle schools throughout California. This is closely aligned with the process of enabling family and community support the learning process in addition to ensuring that all incoming students have access to 21st Century learning tools. All incoming 6th grade students and their parents will receive a netbook or iPad upon their parents completion of the training sessions. These sessions are designed to show parents how to leverage this powerful tool in order to access their childs online academic progress information, email with teachers, access online college planning tools and therefore supporting their child's academic progress. School2Home helps under - performing middle schools implement a comprehensive technology program in a way that supports the school's academic improvement efforts. In California, these schools have a high concentration of English Language Learners. The training offered by School2Home in both English and Spanish will help SFIAM engage parents/guardians as learning partners. Teachers receive a minimum of 24 hours of professional development focused on how to fully integrate and leverage this resource in the classroom. Therefore the program supports the school's English Language Learners, special education students and overall student population who are part of the participating cohort. In addition, the program provides coaching support for teachers along the instructional technology integration process by being exposed to best practices in their respective subject matter.
The Digital Learning program provided by CFY-LA will be offered to all sixth graders at Le Conte Middle School and Maclay Middle School in the Neighborhood, for a total of 454 students and their families each year. This will provide each family with digital learning resources, training and free home computers as well as teacher professional development.

Segment:	High School Services
Solution:	**Feeder School Development**
Description:	The Los Angeles Promise Neighborhood will promote greater support and participation of LAPN families in linkages from elementary to middle to high school to promote a feeder school pattern that carries forward LAPN policies and programs from Kindergarten at the elementary school through high school while also promoting the development of community schools. A key part of this will be feeder school development and bridging services to support transitions and allow youth to move from one LAPN school to another. This is accomplished through selection of elementary-middle- high schools that feeder into each other in the LAPN, as well as a Zone of Choice for high schools to allow LAPN families to select schools targeted by the Promise Neighborhood.
Need (segmentation analysis):	• Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade level in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • LAPN High School CST Level at or above grade level: 25.8% in English Language Arts, 12.8% Math (LAUSD, 2011-12). • LAPN High School CST Level below grade level: 74.5% in English Language Arts, 87.2% Math (LAUSD, 2011-12). • 87% of 10th grade students pass the California High School Exit Exam (CAHSEE) (CDE, 2010-11). • Average Attendance Rate for LAPN High Schools: 94% (LAUSD, 2011-12) • Average Attendance Rate for LAPN High Schools: 90% (LAUSD, 2011-12) • Pacoima High School Truancy Rates: An average of 37% (1080) students were considered truant, with San Fernando and Sylmar High Schools experiencing 53% truancy rates, while Vaughn experienced a 3% truancy rate (LAUSD, 2010-11). • Hollywood High Schools Truancy Rates: 43% (563) students were considered truant at Helen Bernstein Complex (LAUSD, 2010-11). • Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (CDE, 2011-12; LAUSD, 2011-12) • Only 11% of LAPN high school students take at least one (1) AP course (LAUSD, 2011-12). • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010) • LAPN High school student mobility/transiency rate = 31% (LAUSD, 2010-11) • LAPN High School Students: 44% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • Yet, 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011).
Evidence:	Feeder school development in the LAPN is part of a broader movement to establish 'school connectedness' for students and families across divergent schools that make up the Neighborhood and reflects a promising practice related to academic achievement for middle school students as they progress to high school , postsecondary education, and careers. McNeely et al 2002 demonstrates the importance of student connectedness to schools in reducing anti-social behavior and violence. According to the study, which relied on the National Longitudinal Study of Adolescent Health (75,515 students in 127 schools), higher school connectedness is associated with positive classroom management climates, participation in extracurriclliar activities, tolerant disciplinary policies, and small school size. Feeder school development is closely related to the Full Service Community Schools that the LAPN is creating. Evidence for this model can be found in the Community Schools section In Appendix F. Feeder pattern development is a promising practices developed by charter management organizations (such as Mastery Charter Schools) to promote academic excellence. It is also used in college awareness and preparation organizations, such as Project GRAD USA. MDRC conducted an matched comparison evaluation of Project GRAD (July 2006) in Houston, TX that found high achievement at elementary schools. At the flagship high school that is part of the program (Jefferson Davis) , Project GRAD had a statistically positive effect on students completing the core academic curriculum required for graduation. In 2005, Facing History and Ourselves launched a partnership with university scholars and Abt Associates Inc., a highly experienced research and evaluation organization, to carry out a state of the art, randomized, controlled, experimental study of Facing History's lasting impact on teachers and students. The study involved 76 schools where Facing History had not been taught before. Across these schools, 134 teachers were selected by their administrators to participate. Half of the schools were selected at random to participate in Facing History professional development in the first year of the study; the other half received the program in the second year. This random assignment eliminates the effects of differences, such as teacher motivation and student academic engagement, between those who were selected to participate in the program in the first year versus the second. The study was designed to assess the impact of Facing History's professional development on these teachers and on the academic performance (e.g. skills for analyzing history), social and ethical awareness, and civic learning and engagement of their 1,371 students. The external validity of the study was strengthened by the fact that this sample of teachers did not self-select into seminars, and the schools in the study had no previous Facing History exposure; rather, they came from a sample of schools that had little or no prior knowledge of Facing History and its approach to supporting teachers and their students. To further improve external validity, the study team placed only the most necessary restrictions on eligibility. The study design required that all of the data from these teachers and their students be included in the final analysis, even if the teachers did not implement the Facing History program fully (or well).The high bar set by the research design underscores the significance of the results. The study findings reveal that for teachers, participating in a Facing History professional development seminar and follow-up activities has a large, statistically significant impact on self-efficacy in eight domains (creating a learner-centered classroom environment, creating a community- centered classroom environment, creating a knowledge-centered learning environment, fostering deliberation in the classroom, promoting students' historical understanding, promoting students' tolerance and psychosocial growth, promoting students' civic learning, and fostering students' character growth), as well as their perceptions of support, engagement, and satisfaction. The estimated effect sizes for impacts on self-efficacy ranged from .49 to .85, which are considered large in educational research. The effect size for teachers' satisfaction with professional development and growth was 1.00. These impacts on teachers were sustained for two years and were replicated with a second cohort of teachers. The evaluation study found statistically significant impacts on several student outcomes that align conceptually with the impacts on teacher self-efficacy, providing suggestive evidence that the program promoted teacher effectiveness. The study's assessment of historical understanding is designed to measure students' academic skills for analyzing historical material. The assessment uses a set of questions about primary and secondary historical documents that ask students to interpret the evidence presented, think critically about cause and effect, and analyze factors that influenced choices of historical actors. Not only did the Facing History teachers in the study feel a sense of efficacy in promoting these skills, but Facing History students outperformed the control group in this area ($p<.05$; effect size=.14). The study also detected impacts on students' civic learning in areas that align with the program's impact on multiple areas of teacher self-efficacy. Facing History teachers reported that they were more efficacious in promoting tolerance, and the program had an impact on Facing History students' attitudes that people with views that differ from their own deserve basic civil liberties ($p<.05$; effect size=.18). Similarly, Facing History teachers reported a greater capacity to promote students' civic literacy, and Facing History students demonstrated greater civic efficacy ($p<.05$; effect size=.20), engagement with civic matters ($p<.05$; effect size=.23), and awareness of the power of prejudice and discrimination historically and today ($p<.01$; effect size=.70).
Partners:	YPI, LAUSD, Facing History and Ourselves

IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Children Served:	4656	4656	4656	4656	4656
Percent of Age Cohort within Target Schools Served:	100%	100%	100%	100%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]				
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	The LAPN has selected target schools that are both in high need and are in a feeder school pattern. Indeed, one charter school (Vaughn Next Century Learning Center) is its own complete feeder school pattern as it serves students in grades pre-K-12. Feeder School patterns established by the LAPN also promote the enrollment of neighborhood students in the Public School Choice 'Promise Academies' (Sylmar Bio Tech Health Academy and San Fernando High School) and Zone of Choice LAPN target high schools (Cesar Chavez Learning Academies, Vaughn Charter, and Bernstein Complex). This addresses the fact that each school level (elementary, middle, and high school) inherits challenges and deficiences students bring from prior schools they have attended. Feeder school patterns are critical to developing dropout prevention and high school graduation strategies to promote college and career readiness.
Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Outreach and education to parents/students on benefits of following LAPN feeder pattern. For Sylmar & SFHS, targeted recruiting at LAPN middle schools. Year 1 and maybe Year 2: door to door recruitment (esp. for HS academies) because of the challenges of reaching parents of middle school students. LAPN wants to ensure parents are informed about school choice. Each spring, middle school students will be provided information by LAPN staff led by the FSCS Coordinator on available high school options in the LAPN Zone of Choice in a wide variety of Career Tracks. This will support the feeder school development, by allowing youth and families to 'self-select' high schools as part of the LAPN most suitable for their college and career interests.	
Handouts, "pop ed" (popular education) graphics/techniques for outreach that help simplify complex ideas. Posters at school sites. Games.	
Chart of the feeder patterns that includes school assets (programs and services, API scores, graduation rate, etc.)- chart ends in college/university/career.	
Orientation sessions on benefits if they choose the LAPN feeder pattern.	
Field trip to the entire feeder pattern- "PN School Tour" with a resource fair at each school to show off partners' services. Do in spring for recruitment. Teachers welcome students/parents.	
Posters/handouts w/ Coordinator info for parents to meet with them.	
LAPN will provide professional development to all LAPN target school teachers, principals, and other school staff in order to promote a shared and inclusive Promise Neighborhood culture throughout all the schools. The LAPN School Transformation Team supported by partners such as Facing History and Ourselves will lead the LAPN-wide professional development that will improve and enhance the feeder school pattern by building bridging between elementary, middle, and high schools in the LAPN. Facing History and Ourselves is an educational and professional development organization whose mission is to engage students of diverse backgrounds. Studies have proven that our resources increase students' academic engagement, build their critical thinking and analytical skills, improve their ability to interpret evidence and understand causality, and increase their empathy and understanding of others' perspectives. These skills help prepare our young people for college and career success. Evaluation results, from a major national research study conducted by outside evaluators, confirm that Facing History successfully improves students' academic performance by increasing their historical understanding, while fostering tolerance and positive civic participation.	
LAPN Board Game to promote feeder pattern, and educate about things like A-G. Follows feeder schools and get to college to win. Also highlights PN culture- what it means to go to our schools, live in our community.	
Family meet and greet- potluck for families to get to know each other, meet teachers and administrators. Focus on transitional parents (K, 6th, 9th). Review LAPN expectations and school culture with parents. Maintain throughout the year with smaller events and maybe a Family Expo.	
Systems level: work with LAUSD for them to promote the feeder pattern and make it official (maybe drop non-PN schools from the feeder pattern), have them support and promote the LAPN culture, and provide access to students' contact info so we can do targeted outreach.	

Segment:	High School Services
Solution:	**Feeder School Development**
Description:	The Los Angeles Promise Neighborhood will promote greater support and participation of LAPN families in linkages from elementary to middle to high school to promote a feeder school pattern that carries forward LAPN policies and programs from Kindergarten at the elementary school through high school while also promoting the development of community schools. A key part of this will be feeder school development and bridging services to support transitions and allow youth to move from one LAPN school to another. This is accomplished through selection of elementary-middle- high schools that feeder into each other in the LAPN, as well as a Zone of Choice for high schools to allow LAPN families to select schools targeted by the Promise Neighborhood.
Need (segmentation analysis):	• Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade level in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • LAPN High School CST Level at or above grade level: 25.8% in English Language Arts, 12.8% Math (LAUSD, 2011-12). • LAPN High School CST Level below grade level: 74.5% in English Language Arts, 87.2% Math (LAUSD, 2011-12). • 87% of 10th grade students pass the California High School Exit Exam (CAHSEE) (CDE, 2010-11). • Average Attendance Rate for LAPN High Schools: 94% (LAUSD, 2011-12) • Average Attendance Rate for LAPN High Schools: 90% (LAUSD, 2011-12) • Pacoima High School Truancy Rates: An average of 37% (1080) students were considered truant, with San Fernando and Sylmar High Schools experiencing 53% truancy rates, while Vaughn experienced a 3% truancy rate (LAUSD, 2010-11). • Hollywood High Schools Truancy Rates: 43% (563) students were considered truant at Helen Bernstein Complex (LAUSD, 2010-11). • Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (CDE, 2011-12; LAUSD, 2011-12) • Only 11% of LAPN high school students take at least one (1) AP course (LAUSD, 2011-12). • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010) • LAPN High school student mobility/transiency rate = 31% (LAUSD, 2010-11) • LAPN High School Students: 44% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • Yet, 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011).

Evidence:	Feeder school development in the LAPN is part of a broader movement to establish 'school connectedness' for students and families across divergent schools that make up the Neighborhood and reflects a promising practice related to academic achievement for middle school students as they progress to high school , postsecondary education, and careers. McNeely et al 2002 demonstrates the importance of student connectedness to schools in reducing anti-social behavior and violence. According to the study, which relied on the National Longitudinal Study of Adolescent Health (75,515 students in 127 schools), higher school connectedness is associated with positive classroom management climates, participation in extracurriclliar activities, tolerant disciplinary policies, and small school size. Feeder school development is closely related to the Full Service Community Schools that the LAPN is creating. Evidence for this model can be found in the Community Schools section In Appendix F. Feeder pattern development is a promising practices developed by charter management organizations (such as Mastery Charter Schools) to promote academic excellence. It is also used in college awareness and preparation organizations, such as Project GRAD USA. MDRC conducted an matched comparison evaluation of Project GRAD (July 2006) in Houston, TX that found high achievement at elementary schools. At the flagship high school that is part of the program (Jefferson Davis) , Project GRAD had a statistically positive effect on students completing the core academic curriculum required for graduation. In 2005, Facing History and Ourselves launched a partnership with university scholars and Abt Associates Inc., a highly experienced research and evaluation organization, to carry out a state of the art, randomized, controlled, experimental study of Facing History's lasting impact on teachers and students. The study involved 76 schools where Facing History had not been taught before. Across these schools, 134 teachers were selected by their administrators to participate. Half of the schools were selected at random to participate in Facing History professional development in the first year of the study; the other half received the program in the second year. This random assignment eliminates the effects of differences, such as teacher motivation and student academic engagement, between those who were selected to participate in the program in the first year versus the second. The study was designed to assess the impact of Facing History's professional development on these teachers and on the academic performance (e.g. skills for analyzing history), social and ethical awareness, and civic learning and engagement of their 1,371 students. The external validity of the study was strengthened by the fact that this sample of teachers did not self-select into seminars, and the schools in the study had no previous Facing History exposure; rather, they came from a sample of schools that had little or no prior knowledge of Facing History and its approach to supporting teachers and their students. To further improve external validity, the study team placed only the most necessary restrictions on eligibility. The study design required that all of the data from these teachers and their students be included in the final analysis, even if the teachers did not implement the Facing History program fully (or well).The high bar set by the research design underscores the significance of the results.
Evidence:	The study findings reveal that for teachers, participating in a Facing History professional development seminar and follow-up activities has a large, statistically significant impact on self-efficacy in eight domains (creating a learner-centered classroom environment, creating a community- centered classroom environment, creating a knowledge-centered learning environment, fostering deliberation in the classroom, promoting students' historical understanding, promoting students' tolerance and psychosocial growth, promoting students' civic learning, and fostering students' character growth), as well as their perceptions of support, engagement, and satisfaction. The estimated effect sizes for impacts on self-efficacy ranged from .49 to .85, which are considered large in educational research. The effect size for teachers' satisfaction with professional development and growth was 1.00. These impacts on teachers were sustained for two years and were replicated with a second cohort of teachers. The evaluation study found statistically significant impacts on several student outcomes that align conceptually with the impacts on teacher self-efficacy, providing suggestive evidence that the program promoted teacher effectiveness. The study's assessment of historical understanding is designed to measure students' academic skills for analyzing historical material. The assessment uses a set of questions about primary and secondary historical documents that ask students to interpret the evidence presented, think critically about cause and effect, and analyze factors that influenced choices of historical actors. Not only did the Facing History teachers in the study feel a sense of efficacy in promoting these skills, but Facing History students outperformed the control group in this area ($p<.05$; effect size=.14). The study also detected impacts on students' civic learning in areas that align with the program's impact on multiple areas of teacher self-efficacy. Facing History teachers reported that they were more efficacious in promoting tolerance, and the program had an impact on Facing History students' attitudes that people with views that differ from their own deserve basic civil liberties ($p<.05$; effect size=.18). Similarly, Facing History teachers reported a greater capacity to promote students' civic literacy, and Facing History students demonstrated greater civic efficacy ($p<.05$; effect size=.20), engagement with civic matters ($p<.05$; effect size=.23), and awareness of the power of prejudice and discrimination historically and today ($p<.01$; effect size=.70).
Partners:	YPI, LAUSD, Facing History and Ourselves

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	4656	4656	4656	4656	4656
Percent of Age Cohort within Tar	1	1	1	1	1
Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

The LAPN has selected target schools that are both in high need and are in a feeder school pattern. Indeed, one charter school (Vaughn Next Century Learning Center) is its own complete feeder school pattern as it serves students in grades pre-K-12. Feeder School patterns established by the LAPN also promote the enrollment of neighborhood students in the Public School Choice 'Promise Academies' (Sylmar Bio Tech Health Academy and San Fernando High School) and Zone of Choice LAPN target high schools (Cesar Chavez Learning Academies, Vaughn Charter, and Bernstein Complex). This addresses the fact that each school level (elementary, middle, and high school) inherits challenges and deficiences students bring from prior schools they have attended. Feeder school patterns are critical to developing dropout prevention and high school graduation strategies to promote college and career readiness.

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Outreach and education to parents/students on benefits of following LAPN feeder pattern. For Sylmar & SFHS, targeted recruiting at LAPN middle schools. Year 1 and maybe Year 2: door to door recruitment (esp. for HS academies) because of the challenges of reaching parents of middle school students. LAPN wants to ensure parents are informed about school choice. Each spring, middle school students will be provided information by LAPN staff led by the FSCS Coordinator on available high school options in the LAPN Zone of Choice in a wide variety of Career Tracks. This will support the feeder school development, by allowing youth and families to 'self-select' high schools as part of the LAPN most suitable for their college and career interests.

Handouts, "pop ed" (popular education) graphics/techniques for outreach that help simplify complex ideas. Posters at school sites. Games.

Chart of the feeder patterns that includes school assets (programs and services, API scores, graduation rate, etc.)- chart ends in college/university/career.

Orientation sessions on benefits if they choose the LAPN feeder pattern.
Field trip to the entire feeder pattern- "PN School Tour" with a resource fair at each school to show off partners' services. Do in spring for recruitment. Teachers welcome students/parents.
Posters/handouts w/ Coordinator info for parents to meet with them.
LAPN will provide professional development to all LAPN target school teachers, principals, and other school staff in order to promote a shared and inclusive Promise Neighborhood culture throughout all the schools. The LAPN School Transformation Team supported by partners such as Facing History and Ourselves will lead the LAPN-wide professional development that will improve and enhance the feeder school pattern by building bridging between elementary, middle, and high schools in the LAPN. Facing History and Ourselves is an educational and professional development organization whose mission is to engage students of diverse backgrounds. Studies have proven that our resources increase students' academic engagement, build their critical thinking and analytical skills, improve their ability to interpret evidence and understand causality, and increase their empathy and understanding of others' perspectives. These skills help prepare our young people for college and career success. Evaluation results, from a major national research study conducted by outside evaluators, confirm that Facing History successfully improves students' academic performance by increasing their historical understanding, while fostering tolerance and positive civic participation.
LAPN Board Game to promote feeder pattern, and educate about things like A-G. Follows feeder schools and get to college to win. Also highlights PN culture- what it means to go to our schools, live in our community.
Family meet and greet- potluck for families to get to know each other, meet teachers and administrators. Focus on transitional parents (K, 6th, 9th). Review LAPN expectations and school culture with parents. Maintain throughout the year with smaller events and maybe a Family Expo.
Systems level: work with LAUSD for them to promote the feeder pattern and make it official (maybe drop non-PN schools from the feeder pattern), have them support and promote the LAPN culture, and provide access to students' contact info so we can do targeted outreach.

Segment:	High School Services
Solution:	**Full Service Community Schools**
Description:	Each of the target schools serving high school grade (9-12) students selected for services in the Los Angeles Promise Neighborhood will be established as Full Service Community Schools that work with existing partners and service providers at the schools to offer students and families early childhood education, tutoring, college preparation, enrichment and remedial academic services, parenting education, mentoring, supportive services for families (such as Earned Income Tax Credit workshops, financial literacy, and linkages to City of Los Angeles 311 social services), service learning projects, job training, career counseling, family nutrition, mental health counseling, and primary health and dental care. YPI and its Bert Corona Charter School operates two Full Service Community School programs funded by the U.S. Department of Education in the Pico Union and Northeast San Fernando Valley of the City of Los Angeles. The San Fernando FSCS program is part of the Los Angeles Promise Neighborhood, and includes three schools that already receive FSCS services.

Need (segmentation analysis):	Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • LAPN High School CST Level at or above grade level: 25.8% in English Language Arts, 12.8% Math (LAUSD, 2011-12). • LAPN High School CST Level below grade level: 74.5% in English Language Arts, 87.2% Math (LAUSD, 2011-12). • 87% of 10th grade students pass the California High School Exit Exam (CAHSEE) (CDE, 2010-11). • Average Attendance Rate for LAPN Pacoima High Schools: 94% (LAUSD, 2011-12) • Average Attendance Rate for LAPN Hollywood High Schools: 90% (LAUSD, 2011-12) • Pacoima High School Truancy Rates: An average of 37% (1080) students were considered truant, with San Fernando and Sylmar High Schools experiencing 53% truancy rates, while Vaughn experienced a 3% truancy rate (LAUSD, 2010-11). • Hollywood High Schools Truancy Rates: 43% (563) students were considered truant at Helen Bernstein Complex (LAUSD, 2010-11). • Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (CDE, 2011-12; LAUSD, 2011-12) • Only 11% of LAPN high school students take at least one (1) AP course (LAUSD, 2011-12). • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010) • LAPN High school student mobility/transiency rate = 31% (LAUSD, 2010-11) • LAPN High School Students: 44% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • Yet, 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011).

Evidence:	Full Service Community Schools have an established research base of moderate evidence of effectiveness for academic support for low income and at risk youth. Axelroth (2009) describes case studies of eight community high schools whose results include an increase of school attendance rates; a significant percentage of graduates being accepted into college; higher graduation rates; and increased benchmarks in both reading and math. Whalen (2002) reviews results of a three-year evaluation of the Full Service Schools Initiative (FSSI) in Chicago and reveals that rates of attendance and truancy of FSSI schools were better than the rates at Chicago Public Schools, and academic performance at schools was much improved, equaling or exceeding comparison schools. The Harvard Family Research Project (2009) suggests "that family engagement promotes a range of benefits for students, including improved school readiness, higher student achievement…and increased likelihood of high school graduation." In the Harlem Children's Zone's Early Head Start (EHS) program "modest but significant effects were found for parents participating in EHS," primarily revealing that EHS parents were "more supportive" of their children's emotional and cognitive development, and children enrolled in EHS were found "to score significantly higher on the Peabody Picture Vocabulary Test-III and the Bayley Scales of Infant Development than children in the control group." The Mental Health program integrated in the Full Service Community Schools model is aligned with HCZ's Single Stop (which is part of the single Stop USA network) and Beacon Centers are known to be high performing programs. It is also aligned with the "Family Connections" Program which is rated as 'High' by the California Evidence-Based Clearing House for Child Welfare. This program also aligns with several evidence-based practices, like Parent Child Interaction Therapy, Family Support Network, Social Skills Group Intervention, Strengthening Families Program: for Parents and Youth 10-14, and more identified for replication by Substance Abuse and Mental Health Services Authority (SAMHSA). The LAPN Community Action Groups initiative is aligned with HCZ Community Pride Program which has a high internal rating. The Community Action Groups initiative has also demonstrated improvements for participants in all areas of functioning according to an external evaluation conducted by the Casey Family Programs and the University Consortium for the Los Angeles County Prevention Initiative.
Partners:	YPI, Los Angeles Education Partnership (LAEP), Phoenix House

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	3725	3858	4190	4423	4656
Percent of Age Cohort within Target Schools Served:	80%	85%	90%	95%	100%
Program Cost:	[redacted]	[redacted]			

Per-Child Cost:	[redacted]
Source of Funds:	LAPN Partners, PromiseNeighborhood federal funding (see budget for detailed breakdown)

IMPLEMENTATION DETAILS

Location of Program/Service:	All LAPN high schools

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond.YPI believes that a Full Service Community School (FSCS) is both a place and a set of partnerships between school personnel, community agencies, parents, and students. YPI's FSCS programs begins each program year by conducting a needs assessment of the school, students, and parents in order to target services to effectively address the greatest needs. YPI th en recruits community partners to provide in-kind and subcontracted services, all of which are coordinated by an on-site full-time FSCS Project Coordinator and a part-time Family Advocate. The types of services implemented depend on the results of the needs assessment, but typically include educational workshops, academic support, mentoring, service learning, family engagement, and access to technology. These programs are offered to students and their families, as well as community members. Each program year concludes with a post-assessment to determine whether services achieved their intended effects and how to improve service delivery the following year.

The FSCS Coordinator will supervise 1 Family Advocate. Work Closely with the Afterschool program, IT Specialist, Wellness Coordinator, and early childhood education programs. The FSCS Coordinator will coordinate arts/humanities enrichment, violence/gang prevention, and educational/cultural field trips; at least 1 field trip in Year 1 and will increase by an additional field trip each year, so that by Year 5 each school participates in 5 field trips. 50 students per field trip.

YPI's FSCS program has several overarching goals that include: 1) increase student, family, and community members' access to educational, social, and health services; 2) improve student attendance, reduce truancy, and improve school climate; 3) increase family literacy and meaningful parent involvement; 4) increase community service and service learning projects to transform communities; and 5) improve academic achievement and college awareness.

The typical hours for the FSCS program are 7:00 A.M. to 7:00 P.M. Parent programs are offered for a minimum of 2 hours twice a week, and student programs are offered for a minimum of two hours once a week (total of at least 6 hours of programming each week).

In addition to coordinating partner services, facilitating workshops, streamlining services on campus, and implementing programs with multiple funding sources, FSCS Coordinators and Family Advocates serve as general resources for the school administration. Depending on the needs of an individual school, FSCS staff may help with supervision, address attendance issues, or attend school staff meetings. YPI's Pacoima Charter School FSCS Coordinator sits on the school's Solutions Network that meets monthly to review progress in meeting school goals, and to share student issues (e.g. attendance, dropping grades) and determine appropriate interventions. The Solutions Network includes parents/guardians in the intervention to ensure students receive the full support they need to succeed academically.

FSCS Coordinators and YPI staff will facilitate workshops and activities such as: NCLR Padres Comprometidos workshops for parents on navigating the education system, advocating for their children, and college info. Transition from Middle to High School workshop series for students and parents to support with understanding the school culture while focusing on the educational and social issues that arise in the transition from elementary to middle school. FSCS Coordinator will faciliate mentoring programs where students will have a safe space to come together and discuss life situations. It encourages the non-violent route in life, help students develop life goals, positive attitudes, determination and strengths.
FSCS Coordinators will identify medical, dental, and mental health services in the community which can provide mobil on site screanings and students and community can be referred for additional services.
The FSCS Coordinator will collaborate with LAEP's FSCS programs to ensure a seamless continuum. LAEP's FSCS programs are provided at San Fernando Middle School, Sylmar High School, San Fernando High School and Cesar Chavez Learning Academy.
YPI's FSCS programs effectively blend funding streams, including federal Full-Service Community Schools grants, AmeriCorps and AmeriCorps VISTA funds, a federal Carol White Physical Education Program grant, and private support.
YPI's FSCS programs hold regular school site meetings that include the FSCS Coordinator, Family Advocate, and school principal or other administrators. These meetings are to provide program updates and discuss recommendations for improvements, as well as discuss progress in meeting goals and outcomes. YPI also hosts quarterly multi-school FSCS meetings that include all FSCS staff, principals, and parents. The quarterly meetings are to review overall progress in achieving grant goals and outcomes and share successes, challenges, and lessons learned between different school sites.
YPI has partnered with Jet Propulsion Laboratory's (JPL) "Imagine Mars" program, a curriculum developed by JPL and supported by NASA, which educates students about mars and it's elements. A 10 week student program will be implemented at each school site. JPL will provide a train-the-trainer session for our YPI staff, staff will then implement programs. JPL will also have guest speakers come out and speak to students during the course of the program and if program budgets allow, we can conclude programs with a field trip to JPL facilities.
Northeast Valley Health Corporation will provide its Comprehensive Pre-natal Services Program for pregnant and parenting teens at LAPN target schools.
Los Angeles Education Partnership (LAEP) will provide Full-Service Community School Coordinators and Program Assistants at San Fernando High School, Sylmar High School, and Cesar Chavez Learning Academies through a separately funded FSCS program that will support and partner with YPI's FSCS program in the Valley. LAEP also coordinates the Valley Neighborhood Collaborative of secondary community schools focused on increasing the graduation rate through intervention and enrichment, linked learning, youth development, and parent engagement.

Phoenix House will provide behavioral health and substance abuse prevention/counseling services for LAPN middle and high school students. Phoenix House's ACCESS (Assertive Community Care Ensuring Sobriety and Success) provides at-home behavioral health and substance abuse counseling to local high-risk youth referred by Probation Dept and schools. Phoenix House will target at-risk youth ages 12-20 by expanding Outpatient Treatment Program to serve more Pacoima residents and will implement additional Drug and Alcohol Prevention Services at local MS and HS within the LAPN boundaries.

Segment:	High School Services
Solution:	**Career Academies (Linked Learning)**
Description:	The Youth Policy Institute is partnering with the Los Angeles Unified School District in Public School Choice to transform seven schools in the Los Angeles Promise Neighborhood into small middle and high schools that are Career Academies with linked learning pathways. Each Academy serves 400-500 students when fully operational and provided evidence-based learning to prepare students for targeted careers while utilizing “linked learning,” work-based learning, and career technical education to engage students and promote a variety of post-secondary options. The linked learning model is designed to provide multiple pathways for students to satisfy UC/CSU A-G requirements and prepare students for both college and career options. YPI and LAUSD opened the San Fernando Institute for Applied Media on the site of San Fernando Middle School in September 2010. This experience engaging middle school students with linked learning in a media arts setting led LAUSD to select YPI to operate the Sylmar Biotech/Health Academy (opening in September 2012) with a focus on Health Careers on the site of Sylmar High School. YPI and LAUSD are also working to open the San Fernando Digital Arts Academy on the site of San Fernando Senior High School, beginning in September 2013. Career Academies have or will be opened on the site of public schools and also include the four academies at Cesar Chavez Learning Academies, which is a new school that opened in response to the restructuring of San Fernando High School and Sylmar High School. These schools are persistantly lowest achieving schools in California, and are among the lowest performing in the entire District. They are undergoing or have completed Transformation, one of the four turnaround models required for these schools. YPI is the only nonprofit agency selected by the District to transform schools in Public School Choice. All Career Academies, based on the Transformation status from highly distressed and persistently lowest achieving schools, are target schools in the Los Angeles Promise Neighborhood.

Need (segmentation analysis):	• Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade level in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • LAPN High School CST Level at or above grade level: 25.8% in English Language Arts, 12.8% Math (LAUSD, 2011-12). • LAPN High School CST Level below grade level: 74.5% in English Language Arts, 87.2% Math (LAUSD, 2011-12). • 87% of 10th grade students pass the California High School Exit Exam (CAHSEE) (CDE, 2010-11). • Average Attendance Rate for LAPN High Schools: 94% (LAUSD, 2011-12) • Average Attendance Rate for LAPN High Schools: 90% (LAUSD, 2011-12) • Pacoima High School Truancy Rates: An average of 37% (1080) students were considered truant, with San Fernando and Sylmar High Schools experiencing 53% truancy rates, while Vaughn experienced a 3% truancy rate (LAUSD, 2010-11). • Hollywood High Schools Truancy Rates: 43% (563) students were considered truant at Helen Bernstein Complex (LAUSD, 2010-11). • Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (CDE, 2011-12; LAUSD, 2011-12) • Only 11% of LAPN high school students take at least one (1) AP course (LAUSD, 2011-12). • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010) • LAPN High school student mobility/transiency rate = 31% (LAUSD, 2010-11) • LAPN High School Students: 44% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • 38% of student respondents indicate their parents or family members speak to them about the importance of preparing for a career, every day (LAPN Student Survey, 2012) • Yet, 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011). • Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011).

Evidence:	Career Academies have an established research base of moderate evidence of effectiveness for academic support for low income and at risk youth. Kemple and Snipes (2000) and Kemple (2004) conducted a randomized control trial of 1,764 students who enrolled in nine Career Academies. Results found that only 21% of the Career Academy group compared to 32% of the comparison group had dropped out of high school in the studied four year period. Stone et al (2005) used a random assignment study to test effects of combining academic instruction with career education services. 134 career-technical teachers participated, with 60 randomly assigned to the experimental group, and 74 as the control group. The experimental CTE teachers partnered with a math teacher at their school to integrate mathematics instruction into CTE classes. After one year of study, students in the experimental classrooms scored significantly higher on TerraNova and Accuplacer math tests than students in the control group, who did not integrate CTE with their mathematics instruction.The California Partnership Academies released a March 2007 study conducted by ConnectEd and the Career Academy Support Network at U.C. Berkeley. This found that students participating in programs modeled on Linked Learning, like partnership academies, were more likely to: pass the California High School Exit Exam (CAHSEE) as sophomores, complete A-G requirements, and graduate from high school. Academy students passed the CAHSEE at a rate of 84 percent in ELA, compared to 76 percent of students in the general population statewide. In math, Academy students passed at a rate of 80 percent compared to the statewide rate of 74 percent. Researchers found evidence that participation in academically-centered, career-themed programs can “help narrow the achievement gap—with Black and Hispanic/Latino student CAHSEE pass rates surpassing those of similar students in other schools.” It found that 71 percent of Black students in Academies passed the math portion of the CAHSEE, compared with only 55 percent of all Black high school students in California. This study also demonstrated that Academy students are much more likely to complete the 15 A-G requirements: 50 percent of graduating seniors in Academies had completed the A-G requirements, while the statewide rate is at 35 percent for graduating seniors. About 96% of Academy seniors successfully graduate high school, compared to 87 percent of seniors statewide. Disaggregated data shows that “Hispanic/Latino and Black Academy students graduated respectively at rates 12 and 15 percentage points higher than the general student population.” The researchers concluded by positing the adoption of Linked Learning pathways (like the Academies) as a promising and effective means of bridging the achievement gap between disadvantaged or struggling students. Similar to in the Los Angeles Promise Neighborhood, the student demographics of the studied group include those who exhibited at least three of the following four characteristics: having disadvantaged economic status, irregular attendance, low motivation, or low achievement levels.
Partners:	Youth Policy Institute, Los Angeles Unified School District

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Students Served:	1920	2170	2370	2670	2800
Percent of Age Cohort within Target Schools Served:	1	1	1	1	1
Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	

Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)
IMPLEMENTATION DETAILS	
Location of Program/Service:	SFiAM, Sylmar Biotech/Health Academy, San Fernando Digital Arts Academy, Cesar Chevez Learning Academies (four Career Academies)
Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Linked Learning transforms students' high school experience by bringing together strong academics, demanding career and technical education, and real-world experiences to help students gain an advantage in high school, postsecondary education, and careers. Students follow industry-themed pathways, choosing among fields such as engineering, arts and media, or biomedicine and health. Participation in Linked Learning prepares students to graduate from high school and succeed in a full range of postsecondary options—including two- or four-year colleges, certification programs, apprenticeships, military service, or formal job training.	
The Career Academies are beginning the process for Linked Learning Certification, which includes a Pathway Quality Review with a site visit by Linked Learning experts and is expected to receive certification during the third implementation year (fourth year in the case of San Fernando Digital Arts Academy, which does not open until September 2013). YPI will follow the Rubric for Linked Learning Certification and Continuous Improvement to ensure Sylmar's Linked Learning pathways follow the guiding principles and effectively incorporate the core components.	
Guiding Principles of Linked Learning	
1. Pathways prepare students for postsecondary education and career—both objectives, not just one or the other.	
2. Pathways lead to a full range of postsecondary and career opportunities by eliminating tracking and keeping all options open after high school.	
3. Pathways connect academics to real-world applications by integrating challenging academics with a demanding technical curriculum.	
4. Pathways improve student achievement.	
Core Components of Linked Learning:	
1. A challenging academic component prepares students for success—without remediation—in postsecondary programs. Pathways complement traditional learning with project-based instruction that links to real-world applications.	
2. A demanding technical component delivers concrete knowledge and skills through a cluster of three or more technical courses.	

3. A work-based learning component offers opportunities to learn through real-world experiences that enhance classroom instruction.
4. Support services include counseling and transportation as well as additional instruction in reading, writing, and mathematics to help students succeed with a challenging program of study.
All high school Career Academies are providing A-G curricula that will include specific courses geared to their area of emphasis. In the case of the Sylmar Bio Tech/ Health Academy, this will include health careers technical education courses that are approved for the “d” (laboratory science) and “g” (college preparatory elective) UC/CSU admission requirements like: Anatomy & Physiology, Biotechnology, Forensic Science, and Medical Science. Sylmar will offer college preparatory elective courses to strengthen general study skills (analytical and critical thinking), expository writing and oral communications and provide an opportunity to begin work in academic and career technical disciplines that could lead directly to a major program of study at either the California State University (CSU) or the University of California (UC). Some courses may be fully integrated and be the “laboratory” for a science or math course. These courses will present material at a sufficient depth to allow students to achieve mastery of fundamental knowledge that prepares them for university work. Sylmar Bio Tech/Health Academy will offer courses that connect academic content knowledge with practical or work-related applications through challenging curricula that use concepts and skills in the “a-f” subject areas. It will integrate academic knowledge with technical/occupational knowledge and develop knowledge of tools, processes and materials; engage in problem-solving and decision-making; and explain what one is doing and why. The school will provide a cluster of technical courses that align to state, national, CTE or industry standards as well as provide access to courses that meet UC/CSU a-g admissions requirements.
A possible example of a Linked Learning course at Sylmar Biotech Health Academy is Health Science and Medical Technology. This course focuses on the structure, function and systems of the human body in relationship to human growth and development. Students recognize problem situations in health care settings as they relate to direct and indirect patient care. They will demonstrate use of critical and creative thinking skills and logical reasoning for problem resolution. Safety issues, ethical considerations, legal constraints and professional codes will be presented and discussed. Students will use knowledge of disease prevention for maintenance of optimal health. Integrated throughout the course are career preparation standards, which include basic academic skills, communication, interpersonal skills, problem solving, workplace safety, technology, and employment literacy.
Students will have a comprehensive and effective work-based learning experience connected to what they learn in the classroom to help them increase knowledge and develop skills relevant to career interests. Work-based learning opportunities may take the form of job shadowing, intensive internships, virtual apprenticeships, and school-based enterprises. Sylmar Biotech Health Academy will incorporate direct, systematic employer and community input. This involvement will provide students with exposure to industry or professional standards. Work-based learning will provide in-depth engagement and experience beyond career exploration and connect to academic and career technical education curricula. The school will establish regional partnerships with employers and build on current partnerships through YPI training programs including Health Careers and Medical Officer Careers. Work-based activities will begin with career speakers and tours, followed by job shadowing (to foster career exposure and exploration), then progress to internships, service learning, or schoolbased enterprises (in-depth engagement) which may lead to further education and career preparation activities, such as apprenticeships, beyond high school.

Segment:	High School Services
Solution:	**College Awareness**
Description:	Students and families attending each of the schools serving high school students (grades 9-12) and residing in the Los Angeles Promise Neighborhood will access college and career awareness programs through a GEAR UP model. Essentially, following GEAR UP practice, the LAPN will treat the entire Neighborhood of 6th-12th grade students as a cohort for college preparation services, and provide tracking and supportive services to ready them for post-secondary education and careers. Services provided for high school students include field trips to area colleges beginning in the 9th grade (continuing from elementary and middle school) as well as Career Days that bring mentors to the school to work with high school students to help them develop long term plans for college and careers. LAPN will also have volunteer and staff College Ambassadors that complete 40 hours of training working with UCLA and CSUN instructors to help students devise a long term plan for post-secondary and career success. This plan will be completed in the 9th grade by each student, and updated each year. Based on YPI's funded Funds for the Improvement of Postsecondary Education (FIPSE) college preparation and GEAR UP programs, College Amabassadors will work with high school families to develop long term awareness of the paths and challenges related to postsecondary education with career paths for LAPN families. LAPN will also develop and staff College Centers located at all LAPN high schools. Here students learn about the importance of college, read catalogues, and receive college prep and financial aid information. College Ambassadors will provide individual counseling and one-on-one assistance in filing out college and financial aid applications for college, including assistance with FAFSA applications and scholarship searches in high school. See also the separate page in the Appendix F regarding CAHSEE, PSAT, SAT, ACT, and GED Boot Camps provided in LAPN.

Need (segmentation analysis):	• Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (CDE, 2011-12; LAUSD, 2011-12). • 87% of 10th grade students pass the California High School Exit Exam (CAHSEE) (CDE, 2010-11). Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • Only 11% of LAPN high school students take at least one (1) AP course (LAUSD, 2011-12). • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010) • LAPN High school student mobility/transiency rate = 31% (LAUSD, 2010-11) • LAPN High School Students: 44% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • 38% of student respondents indicate their parents or family members speak to them about the importance of preparing for a career, every day (LAPN Student Survey, 2012) • Yet, 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011). • Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011). • Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade level in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • LAPN High School CST Level at or above grade level: 25.8% in English Language Arts, 12.8% Math (LAUSD, 2011-12). • LAPN High School CST Level below grade level: 74.5% in English Language Arts, 87.2% Math (LAUSD, 2011-12). • Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011).

Evidence:	Research has demonstrated that college & career awareness activities in high school have a moderate level of effectiveness for developing long term plans to prepare students and families for planning for postsecondary education and to keep them on track for academic advancement. As demonstrated by cohort type models such as GEAR UP, they are especially effective for low-income, first-generation Students of Color (Ceja, 2001; Oakes, 2000; Orfield, 1999; Talavera-Bustillos, 1998; Yosso, 2000). A U.S. Department of Education quasi-experimental study (2008) of 18 middle schools and 18 matched comparison schools showed that attending a GEAR UP school was positively associated with parents' knowledge of opportunities and financial aid; involvement in school and children's education; and students' knowledge of college. According to McDonough (2005), college counselors can positively impact student aspirations and achievements when they are consistent and available. Improving counseling can have a significant impact on college access for low-income, rural and urban students, and students of color. Best practices implemented via the LAPN model include individual planning sessions, classroom guidance, and/or small group sessions that target self-awareness or career and college exploration (Niles & Harris-Bowlsbey, 2005). Research supports a comprehensive program of student support and includes rigorous coursework along with tutoring, counseling, assessment, financial aid, and other supports that target low income students, English Language Learners (ELLs) and Limited English Proficient (LEP) students, and students with disabilities to keep them on track for college entry (Lerner & Brand, 2006; National Council on Disability, 2007; Solorzano & Yosso, 2010; The Education Trust, 2005). Programs such as Project Grad USA have demonstrated strong success in beginning college preparation services in a 'feeder school' model carrying services through high school. MDRC conducted a matched comparison evaluation of Project GRAD (July 2006) in Houston, TX that found high achievement in students served with this model.
Partners:	YPI, Armenian National Committee- Western Region, Salvadoran American Leadership & Education Fund (SALEF), UCLA Community Based Learning Program, Friends of the Family, Hollywood Police Activities League (PAL)

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	4656	4656	4656	4656	4656
Percent of Age Cohort within Target Schools Served:	1	1	1	1	1
Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	

Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)
IMPLEMENTATION DETAILS	
Location of Program/Service:	ANCA-WR will offer a Financial Aid Series at the Hollywood Youth Center and FAFSA Cash for College workshops at Bernstein High School. SALEF Mentoring is at APEX Academy, STEM Academy, and Bernstein High School.
Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. ANCA-WR's Financial Aid Series will serve 25 students and parents per session; ANCA-WR's Cash for College will serve 200 families.	
SALEF's Mi Futuro Mentoring Program will serve students in LAPN target high schools. The program demystifies postsecondary education, enhances personal development and fosters a college bound mentality through bi-weekly mentoring sessions provided in-school to students during advisory period. Mentors serve as role models and assist students in their personal development while being engaged in innovative and interacting activities that enhance their college knowledge, promote community service and augment their critical thinking skills. As part of the mentoring program, students will have information on: 4 systems of higher education, Admission Requirements, College Applications, Financial Aid options, Deadlines and Tools for Success. In addition to mentoring sessions, the program will take students on different university campus tours throughout the school year. Students may see different campuses online but due to the budget cuts, not many have the opportunity to visit a university campus prior to the college application period. In all three academies, students will have weekly mentoring sessions covering college and high school preparation, leadership development, cultural enrichment and career exploration. In order to maintain our retention rates and foster a bonding relationship between the parent, youth, mentor and program coordinator, the program will have monthly weekend recreational activities to sites such as: museums, hike and beach. Bi-monthly university campus tours will also be provided to parents and students. By keeping students engaged in the program via fun and interactive activities, we will decrease the high school drop out rate. Another component implemented at target LAPN high schools is Monday-Thursday after school homework hours with tutors. The program will provide the additional help necessary to help students improve their grades within the A-G requirement classes and increase their competitiveness to a four-year institution. Since some students have a language disadvantage, there will be tutors specifically for those who need extra help to improve their English. Because many students come from socio-economic disadvantage backgrounds, during the summer between their junior and senior year, the program will provide an SAT preparation course to all 11th grade students going on to 12th grade. After the course, students will have 2-3 opportunities to take or retake the SAT and increase their score. Finally, in addition to college preparation, the program will support students after high school by offering scholarship to students in the 12th grade who have demonstrated the most commitment and academic improvement during the program. To ensure college retention rates, students will be matched with a mentor who will guide them throughout their college experience and create a smoother high school to college transition. Mentors and coordinator will also assist students to complete their FAFSA and college applications.	
Friends of the Family will provide 20 youth with their 4Rs Girls & Boys Mentoring Program. High school students will have the opportunity to mentor youth in the community, participate in leadership development activities, and obtain college and career coaching.	

Hollywood PAL offers partial college scholarships to graduating seniors who are PAL members, as well as PAL alumni. Hollywood Junior Police Academy is a truly unique program that teaches children, in a safe and wholesome environment, about what it is like to do actual police work. Participants are exposed to all facets of the job by participating in a variety of workshops taught by LAPD experts. Activities include touring the Hollywood police station, learning about crime scene investigation, visiting the Piper Tech-Air Support Division, visiting the horses and officers of the Mounted Unit, meeting members of the Bomb Squad and K9 Bomb detection unit, and much more. The Hollywood Junior Police Academy typically runs 1-2 times per year, with 30 children enrolled between the ages of 10-17. At the end of the program, they receive graduation certificates from the police captain and supervising sergeant.
LAPN High School students will participate in "I'm going to college!" days where local college students and alumni will visit LAPN school sites to talk about how they successfully navigated their entrance to college and what college meant/means to them. Students will be able to interact in small groups to meet college students and get a chance to engage with them and ask them questions about their experiences. Current or recent college graduates serve as immediate role models and conversing with them is especially critical for first-generation, low-income Students of Color who may not know or have someone in their immediate family who have attended/received a postsecondary education (Rivas, 2012; Solorzano & Yosso, 2010).
LAPN College Ambassadors will coordinate workshops for parents (all grades) and students about preparing for college. Workshops will include an overview of the 4 systems of higher education and will include a portion about saving and paying for college. LAPN families will also be given access to YPI matched savings accounts through Citi Bank.
Coordinated by LAPN College Ambassadors, a "College club" for high school students will be available at each target HS. Students participating in the College Club may engage in the following activities: (a) focusing on A-G requirements, writing exercises, developing plans for college, mentoring, Honors/AP exams, and ACT/SAT preparation; (b) Collect a list of where each school staff member attended college- announce the school, city and state of 1-3 staff members per week. Students may go around the school to ask several teachers and then complete a geography-related lesson where they have to locate the cities in which the colleges are located; (c) Students will create a "College Wall of Fame" in the school hallway where photos of famous individuals are posted along with the name of the college or university that they attended; (d) Club coordinators will assign each student a university/college to research and report back to the club on (sports, activities, how to apply, grades needed, tuition assistance, etc); and (e) College Ambassador may hold a college days for students to wear college t-shirts or college regalia to school.
One (1) college field trip per school year at each target school will be completed by LAPN students and parents. LAPN staff will coordinate trips with local colleges such as UCLA's "I'm Going to College!" events and USC's "College Buddy Days"
Employing Scholastic college curriculum for high school students, all students will receive activity workbooks to explore the following: (a) explore their interests, talents, and abilities, and identify potential careers that would match those attributes; (b) set future academic and career goals; (c) determine the steps necessary to meet their goals; (d) focus on preparing for a specific college major of their choice; (e) learn a variety of ways to finance the education necessary to achieve their goal; and (f) how to apply, select, enroll and ultimately transition onto college.
LAPN will also have volunteer College Advisors work with high-school age families to develop long term awareness of the paths and challenges related to postsecondary education with career paths for LAPN families.

Segment:	High School Services
Solution:	**Career Preparation- High School**
Description:	Students at each of the high schools targeted by the Los Angeles Promise Neighborhood will utilize Career Preparation services provided in satellite sites to the main Youth WorkSource Centers operated by YPI in the LAPN with funding from the Community Development Department of the City of Los Angeles (WIA Youth funding). These sites and services are available for all students at the high schools, and will provide soft skills training, interviewing, resume building, job search strategies, Job Fair Referrals, Paid and Unpaid Internships, Job Shadowing and Volunteer Opportunities. Additionally, high school students will participate in Internships with local doctor's, lawyers, and other business professionals in Los Angeles, through partners such as the Los Angeles Area Chamber of Commerce. The sites (including the main Youth WorkSource Center sites operated by YPI) will provide access to the McGraw- Hill Career Corner software, which provides soft-skill training, and self assessment tests for youth. Eligible low income students (age 14 and up) will be enrolled in the City of Los Angeles Summer Youth Experience Program (SYEP) and placed for paid work experience at YPI and partner sites in the Neighborhood each summer. Youth work approximately 6 weeks for an average of 120 hours for which they will be paid the current minimum wage of $8 an hour. In the past two years, YPI has served more than 275 students with SYEP services, which include training in the following: soft skills, resume building, mock interviews, professionalism in the work place, labor laws, and proper dress attire in a work place. Students also complete 30 hours of financial literacy training and attended the Junior Achievement Finance Park culmination trip. Students will participate in Career Days sponsored by the school and the LAPN to receive more information regarding career tracks.
Need (segmentation analysis):	• Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • 38% of student respondents indicate their parents or family members speak to them about the importance of preparing for a career, every day (LAPN Student Survey, 2012) • Yet, 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011). • Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011). • LAPN High School CST Level at or above grade level: 25.8% in English Language Arts, 12.8% Math (LAUSD, 2011-12). • LAPN High School CST Level below grade level: 74.5% in English Language Arts, 87.2% Math (LAUSD, 2011-12). • 87% of 10th grade students pass the California High School Exit Exam (CAHSEE) (CDE, 2010-11). • Average Attendance Rate for LAPN Pacoima High Schools: 94% (LAUSD, 2011-12) • Average Attendance Rate for LAPN Hollywood High Schools: 90% (LAUSD, 2011-12)

Evidence:	Research has demonstrated that career preparation activities in high school show moderate evidence of effectiveness for academic and career advancement. McWhirter et al (2000) demonstrates through a nonrandomized, within-subjects crossover design study of a sample of 166 high school sophomores completing a 9 week career education class that "the class resulted in increased career decision-making self-efficacy, vocational skills self-efficacy, and short-term gains in outcome expectations." The authors collected pretest, posttest, and follow-up data with a health education class as the control condition. According to Plank et al (2000), for students age 14 or younger, there is a significant link between implementing career and technical education (CTE) into a core academic curriculum and staying in school. According to the study "exposure to CTE and an academic curriculum can strengthen a student's attachment to or motivation while in school" and prevent dropouts. Stone et al (2005) used a random assignment study to test effects of combining academic instruction with career education services. 134 career-technical teachers participated, with 60 randomly assigned to the experimental group, and 74 as the control group. The experimental CTE teachers partnered with a math teacher at their school to integrate mathematics instruction into CTE classes. After one year of study, students in the experimental classrooms scored significantly higher on TerraNova and Accuplacer math tests than students in the control group, who did not integrate CTE with their mathematics instruction.
Partners:	YPI, Heroes of Life, Pacoima Chamber of Commerce, YO! Valley, Friends of the Family

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	3725	3958	4190	4423	4656
Percent of Age Cohort within Target Schools Served:	80%	85%	90%	95%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	Heroes of Life office and mobile classroom.

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Heroes of Life provides daytime and afterschool programs twice a day in the afternoon, and afterschool on Mondays-Thursdays, accommodating 30 people/day in their office and 24 people/day in their mobile classroom. Education & workforce development programs serve youth ages 8-28 by providing instruction in multimedia production, music lessons, art, special event planning, administrative instruction (including Microsoft Word/Excel, preparing for a job interview, how to manage an office, and general computer literacy). Annual special events showcases will serve to unite and educate the Pacoima community.

The Pacoima Chamber of Commerce's members will provide at least 100 hours of volunteer time each year. Volunteers will offer their time to serve as mentors, tutors, and hosts and coordinators, for job shadowing opportunities.
Hollywood PAL offers partial college scholarships to graduating seniors who are PAL members, as well as PAL alumni. Hollywood Junior Police Academy is a truly unique program that teaches children, in a safe and wholesome environment, about what it is like to do actual police work. Participants are exposed to all facets of the job by participating in a variety of workshops taught by LAPD experts. Activities include touring the Hollywood police station, learning about crime scene investigation, visiting the Piper Tech-Air Support Division, visiting the horses and officers of the Mounted Unit, meeting members of the Bomb Squad and K9 Bomb detection unit, and much more. The Hollywood Junior Police Academy typically runs 1-2 times per year, with 30 children enrolled between the ages of 10-17. At the end of the program, they receive graduation certificates from the police captain and supervising sergeant.
Employing Scholastic college curriculum for high school students, all students will receive activity workbooks to explore the following: (a) explore their interests, talents, and abilities, and identify potential careers that would match those attributes; (b) set future academic and career goals; (c) determine the steps necessary to meet their goals; (d) focus on preparing for a specific career/job of their choice; (e) learn a variety of ways to finance any required training necessary to achieve their goal; and (f) how to seek career mentoring relationships and employment.
LAPN will also have volunteer College Advisors work with high-school age families to develop long term awareness of the paths and challenges related to postsecondary career paths for LAPN families.

Segment:	High School Services
Solution:	**Career Preparation- High School**
Description:	Students at each of the high schools targeted by the Los Angeles Promise Neighborhood will utilize Career Preparation services provided in satellite sites to the main Youth WorkSource Centers operated by YPI in the LAPN with funding from the Community Development Department of the City of Los Angeles (WIA Youth funding). These sites and services are available for all students at the high schools, and will provide soft skills training, interviewing, resume building, job search strategies, Job Fair Referrals, Paid and Unpaid Internships, Job Shadowing and Volunteer Opportunities. Additionally, high school students will participate in Internships with local doctor's, lawyers, and other business professionals in Los Angeles, through partners such as the Los Angeles Area Chamber of Commerce. The sites (including the main Youth WorkSource Center sites operated by YPI) will provide access to the McGraw- Hill Career Corner software, which provides soft-skill training, and self assessment tests for youth. Eligible low income students (age 14 and up) will be enrolled in the City of Los Angeles Summer Youth Experience Program (SYEP) and placed for paid work experience at YPI and partner sites in the Neighborhood each summer. Youth work approximately 6 weeks for an average of 120 hours for which they will be paid the current minimum wage of $8 an hour. In the past two years, YPI has served more than 275 students with SYEP services, which include training in the following: soft skills, resume building, mock interviews, professionalism in the work place, labor laws, and proper dress attire in a work place. Students also complete 30 hours of financial literacy training and attended the Junior Achievement Finance Park culmination trip. Students will participate in Career Days sponsored by the school and the LAPN to receive more information regarding career tracks.
Need (segmentation analysis):	• Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • 38% of student respondents indicate their parents or family members speak to them about the importance of preparing for a career, every day (LAPN Student Survey, 2012) • Yet, 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011). • Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011). • LAPN High School CST Level at or above grade level: 25.8% in English Language Arts, 12.8% Math (LAUSD, 2011-12). • LAPN High School CST Level below grade level: 74.5% in English Language Arts, 87.2% Math (LAUSD, 2011-12). • 87% of 10th grade students pass the California High School Exit Exam (CAHSEE) (CDE, 2010-11). • Average Attendance Rate for LAPN Pacoima High Schools: 94% (LAUSD, 2011-12) • Average Attendance Rate for LAPN Hollywood High Schools: 90% (LAUSD, 2011-12)

Evidence:	Research has demonstrated that career preparation activities in high school show moderate evidence of effectiveness for academic and career advancement. McWhirter et al (2000) demonstrates through a nonrandomized, within-subjects crossover design study of a sample of 166 high school sophomores completing a 9 week career education class that "the class resulted in increased career decision-making self-efficacy, vocational skills self-efficacy, and short-term gains in outcome expectations." The authors collected pretest, posttest, and follow-up data with a health education class as the control condition. According to Plank et al (2000), for students age 14 or younger, there is a significant link between implementing career and technical education (CTE) into a core academic curriculum and staying in school. According to the study "exposure to CTE and an academic curriculum can strengthen a student's attachment to or motivation while in school" and prevent dropouts. Stone et al (2005) used a random assignment study to test effects of combining academic instruction with career education services. 134 career-technical teachers participated, with 60 randomly assigned to the experimental group, and 74 as the control group. The experimental CTE teachers partnered with a math teacher at their school to integrate mathematics instruction into CTE classes. After one year of study, students in the experimental classrooms scored significantly higher on TerraNova and Accuplacer math tests than students in the control group, who did not integrate CTE with their mathematics instruction.
Partners:	YPI, Heroes of Life, Pacoima Chamber of Commerce, YO! Valley, Friends of the Family

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	3725	3958	4190	4423	4656
Percent of Age Cohort within Target Schools Served:	80%	85%	90%	95%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	Heroes of Life office and mobile classroom.

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Heroes of Life provides daytime and afterschool programs twice a day in the afternoon, and afterschool on Mondays-Thursdays, accommodating 30 people/day in their office and 24 people/day in their mobile classroom. Education & workforce development programs serve youth ages 8-28 by providing instruction in multimedia production, music lessons, art, special event planning, administrative instruction (including Microsoft Word/Excel, preparing for a job interview, how to manage an office, and general computer literacy). Annual special events showcases will serve to unite and educate the Pacoima community.

The Pacoima Chamber of Commerce's members will provide at least 100 hours of volunteer time each year. Volunteers will offer their time to serve as mentors, tutors, and hosts and coordinators, for job shadowing opportunities.
Hollywood PAL offers partial college scholarships to graduating seniors who are PAL members, as well as PAL alumni. Hollywood Junior Police Academy is a truly unique program that teaches children, in a safe and wholesome environment, about what it is like to do actual police work. Participants are exposed to all facets of the job by participating in a variety of workshops taught by LAPD experts. Activities include touring the Hollywood police station, learning about crime scene investigation, visiting the Piper Tech-Air Support Division, visiting the horses and officers of the Mounted Unit, meeting members of the Bomb Squad and K9 Bomb detection unit, and much more. The Hollywood Junior Police Academy typically runs 1-2 times per year, with 30 children enrolled between the ages of 10-17. At the end of the program, they receive graduation certificates from the police captain and supervising sergeant.
Employing Scholastic college curriculum for high school students, all students will receive activity workbooks to explore the following: (a) explore their interests, talents, and abilities, and identify potential careers that would match those attributes; (b) set future academic and career goals; (c) determine the steps necessary to meet their goals; (d) focus on preparing for a specific career/job of their choice; (e) learn a variety of ways to finance any required training necessary to achieve their goal; and (f) how to seek career mentoring relationships and employment.
LAPN will also have volunteer College Advisors work with high-school age families to develop long term awareness of the paths and challenges related to postsecondary career paths for LAPN families.

Segment:	High School Services
Solution:	**Dropout Recovery- High School**
Description:	Out of school youth re-enrolling in high school at each of the high schools (including the three continuation high schools) targeted by the Los Angeles Promise Neighborhood will acccess dropout recovery services to support them as they make the transition back to high school. YPI is working with LAUSD to turn YPI's Youth WorkSource Center in Pacoima into a community continuance school to serve out of school youth.
Need (segmentation analysis):	• Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • Pacoima High Schools Truancy Rates: An average of 37% (1080) students were considered truant, with San Fernando and Sylmar High Schools experiencing 53% truancy rates, while Vaughn experienced a 3% truancy rate (LAUSD, 2010-11). • Hollywood High Schools Truancy Rates: 43% (563) students were considered truant at Helen Bernstein Complex (LAUSD, 2010-11). • LAPN High School CST Level at or above grade level: 25.8% in English Language Arts, 12.8% Math (LAUSD, 2011-12).
Evidence:	Research regarding dropout recovery strategies reaching the moderate and strong levels of effectiveness are currently lacking in the field. Selected dropout recovery strategies discussed above are promising practices that will build upon evidence of effectiveness from the following sources. unified Use of data to track out of school youth once they have been placed back in school has demonstrated promising results. For example, Philadelphia uses reduced dropout rates with other high risk factors to evaluate its dropout prevention and recovery efforts (AYPF 2006, NLC 2007, PYN 2006). Research has also shown effectiveness when students are brought into the decision making process regarding their education (Steinberg & Almeida 2004, Harris 2006, Woods 1995). According to research (Stern 1986) effective dropout recovery results can be achieved when services are provided in a non-school setting, such as at the YPI Youth WorkSource Centers. This is further supported by the striking success of dropout recovery programs located unconventional location accessible to youth, such as in a shopping mall (Hoyle & Collier 2006).
Partners:	Youth Policy Institute, Los Angeles Unified School District, City of Los Angeles Community Development Department, HeART Project, Communities In Schools

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Youth Served:	1862	2328	2794	3260	3725
Percent of Youth within Target Schools Served:	40%	50%	60%	70%	80%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	

Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)
IMPLEMENTATION DETAILS	
Location of Program/Service:	YPI Pacoima Youth WorkSource Center, YPI Hollywood YouthWorkSource Center, LAPN high schools and continuance schools

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. LAPN will actively seek and recruit out of school youth to return to school and graduate. Out of school youth re-enrolling in high school at each of the high schools targeted by the Los Angeles Promise Neighborhood will acccess dropout recovery services to support them as they make the transition back to high school. Three continuation high schools in the LAPN- Richard Alonzo Community Day School, the Hollywood Media Arts Academy (operated by partner HeART Project), and the Central High Continuance School (opened at the YPI Youth WorkSource Center in Pacoima with LAUSD) will enroll out of school youth re-enrolling in high school and support them with services to graduate high school.

The City of Los Angeles Community Development Department (LA CDD) is a LAPN partner and a national innovator in serving out of school youth to re-enroll them in school and prepare them for careers through programs such as the city-wide Youth WorkSource Centers as well as a recently funded [redacted] Los Angeles Reconnections Academy (LARCA) program targeting out of school youth. Beginning in July 2012, the LA CDD is targeting 70% of WIA Youth funds to serve out of school youth. YPI operates a Youth WorkSource Center funded by LA CDD in both Pacoima and Hollywood that provides education and career development to support high school graduation, placement in careers or postsecondary education, and gains in academic achievement. YPI's FamilySource Center in Hollywood links to the Youth WorkSource Center and will target services to youth in and out of school, including LAUSD Counselors co-located onsite to serve students and families with counseling and adult education.

LAPN will work with LAUSD to identify and reach out to out of school youth (who have dropped out or are chronically absent). LAUSD sponsors annual Student Recovery Days (SRD), which will be fully supported by LAPN staff and partners. On SRDs schools provide Student Recovery Teams (composed of LAUSD staff and volunteers) with contact lists for students who are dropped out, chronically absent, or have not received their required immunizations. Teams go door-to-door to encourage students to return to school. Teams talk to students and their families to identify the barriers that prevent the student from regularly attending school (for example, lack of transportation), and then provide resources and referrals to help students overcome those barriers and return to school (for example, bus vouchers if lack of transportation is a barrier). The next Student Recovery Day partnership among LAUSD, the City of Los Angeles and multiple community partners such as YPI will occur on September 17, 2012. LAPN will scale up this successful model with regular outreach to out of school youth in the Neighborhood through the partnership with MEND's home visiting program and with LAPN promotoras.

LAPN's ETO data system will track multiple student indicators (e.g. attendance, grades) that are known "early warning" signs that a student may be at-risk for dropping out. ETO will send monthly reports to each target school to enable attendance counselors and/or other school staff to intervene and offer support and resources to help keep students in school.

In addition to the services described here, students will also access counseling and case management services to support their return to school and progress toward high school graduation. Youth will be expected to take an active role in determining their education plan with their LAPN Case Manager and school counselor as they re-enter school or work toward their GED. Youth and older residents receiving dropout recovery strategies will benefit from comprehensive tracking of needs, risk factors, and supportive services provided for each youth as well as family members using the ETO data management system. YPI, LAUSD, and partnering charter high schools will provide services to support students academically, as they are integrated back into high school. Services provided include access to Magic Johnson Bridgescape programs for youth age 13-21 who have already dropped out or are in danger of dropping out. Services are provided both in person and online at the LAPN continuance schools or Community Centers and allow students to take classes at their own pace while handling a job or other extracurricular activities. Enrolled students receive an individualized education plan and targeted counseling and coaching from program staff and also tutors and academic advisors to support them in getting their diploma. LAPN will also support high school youth and older residents each summer who should have graduated with their diploma, but missed out due to academic, behavioral, and family issues. The GED Boot Camp provided each summer offers academic, social, and emotional support to assist youth and residents to study for and pass the GED examination. GED Boot Camp is a 8 week pilot program in summer 2012 that meets for three hours a day for four days a week, while providing supportive services throughout the week.
Communities In Schools, the nation's leading high school dropout prevention organization, will implement their comprehensive range of student services that will support students to stay in school and graduate. CIS targets its services to students at risk of dropping out.

Segment:	High School Services
Solution:	**Leadership & Civic Engagement**
Description:	Civic engagement opportunities, including community service projects and programs that support building political empowerment, will be accessible to all LAPN high schools.
Need (segmentation analysis):	• Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011). • Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (CDE, 2011-12; LAUSD, 2011-12) • Only 11% of LAPN high school students take at least one (1) AP course (LAUSD, 2011-12) • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010). • Pacoima High Schools Truancy Rates: An average of 37% (1080) students were considered truant, with San Fernando and Sylmar High Schools experiencing 53% truancy rates, while Vaughn experienced a 3% truancy rate (LAUSD, 2010-11). • Hollywood High Schools Truancy Rates: 43% (563) students were considered truant at Helen Bernstein Complex (LAUSD, 2010-11).
Evidence:	Research regarding civic engagement strategies providing quantifiable effects on youth academic achievement reaching the moderate level of effectiveness can be found. Santmire, Giraud, and Grosskopf (1999) in a random assignment study of seventh grade students in experimental (service learning) and control (other learning) groups found that those who participated in service-learning had statistically significant higher scores on the Metropolitan Achievement Test (a standardized achievement test) relative to the control group. This outcome was particularly evident in mathematics. As well, other research (Akujobi and Simmons 1997) documented results from a random assignment study that demonstrated that elementary school students who participated in service-learning scored higher on state assessments (math and reading) than a control group not participating in service learning. Selected civic engagement strategies discussed above are promising practices that will build upon evidence of effectiveness. According to Scales et al (2006), students involved at high levels with service-learning activities had higher grades, improved school attendance, and other academic success outcomes. This connection is apparent with low socio-economic status students, who score higher on academic success variables than similar peers not involved in these activities. Hart & Donnelly (2007) also demonstrated using the National Educational Longitudinal Study that both community service in high school (both voluntary and school required) were strong predictors of adult voting and volunteering as broader indicators of civic involvement.
Partners:	YPI, Rock the Vote, City of Los Angeles (VITA), Goldman Sachs

IMPLEMENTATION OVERVIEW					
	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	3725	3958	4190	4423	4656
Percent of Age Cohort within Target Schools Served:	80%	85%	90%	95%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS	
Location of Program/Service:	LAPN high schools, Hollywood FSC, YPI Pacoima office

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Rock the Vote Democracy Class will be provided in all seven Promise Neighborhood high schools. Rock the Vote- Democracy Classes is a weeklong civic awareness event hosted by YPI every year in the spring that will work with all LAPN high schools to increase awareness and involvement in the democratic process, including voting. Events include using a democracy toolkit, mock elections, debates, and special guests to speak with youth. In 2011, YPI operated the first Rock the Vote Democracy Classes pilot program, serving students at 12 high schools. LAPN will work with each target high school to implement community service projected undertaken by students during the school day and during the afterschool program (extended day learning) as projects completed for school credit.

Partner Goldman Sachs is providing additional support for LAPN through their Community TeamWorks initiative, which allows Goldman Sachs employees time out of the office to participate on a team-based community project with a nonprofit organization in programs like LAPN. This will be expanded to a broader community volunterrism program with partners such as the Los Angeles Area Chamber of Commerce to provide volunteer opportunities for Los Angeles business professionals in the Neighborhood.

YPI will partner with local neighborhood councils and LAPN schools (through LAUSD) to host a community clean-up day in both LAPN neighborhoods. Participation at these events will be open to all families in the zone, thereby allowing kids across multiple grade levels to participate.

YPI's Hollywood FamilySource Center plans to partner with LAPN high schools to recruit junior/seniors to be trained as Volunteer Income Tax Assistance (VITA) tax preparers during tax season. These volunteers help outreach for free tax services and promote the Earned Income Tax Credit (EITC) as well as prepare taxes for free to low-income families. All tax preparers attend a rigorous training by the IRS and go through a certification process to become eligible to prepare taxes. This volunteer program gives students hands-on training and introduces students to the financial industry as well as non-profit industry through the different roles they play, ranging from understanding tax code to working with low-income families.

Segment:	High School Services
Solution:	**Conditional Cash Transfer Program**
Description:	In Conditional Cash Transfer (CCT) programs, low income families are paid for completing defined educational, health, and social well-being outcomes, such as school attendance, Grade Point Average (GPA), regular doctor/dentist visits, and immunizations.
Need (segmentation analysis):	• Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011). • Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (CDE, 2011-12; LAUSD, 2011-12) • Only 11% of LAPN high school students take at least one (1) AP course (LAUSD, 2011-12) • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010). • 38% of LAPN families experienced difficulties accessing basic needs at any time in the past 12 months (LAPN Community Survey, 2011) • Pacoima LAPN residents, 42% experienced food insecurities; 23.2% used food stamps; 13.8% used community meals programs; 5% of respondents missed a meal because of the lack of money to buy food (LAPN Community Survey, 2011). • Hollywood LAPN residents, 26.3% used food stamps; 16% used community meals programs; 7% of respondents missed a meal because of the lack of money to buy food (LAPN Community Survey, 2011). • 38% of student respondents indicate their parents or family members speak to them about the importance of preparing for a career, every day (LAPN Student Survey, 2012) • LAPN High School Immunization Rates: 36% meet all immunizations as required by schools (LAUSD, 2011-12). • 8th and 9th grade students have the lowest levels of meeting all required immunizations required by schools, at 40% and 22.5% respectively (LAUSD, 2011-12)

Evidence:	Research regarding Conditional Cash Transfer (CCT) programs demonstrate that it is a promising practice with moderate evidence of effectiveness. Barber (2010) documents through a random assignment study how a CCT program in Mexico succeeded in increasing health care and nutrition through cash transfers to participating low income, rural households in Mexico. Janvry et al (2006) demonstrates effectiveness of CCT programs in improving school attendence and educational attainment among low income families in Mexico. Rawlings & Rubio (2005) found evidence for effectiveness of programs in Colombia, Mexico, and Nicaragua in improving preventive health care, and in raising household consumption. Deardon et al (2009) investigated the effect of a CCT program on school dropout rates in the United Kingdom, and found substantial impact on improved dropout rates by students participating in the program. Additionally, a Opportunity NYC-Family Rewards program targeting low-income families in six high-poverty communities in New York City documented positive results related to work, health, and education. A randomized control trial was conducted by MDRC of 4,800 families and 11,000 children in which half of participants receive cash incentives, and half are assigned to a control group. Initial results of the study found that it increased school attendance, course credits, grade advancement, and standardized test results among high school students. Angrist et al (2009) studied the Student Achievement and Retention Project (Project STAR), a randomized evaluation of academic services and incentives at a Canadian university. All first-year college students were randomly assigned to one of three treatment groups or a control group. One treatment group received support services including supplemental instruction. A second group received cash awards for meeting a defined Grade Point Average. A third treatment group received services and incentives, while the control group received none of these. Results indicated that incentives greatly increased the rate at which students sought academic support services, and also a large impact on the academic performance of women, but not men. Performance was notably higher for those women receiving both services and incentives.				
Partners:	YPI, Councilmember Richard Alarcon				
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Students Served:	125	250	375	500	500
Percent of Youth within Target Schools Served:	3%	5%	8%	10%	10%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				
IMPLEMENTATION DETAILS					
Location of Program/Service:	San Fernando High School				

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. LAPN will pilot a CCT program at San Fernando Digital Arts Academy with support from Los Angeles City Council member Richard Alarcon. This will target increasing high school graduation rates by focusing on 9th graders. Councilmember Alarcon has committed [redacted] and will raise an additional [redacted] to fund this program.

LAPN proposes a CCT program in recognition of the fact that high need, low-income families are often unable to invest time or financial resources in developing their own human capital (e.g. health, education). CCT programs both provide an income supplement to struggling families and function as an enabling resource that helps families support and promote their children's education and development.

The CCT program will pay students to achieve the defined outcomes as listed below.

Activity	Documenta	Reward	Frequency	Maximum Reward	
Student attends 95% of scheduled days every semester	Automatic	[redacted]	Fall (once); Spring (once)	[redacted]	
Student passes all A-G requirements with a "c or better"	Automatic	[redacted]	Once	[redacted]	
Student tests at or above proficiency in CST - ELA	Automatic	[redacted]	Annual	[redacted]	
Student tests at or above proficiency in CST - Math	Automatic	[redacted]	Annual	[redacted]	
Student passes the CAHSEE in 10th grade	Automatic	[redacted]	10th grade	[redacted]	
Student graduates from high school in 4 years	Automatic	[redacted]	Once	[redacted]	

Segment:	High School Services
Solution:	**Conditional Cash Transfer Program**
Description:	In Conditional Cash Transfer (CCT) programs, low income families are paid for completing defined educational, health, and social well-being outcomes, such as school attendance, Grade Point Average (GPA), regular doctor/dentist visits, and immunizations.
Need (segmentation analysis):	• Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011). • Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (CDE, 2011-12; LAUSD, 2011-12) • Only 11% of LAPN high school students take at least one (1) AP course (LAUSD, 2011-12) • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010). • 38% of LAPN families experienced difficulties accessing basic needs at any time in the past 12 months (LAPN Community Survey, 2011) • Pacoima LAPN residents, 42% experienced food insecurities; 23.2% used food stamps; 13.8% used community meals programs; 5% of respondents missed a meal because of the lack of money to buy food (LAPN Community Survey, 2011). • Hollywood LAPN residents, 26.3% used food stamps; 16% used community meals programs; 7% of respondents missed a meal because of the lack of money to buy food (LAPN Community Survey, 2011). • 38% of student respondents indicate their parents or family members speak to them about the importance of preparing for a career, every day (LAPN Student Survey, 2012) • LAPN High School Immunization Rates: 36% meet all immunizations as required by schools (LAUSD, 2011-12). • 8th and 9th grade students have the lowest levels of meeting all required immunizations required by schools, at 40% and 22.5% respectively (LAUSD, 2011-12)

Evidence:	Research regarding Conditional Cash Transfer (CCT) programs demonstrate that it is a promising practice with moderate evidence of effectiveness. Barber (2010) documents through a random assignment study how a CCT program in Mexico succeeded in increasing health care and nutrition through cash transfers to participating low income, rural households in Mexico. Janvry et al (2006) demonstrates effectiveness of CCT programs in improving school attendence and educational attainment among low income families in Mexico. Rawlings & Rubio (2005) found evidence for effectiveness of programs in Colombia, Mexico, and Nicaragua in improving preventive health care, and in raising household consumption. Deardon et al (2009) investigated the effect of a CCT program on school dropout rates in the United Kingdom, and found substantial impact on improved dropout rates by students participating in the program. Additionally, a Opportunity NYC-Family Rewards program targeting low-income families in six high-poverty communities in New York City documented positive results related to work, health, and education. A randomized control trial was conducted by MDRC of 4,800 families and 11,000 children in which half of participants receive cash incentives, and half are assigned to a control group. Initial results of the study found that it increased school attendance, course credits, grade advancement, and standardized test results among high school students. Angrist et al (2009) studied the Student Achievement and Retention Project (Project STAR), a randomized evaluation of academic services and incentives at a Canadian university. All first-year college students were randomly assigned to one of three treatment groups or a control group. One treatment group received support services including supplemental instruction. A second group received cash awards for meeting a defined Grade Point Average. A third treatment group received services and incentives, while the control group received none of these. Results indicated that incentives greatly increased the rate at which students sought academic support services, and also a large impact on the academic performance of women, but not men. Performance was notably higher for those women receiving both services and incentives.				
Partners:	YPI, Councilmember Richard Alarcon				
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Students Served:	125	250	375	500	500
Percent of Youth within Target Schools Served:	3%	5%	8%	10%	10%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]				
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				
IMPLEMENTATION DETAILS					
Location of Program/Service:	San Fernando High School				

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. LAPN will pilot a CCT program at San Fernando Digital Arts Academy with support from Los Angeles City Council member Richard Alarcon. This will target increasing high school graduation rates by focusing on 9th graders. Councilmember Alarcon has committed [redacted] and will raise an additional [redacted] to fund this program.

LAPN proposes a CCT program in recognition of the fact that high need, low-income families are often unable to invest time or financial resources in developing their own human capital (e.g. health, education). CCT programs both provide an income supplement to struggling families and function as an enabling resource that helps families support and promote their children's education and development.

The CCT program will pay students to achieve the defined outcomes as listed below.

Activity	Documentation	Reward	Frequency	Maximum Reward	
Student attends 95% of scheduled days every semester	Automatic	[redacted]	Fall (once); Spring (once)	[redacted]	
Student passes all A-G requirements with a "c or better"	Automatic	[redacted]	Once	[redacted]	
Student tests at or above proficiency in CST - ELA	Automatic	[redacted]	Annual	[redacted]	
Student tests at or above proficiency in CST - Math	Automatic	[redacted]	Annual	[redacted]	
Student passes the CAHSEE in 10th grade	Automatic	[redacted]	10th grade	[redacted]	
Student graduates from high school in 4 years	Automatic	[redacted]	Once	[redacted]	

Segment:	High School Services
Solution:	**Eat, Play, Live: Nutrition & Exercise**
Description:	Each of the target high schools selected for services in the Los Angeles Promise Neighborhood will receive nutrition and exercise programs based on the Carol M. White Physical Education program YPI's Bert Corona Charter School operates at nine partnering schools in the San Fernando Valley. LAPN will place a part-time Wellness Coordinator at each school site to provide services that link to the California state content standards for physical education.
Need (segmentation analysis):	• 66% (15,447) of children in LAPN participate in 60 minutes of moderate to vigorous physical activity (LAPN Community Survey, 2011) • LAPN High Schools: 19% meet all 6 components of Physical Fitness Test (CDE, 2010-11) • Only 20% (4,681) of children consume five or more servings of fruits and vegetables daily (LAPN Community Survey, 2011). • Overall, only 64% of targeted LAPN youth have full immunization on schedule as required by schools. 36% of students have "conditional" immunizations (LAUSD, 2011-2012). • LAPN High School Immunization Rates: 36% meet all immunizations as required by schools (LAUSD, 2011-12). • 8th and 9th grade students have the lowest levels of meeting all required immunizations required by schools, at 40% and 22.5% respectively (LAUSD, 2011-12). • 8.6% of children in Pacoima, ages 0-17 have been diagnosed with asthma (Los Angeles County Health Survey, 2009) • Pacoima reports a diabetes rate of 7% and an obesity rate of 17.1%, while 38.8% of the area population is overweight (Los Angeles County Health Survey, 2009) • Pacoima High School Students: 25.4% of 9th graders were obese (Los Angeles County Department of Public Health, 2008). • Hollywood High School Students: 24.3% of 9th graders were obese (Los Angeles County Department of Public Health, 2008). • 38% of LAPN families experienced difficulties accessing basic needs at any time in the past 12 months (LAPN Community Survey, 2011) • Pacoima LAPN residents, 42% experienced food insecurities; 23.2% used food stamps; 13.8% used community meals programs; 5% of respondents missed a meal because of the lack of money to buy food (LAPN Community Survey, 2011). • Hollywood LAPN residents, 26.3% used food stamps; 16% used community meals programs; 7% of respondents missed a meal because of the lack of money to buy food (LAPN Community Survey, 2011).

Evidence:	The link between physical education and academic achievement can be considered a strong practice with moderate evidence of effectiveness. Research (Sibley and Etnier, 2003; Tomporowski, 2003b) supports the link between physical activity and cognitive abilities. Additional research supports a link between positive classroom management and active sports and physical education programs (Mahar et al., 2006), and a strong link between physical education and academic achievement. A study of a two year physical activity intervention led to significant improvements in children's maths scores (Hollar et al., 2010), while Coe et al., 2006 found a a link between physical activity and higher test scores. Sallis et al, 1999 discusses a 2 year study that demonstrated that a experimental group using SPARK outperformed a control group on academic achievement. SPARK has been identified by the HSC Foundation as a successful model for combating childhood obesity in their 2009 report, Fighting Obesity: What Works, What's Promising. Dowda et al (2005) assessed the effectiveness of SPARK in 111 schools and found that schools using SPARK offered and operated more frequent PE classes. Program sustainability was similar in advantaged and disadvantaged schools. McKenzie (1997) investigated the implementation of physical education services in support employing specialists and demonstrate the need for extensive professional development for classroom teachers responsible for physical education in seven elementary schools over four years, and found that trained physical education teachers and classroom teachers receiving professional development services were significantly more effective in producing positive physical education outcomes among students. Strong et al (2005) recommends 60 minutes of physical activity each day for school age students through a systematic literature review of 850 peer reviewed articles. Carlson et al (2008) found that a "small but significant benefit for academic achievement in mathematics and reading was observed for girls enrolled in higher amounts (70–300 minutes per week) of physical education."
Partners:	YPI, Hollywood Police Activities League (PAL), Hollywood Wilshire YMCA, Boys & Girls Club of the San Fernando Valley, SOSMentor

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	3725	3958	4190	4423	4656
Percent of Age Cohort within Target Schools Served:	80%	85%	90%	95%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	All LAPN target high schools

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Every LAPN target school will have a half-time Wellness Coordinator to facilitate physical education and nutrition programs and to coordinate the related programs offered by LAPN partners.
Eat, Play, Live will utilize the SPARK PE curricula. The Wellness Coordinator will train teachers to teach SPARK daily during PE or Advisory classes. The Wellness Coordinator will also offer before and/or afterschool physical education programs using SPARK curricula. The SPARK High School Program leads with Standards and assessment strategies, then shows sample activities to help students practice to achieve the standard. The program is mired in sound instructional practice and the integration of different teaching styles and strategies. For example, participants learn the concept of Graduated Differentiated Learning, then participate actively in a sample volleyball progression that shows how it can be applied with students in "real-world" settings.
High School students are not required to take PE after completing the required two years; in order to ensure students continue to be healthy and active, workshops will be provided during afterschool programs. Workshop topics would include: Weight Management, Zumba, Mixed Martial Arts, Hip-Hop dance classes, Boot Camps, and Kickboxing. LAPN partners like the Boys and Girls Club and YMCA will provide students with access to their facilities and programs. Additionally, some high school students may be able to take physical education courses at a local community college, and earn college credit towards earning their personal trainer (or equivilant) certificate. YPI will work with partners LA City College and LA Mission College to extend these course offerings and path toward certification for high school students who can no longer participate in school-sponsored PE classes.
Nutrition workshops for students and parents will be held at community centers and schools. Workshops will focus on how to read food labels, the importance of eating a healthy, balanced diet, the importance of excersie and physical activity for the whole family, and will include shopping trips to local markets and/or farmers' market. LAPN partner Thai CDC recently opened a new farmers' market project in East Hollywood / Thai Town at the Hollywood/Western Metro Station. This farmers' market is held every Thursday from 3:30-7:30p to capture the commuters leaving the Metro Station. To improve access to healthy foods the farmers' market accepts CalFresh EBT, allowing households to redeem their CalFresh food stamps for fresh produce. The market also hosts a weekly health booth, where health and service providers are able to outreach and provide services to the local community. During the Los Angeles County CalFresh Awareness month in May, Hunger Action Los Angeles provided funding for both Cal Fresh EBT and Supplemental Security Income (SSI) Market Match programs. The programs provide an extra $5 in Market Dollars to customers enrolled in CalFresh or SSI who use at least $5 at the farmers' market. Because of the success of the program, the East Hollywood and Greater Griffith Park Neighborhood Councils have provided funding to continue the EBT Market Match until November 2012. LAPN will advertise the EBT Market Match to local families and will work with Thai CDC to obtain additional funds to sustain the Market Match program.

These provide fitness, curriculum, equipment and technology, and teacher professional development for lifelong physical activity and nutrition for low income families in the Neighborhood. Incorporating a professionally reviewed SPARK curriculum, the program offers fitness plans for students, teachers, and families at the target schools that build upon California Department of Education Fitnessgram assessments of students at the schools. YPI will work to implement nutrition workshops, a quarterly fitness newsletter tied to activities, and provide family support services, including culturally aware and healthy recipes for meals and enrichment classes for students and parents. Services will work with schools to build infrastructure, including support for hiring staff required to implement physical education services. The LAPN program will work with FAME Assistance Corporation, the Los Angeles operator of First Lady Michelle Obama's Let's Move physical education campaign to implement services and outreach activities at all LAPN schools. Each school also develops and implements individual fitness and nutrition projects of interest to families at the school, as determined through surveys and items of interests discussed at school wide meetings. These can include a community garden, a soccer team, or a rock climbing wall such as in place at Bert Corona Charter School.
Parent/community workshops will be offered for two hours once a week. Workshops may include Zumba, yoga, nutrition/healthy eating that may include a field trip to a farmers' market, cooking demonstrations, how to read labels. Multi-faceted workshops will include: disease prevention (e.g. diabetes, heart disease)
Coordinate Health Awareness fieldtrips for students and family members; activities such as hiking, Soccer games, Ice Skating etc. They will help students understand, improve, and maintain physical well-being, while working with their families to help them make well informed health, nutrition, and fitness choices.
The Hollywood PAL Martial Arts Academy trains children in the art of Tae Kwon Do and mixed martial arts under the supervision of a former LAPD police captain and an assistant martial arts instructor. Students learn the martial art forms and are periodically tested to continue moving up the belt system. They also have an opportunity to compete in up to eight tournaments per year. Hollywood PAL soccer teams compete in the Anahuak Youth Soccer Association league based in Los Angeles. The kids participate in several tournaments throughout the year. PAL offers a variety of activities through the Hollywood Fit Club including running, hiking, fitness classes, and workout sessions at the YMCA.
Vision y Compromiso, a group of health promotores, may host in-kind health workshops to families in Hollywood out of the YPI Hollywood FSC. The YPI Hollywood FSC is hosting a pilot series of these workshops during the summer of 2012 to gauge community interest. The workshops focus on heart health and teach participants about eating healthy and being active.
The Boys and Girls Club of the San Fernando Valley offers a Sports, Fitness & Recreation program that includes the "Triple Play" and "Just Like You, Global Playground" programs and our daily Sports program (i.e. soccer, hockey, basketball, football, kickball, softball, handball, international games, physical fitness, and self-defense). These programs draw young people into the Club; teach them good use of leisure time, how to have fun, and make good friends while developing social skills in team settings. We are especially proud of our award winning wrestling team and dance group. BGCSFV also offers Health & Life Skills classes, including "Be Fit...Be Active", "SMART Girls", "Motivating the Teen Spirit"/ MTS and "Young Chefs in Action." These programs aid in developing good health and physical fitness through physical activity and health/nutrition awareness. MTS is a revolutionary, interactive program that focuses on emotional healthiness by empowering young people to take responsibility for their lives, respect themselves, and live with integrity.
The Hollywood Wilshire YMCA will provide Bernstein High School and APEX students subsidized youth memberships to its Hollywood facility, where students can use the fitness equipment and go to the Y's afterschool teen drop-in center. The Y's teen center offers regular age-appropriate activities, tutoring, field trips, life skills classes, and mentoring.

SOSMentor will provide its ShapeUp program, in which high school students are mentored by adult volunteers in weekly nutrition and physical activity workshops. Students will then go on to mentor younger students in nutrition and fitness at LAPN elementary and middle schools. SOSMEntor will also implement its Healthy Schools Campaign, which provides nutrition education, training, health screenings, and referrals.

Segment:	High School Services
Solution:	**Educational and Cultural Field Trips**
Description:	Students and families attending each of the high schools targeted for services by the Los Angeles Promise Neighborhood will participate in educational and cultural fields trips to points of interest in Los Angeles each year.
Need (segmentation analysis):	• Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade leve in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • LAPN High School CST Level at or above grade level: 25.8% in English Language Arts, 12.8% Math (LAUSD, 2011-12). • Average Attendance Rate for LAPN Pacoima High Schools: 94% (LAUSD, 2011-12) • Average Attendance Rate for LAPN Hollywood High Schools: 90% (LAUSD, 2011-12) • Pacoima High Schools Truancy Rates: An average of 37% (1080) students were considered truant, with San Fernando and Sylmar High Schools experiencing 53% truancy rates, while Vaughn experienced a 3% truancy rate (LAUSD, 2010-11). • Hollywood High Schools Truancy Rates: 43% (563) students were considered truant at Helen Bernstein Complex (LAUSD, 2010-11). • Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (CDE, 2011-12; LAUSD, 2011-12) • Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011).
Evidence:	Educational and Cultural Field Trips are a promising practice in supporting and improving youth academic achievement. The Los Angeles Promise Neighborhood utilizes these education support measures to expand interest of students in learning beyond the classroom. Research indicates an increase in academic achievement from this type of learning. Hamilton-Ekeke (2007) used a pre-test treatment post-test control design of 40 students randomly divided into groups. Group A received ecology learning in the classroom, and on field trips, while Group B received learning only in the classroom. Post-study testing revealed higher learning in the first group relative to the second.
Partners:	Create Now, YPI, LAUSD

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	465	700	1165	1400	1860
Percent of Age Cohort within Target Schools Served:	10%	15%	25%	30%	40%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	

Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)
IMPLEMENTATION DETAILS	
Location of Program/Service:	Multiple locations throughout Los Angeles County and beyond.
Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Educational and cultural field trips will be coordinated through the Full-Service Community School program in collaboration with the Afterschool program, and with partner organizations. Each school will have at least 1 field trip in Year 1 and will increase by an additional field trip each year, so that by Year 5 each school participates in 5 field trips. 50 students can participate in each field trip, and will have sufficient chaperones for a student:adult ratio of 10:1.	
YPI will lead trips to cultural destinations for students. These include Kids' Ocean Day (beach clean up), LA City Hall, the USC Science Center, the Museum of Tolerance, the Queen Mary, the J. Paul Getty Museum, the Ronald Reagan Presidential Library, the Richard M. Nixon Presidential Library, the Page Museum at the La Brea Tar Pits, Descanso Gardens, the UCLA Fowler Museum, and the San Diego Wild Animal Park. The purpose of the field trips is to provide greater access to destinations of strong educational interest to Promise neighborhood families to build support for expanded education services and academic interests as students move from elementary to middle to high school and eventually to postsecondary education and careers. In addition, children residing in the LAPN are mostly low-income and have few opportunities to travel outside the neighborhood for enrichment and recreation.	
YPI will also lead trips to colleges and universities to expose students and their parents to college campuses and help them learn more about academics, college life, etc. Campus destinations include CSUN, UCLA, USC, UC Santa Barbara, LACC, and others. As funding permits, students will spend the night on campus. As often as possible, YPI invites parents on college field trips to give them a better understanding of college life so that they are supportive of their children's pursuit of a college education, and understand how they can help their children succeed in college.	

Segment:	High School Services
Solution:	**Promise Corps: Tutors and Academic Coaches in Schools**
Description:	High school students and families attending each of the schools targeted for services by the Los Angeles Promise Neighborhood will be provided with Tutors and an Academic Coach to provide supportive academic services through problem solving tutoring and peer collaboration for students working with school teachers and administration that will include greater involvement and access for parents.
Need (segmentation analysis):	• LAPN High School CST Level at or above grade level: 25.8% in English Language Arts, 12.8% Math (LAUSD, 2011-12). • LAPN High School CST Level below grade level: 74.5% in English Language Arts, 87.2% Math (LAUSD, 2011-12). • 87% of 10th grade students pass the California High School Exit Exam (CAHSEE) (CDE, 2010-11). • Average Attendance Rate for LAPN Pacoima High Schools: 94% (LAUSD, 2011-12) • Average Attendance Rate for LAPN Hollywood High Schools: 90% (LAUSD, 2011-12) • Pacoima High School Truancy Rates: An average of 37% (1080) students were considered truant, with San Fernando and Sylmar High Schools experiencing 53% truancy rates, while Vaughn experienced a 3% truancy rate (LAUSD, 2010-11). • Hollywood High Schools Truancy Rates: 43% (563) students were considered truant at Helen Bernstein Complex (LAUSD, 2010-11). • Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (CDE, 2011-12; LAUSD, 2011-12) • Only 11% of LAPN high school students take at least one (1) AP course (LAUSD, 2011-12). • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010) • LAPN High school student mobility/transiency rate = 31% (LAUSD, 2010-11) • LAPN High School Students: 44% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • Yet, 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011).

Evidence:	There is moderate evidence of effectiveness using AmeriCorps type trained tutors to provide services using methods such as problem solving and peer collaboration. Ginsberg- Block (1998) provides evidence of the effectiveness of problem-solving and peer collaboration in a random assignment study of 104 low-achieving 3rd and 4th graders. Students receiving these services performed significantly higher than students who did not receive problem solving on measures of computation and word problems. These students also had higher levels of academic motivation, academic self-concept, and social competence. Allen and Chavkin (2004) utilized a within-program control group alternative assessment of AmeriCorps tutors working with students on English, reading, math,or science. Results found that students tutoring were more likely to increase academic grades to passing and that tutoring by minimally trained workers and volunteers can be an effective resource. Targeted professional development should have the goal of improving instructional quality and establishing best practices, particularly for students with learning challenges, such as English language learners and students with disabilities (Bryk et al 2010; Conzemius 2000). Families are a critical partner in the education of their children and should work with principals, teachers, and other administrators. this includes access to data, goals and progress in increasing academic achievement at low performing and persistently lowest achieving schools (Talley & Keedy 2009; Gordon & Louis 2009).
Partners:	YPI

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	4656	4656	4656	4656	4656
Percent of Age Cohort within Target Schools Served:	100%	100%	100%	100%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	All LAPN target high schools

Each high school in the LAPN will receive a full-time Academic Coach and four part-time Tutors to provide academic support to students and teachers.

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. The Academic Coach will work with the principal, teachers, and other administrators to determine appropriate professional development training for each school site, while working with Parent Leaders. Academic Coach will provide weekly PD to teachers, plus additional PD during the monthly minimum days for two hours. The Academic Coach will work with the LAPN School Transformation Team to integrating existing professional development efforts at each school site. The effects of the professional development teachers receive will be felt by 100% of LAPN students through improved instruction and learning. The Academic Coach will serve as a general academic resource for teachers and administrators and will be a credentialed professional who will serve as a mentor for teachers. The Academic Coach will assist with the implementation of LAUSD's new teacher evaluation model, which incorporates classroom observation and coaching.
The Academic Coach will also supervise and train the four on-site tutors. The Coach will ensure classroom learning and academic support services are aligned.
Part of the Full Service Community Schools and AmeriCorps tutors model established at YPI and partner programs in the Neighborhood, Academic Coaches are fully credentialled teachers and Tutors are college students (or graduates) with at least two years of postsecondary education who have completed YPI's Tutor Training Program. They provide support services during school hours on the schedule and intensity level established with teachers and administrative staff at each school. Promise Corps staff will work with teachers to pull students out of class for tutoring based on academic need, particularly in math, English Language Arts, and science. The goal is to provide a minimum of 30 hours of academic tutoring each year for each high school student.
The Academic Coach and Tutors will all support Linked Learning, which ensure students are both college- and career-ready. Examples of Linked Learning academic support are assistance with project-based learning, career exploration activities, and mentoring.
Each tutor has 40 students (20 per semester) who receive a minimum of 30 hours of tutoring throughout the academic year in small group or one-on-one sessions during class time.
Tutors receive a school-specific orientation and monthly training on academic concepts, classroom management, CPR, building relationships with key stakeholders, communication strategies, and other topics as needed.
Tutoring will target students scoring in the Far Below Basic (FBB) and Below Basic (BB) categories of the CA State Test, as well as on students at risk of failing the California State High School Exit Exam (CAHSEE).
The Academic Coach will facilitate two Parent Academic Information Sessions during the year. The first will be at the beginning of each school year and will educate parents about the school's student assessments and data tracking, as well as teach parents about A-G and other requirements for college admission. The second Parent Academic Information Session will be held one week prior to the CA State Test to review student progress on regular assessments and to provide parents with test prep strategies and information, such as the importance of eating a good breakfast and getting a good night's sleep.
Tutors will reach out to the parents of tutored students (either over the phone or with in-person meetings when possible) to provide feedback on students' academic progress, strategies to use at home to help students, and feedback on students' behavior and attendance.

The Academic Coaches are based on Pacoima Charter's successful professional development model (the Effective School in the LAPN) that utilizes Grade Level Coordinators and peer learning through Grade Level Collaboration. As well, each school will integrate its own research-based professional development strategies and services as defined in the School Implementation Plan for each target school included separately in Appendix F. General professional development strategies that will be incorporated with the school specific model include the use of teachers within each grade level as a Grade Level Coordinator to support other teachers. These Coordinators receive train-the-trainer professional development (often off-site) so that they, in turn, train their cohort of grade level teachers on the topic. Teachers attend weekly Grade Level Collaboration meetings to ensure alignment in teaching, and share successes and challenges. In the Pacoima Charter model, every 5 weeks the school has a minimum day where students are released at 1:00 PM, providing an opportunity for regular PD training from Grade Level Coordinators. One example of Pacoima Charter's PD is training on the use of Thinking Maps. Grade Level Coordinators were trained by Thinking Maps, Inc. and then they provided the same training to all of Pacoima Charter's teachers. Thinking Maps training gives teachers an understanding of how to visually represent, or map, the critical thinking embedded in the Common Core State Standards. Thinking Maps provide students with both the scaffolds and structures to support a deeper level of understanding which will empower them to become college and career ready.

Segment:	High School Services
Solution:	**Extended Day Learning (Afterschool Services)**
Description:	Students and families attending each of the high schools targeted for services by the Los Angeles Promise Neighborhood have extended day learning opportunities through afterschool programs provided at the school for at least three hours each school day. Services provided included academic assistance via direct academic tutoring by trained Academic Coaches stationed at each target school based on academic weakness defined for each student on standardized tests, as provided by the Los Angeles Unified School District and partnering charter schools in the Neighborhood. Academic support services build upon curricula and lessons from the regular school day, and is supported by regular communication and collaboration between school teachers and Academic Coaches. This academic tutoring is supported by enichment services that directly link to California Department of Education state content standards for high school grades in English Language Arts, Mathematics, Science, and Social Studies. Projects will be created to uphold the values of the California State Content Standards in Artistic Perception, Creative Expression, Historical and Cultural Context, and Aesthetic Valuing. Services and programs provided during the afterschool hours include graphic design, art, and programs such as disc jockey training, digital music, community gardens, photography, Running Clubs and other fitness choices. Services for high schools will include Programs at high schools will provide instruction for students in California High School Exit Examination (CAHSEE) PREP, SAT PREP (required for high school graduation in California, and SAT/ACT Prep. College Ambassadors and Tutors will work with students to prepare college plans and track high school courses to ensure that students are meeting A-G Requirements needed for entry to the University of California and California State University systems of higher education.

Need (segmentation analysis):	• Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011). • Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade level in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • LAPN High School CST Level at or above grade level: 25.8% in English Language Arts, 12.8% Math (LAUSD, 2011-12). • LAPN High School CST Level below grade level: 74.5% in English Language Arts, 87.2% Math (LAUSD, 2011-12). • 87% of 10th grade students pass the California High School Exit Exam (CAHSEE) (CDE, 2010-11). • Average Attendance Rate for LAPN Pacoima High Schools: 94% (LAUSD, 2011-12) • Average Attendance Rate for LAPN Hollywood High Schools: 90% (LAUSD, 2011-12) • Pacoima High School Truancy Rates: An average of 37% (1080) students were considered truant, with San Fernando and Sylmar High Schools experiencing 53% truancy rates, while Vaughn experienced a 3% truancy rate (LAUSD, 2010-11). • Hollywood High Schools Truancy Rates: 43% (563) students were considered truant at Helen Bernstein Complex (LAUSD, 2010-11). • Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (CDE, 2011-12; LAUSD, 2011-12) • Only 11% of LAPN high school students take at least one (1) AP course (LAUSD, 2011-12). • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010) • LAPN High school student mobility/transiency rate = 31% (LAUSD, 2010-11) • LAPN High School Students: 44% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • 38% of student respondents indicate their parents or family members speak to them about the importance of preparing for a career, every day (LAPN Student Survey, 2012) • Yet, 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011).

Evidence:	Research has demonstrated a moderate to strong record of effectiveness for extended day learning and afterschool programs to increase academic readiness and achievement. According to a two-year intervention and random assignment evaluation (Black, Doolittle, Zhu, Unterman, & Grossman, 2008), afterschool programs that integrated models of regular school-day math and reading instruction saw improved reading scores after the first year of implementation. Vandell, Reisner, & Pierce, 2007 completed a two year longitudinal study of 3,000 youth in 35 elementary and middle schools and found that elementary school students who regularly attended afterschool programs over two years showed significant gains on standardized math tests, compared to students that did not participate. Evidence of the effectiveness of after-school programs is described in a Goldschmidt and Huang (2007) quasi-experimental design study of students participating in LA's BEST programs offered at their schools, students attending those same schools but not participating in LA's BEST, and students who attend schools that have not access to LA's BEST program. Results for those students participating in LA's BEST programs reveal higher mean scores in Reading and Math than the non-participating students. Empirical reviews of afterschool programs (notably Durlak & Weissberg 2007) demonstrate that evidence-based afterschool programs focusing on specific social and personal skills that use sequential learning and promote active learning for students have the strongest record of positive results. Called SAFE (Sequenced, Active, Focused, and Explicit) programs, these strategies form the basis of LAPN afterschool programming. They offer clear, measurable performance measures that provide improvements in the areas of achievement tests, school grades, social skills, problem behaviors, drug use, school bonding, and self-esteem of students. As analyzed in the Durlak & Weissberg study, youth enrolled in SAFE programs on average show improvement in areas of achievement tests, school grades, social skills, problem behaviors, drug use, school bonding, and self-esteem. Non-SAFE clusters assessed, according to the study, on average demonstrated measurable positive results in none of these areas
Partners:	YPI, Hollywood Police Activities League (PAL), Hollygrove

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	1862	2095	2328	2561	2794
Percent of Age Cohort within Tar	0.4	0.45	0.5	0.55	0.6
Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS	
Location of Program/Service:	Bernstein High School, STEM Academy, APEX Academy, Alonzo CDS, CCLA, Sylmar Biotech Health Academy, San Fernando Academy

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Each targeted LAPN high school currently has a funded afterschool program operated by LAPN partners that runs from the end of school for three hours (approximately 3-6pm each school day). YPI currently operates afterschool programs at 56 schools (K-12) in Los Angeles and serves over 6,300 students each school day and in the summer with academic and enrichment activities. It is the largest afterschool provider for charter schools in the U.S. and one of the nation's largest high school afterschool providers operating at 32 high schools. YPI's afterschool programs provide academic assistance, enrichment and family literacy services to students and their families. Academic services include tutoring and homework support that assist students in meeting state and local academic achievement standards in core academic subjects and reaching the goal of a college education. Enrichment activities include additional services, programs and activities designed to reinforce and complement the schools' academic programs and are aligned with California state content standards, curriculum frameworks and research-based practices. YPI also organizes an incentive program to motivate students in the program. Families of students will also have access to support services like parenting, college preparation and financial literacy workshops. YPI's after school program is driven by high standards and provides relevant learning experiences, targeted intervention, and a supportive learning environment for students. It focuses on equipping students with the skills necessary to move to the next grade level and preparing them for college and future careers. The after school program will work closely with school administration and teachers to target struggling students (as evidenced by performance on standardized tests) and provide structured support through homework assistance, skill-building and enrichment activities that are aligned with classroom instruction and state standards. They will collaborate to establish comfortable spaces in which students can learn and grow. Also, YPI staff will work closely with school personnel to tie the program to school needs and administer surveys to parents and students to assess and target interests that inform program operations. Programs offered incorporate a structured approach to meet the needs of students, especially those who struggle in core academic areas like English Language Arts and Mathematics. YPI staff will continue to inform and involve school staff in consultation, activities, and professional development to ensure that services provided in the afterschool program link directly to themes and lessons studied in the classroom during the school day to reinforce learning. YPI Site Coordinators will arrange communication with school stakeholders and establish communications regarding services to ensure that the learning in the classroom during the school day is unified with instruction in the afterschool program. Furthermore, teachers at the school site will be hired for teaching roles in the afterschool program as they indicate interest which will allow the program to connect better for homework help, tutoring, and project-based learning and enrichment activities. The academic assistance and enrichment materials used in the afterschool program are directly linked to the California State Content Standards in English/language arts, mathematics, science and social studies. The program utilizes curriculum based on the standards including grade appropriate materials for language arts instruction in areas such as reading comprehension and writing exercises and vocabulary development. It is also based on research providing evidence that the program will help students meet state and local academic achievement standards. Furthermore, YPI will use performance data and research based interventions to operate a structured after school program that will ensure that students' needs are met and they receive the appropriate support in Mathematics and English Language Arts. In addition to assistance in core subjects, the after school program will provide a variety of comprehensive enrichment programs and integrate arts, technology and fitness to encourage learning.

YPI's after school program is based on three main structures: academic support, athletics and enrichment. It begins once the school day ends and continues until 6:00 p.m. First, students assemble in the lunch area and are provided with nutritious snacks. Then, all students participate in Homework Hour to receive help from teachers and tutors with school assignments. After Homework Hour, students have the opportunity to choose to participate in a variety of different athletic and enrichment programs described below.

Academic support: The academic support component incorporates a structured approach to meet the needs of students who struggle in core academic subject areas like English Language Arts and Mathematics. Tutoring and homework assistance is aligned to the California State Standards. It includes small group and one-on-one tutoring and educational activities to assist students to meet grade level proficiencies like project-based learning and homework help. The design for tutoring includes features that research has identified as effective for English Language Learners including interactive teaching methods with immediate feedback/correction, oral practice, and systematic review for reinforcement of vocabulary and pronunciation, and read-alouds.

Athletics: The athletics component promotes physical fitness and healthy lifestyles. Programs are aligned and based on California State Standards for physical and health education including: movement skills and knowledge, self-image, personal and social development. Sports include basketball, soccer, volleyball, cheer, yoga, and martial arts. They reinforce the values of cooperation and good sportsmanship. YPI's physical fitness, recreation and health programs offer knowledge for a lifetime physical activity and nutrition. The program includes information on nutrients and food groups, healthy snacks and advertising.
Enrichment: The enrichment component includes the integration of arts, technology and fitness into learning experiences that complement the regular academic program. The purpose of enrichment is to foster students' abilities to develop problem-solving skills, flexibility, creativity, cooperation, persistence, and responsibility in an environment that is geared towards building self-confidence. Projects uphold the values of the California State Content Standards. The arts programs expose students to different art forms (visual and performing) and teach different media for communication and expression. In addition, YPI integrates technology with program curriculum providing access and opportunity for students to develop literacy skills via alternative methods.
Program curriculum: YPI's youth services program provides a variety of curricula that are offered after school for elementary and middle school students. It continues to offer quality programs that are already established at Camino Nuevo (e.g. Chess Club, Domino Club, Kidzlit Club, CSI Club, Arts and Crafts Club, Drama Club, Urban Art).
Homework Club: Students bring their homework and work closely with tutors who help them understand and complete class assignments. Academic assistance is provided to help students meet the California State Standards in core academic subjects (notably English language arts, mathematics, and science). In addition to homework support, students have access to a variety of books, magazines and test preparation materials provided by Scholastic (research based and library suggested) that are broken down by grade level.
Crime Scene Investigators: Students participate in science activities, build self-confidence and gain an appreciation and excitement for science content and learning. Students participate in science activities, build self-confidence and gain an appreciation and excitement for science content and learning. The design includes features that research has identified as effective for English Language Learners including interactive teaching methods with immediate feedback/correction, oral practice, and systematic review for reinforcement of vocabulary and pronunciation, and read-alouds. The components include Reading for Understanding, Small Group Discussion, and Writing, and Individualized Student Reading with Teacher Support.
Kidzlit Book Club: The Book Club helps students acquire, synthesize and evaluate written information and develop the language to communicate their comprehension of various books and topics. This curriculum utilizes high quality children's literature from which students can choose from a variety of topics that are grade and reading level appropriate. This program gives students the opportunity to respond to literature in multiple ways and develop a lifelong interest in reading. It also promotes student understanding and reading enjoyment. The Development Studies Center Kidzlit curriculum is similar to Lucy Caulkin's Readers and Writers Workshop-style instruction and is used in Los Angeles County Office of Education schools. Activities are conducted before during and after the book is read to support reading comprehension and dialogue.
World Explorers/Travel Club: Students learn and do activities across various curricula to learn about other cultures and time periods through the exploration of 11 countries.
Athletics/Recreation: Students participate in physical fitness activities including sports (e.g. basketball, soccer, volleyball, cheer, yoga, and martial arts) and healthy living instruction. The athletics program utilizes SPARK curriculum, and students learn about the values of nutrition, proper eating habits, and positive energy through indoor and outdoor structured lessons.

Chess/Domino Club & Gamers Club: Playing chess and dominoes allows students to utilize and strengthen higher level thinking skills including: decoding, pattern recognition, comprehending, and analyzing. Students learn language, reading, math and geography skills through 11 subject matter based board games. They include: Countdown, Battleship, Scrabble, Managing my Allowance, Earthopoly, Bank Account, Budget, My Food Factory, Spell Checkers, Chess Teacher Game, 10 Days in Asia, America's Great Cities Jingo, and Stare. They develop strength of character, self esteem, understanding of triangulation methods, problem-solving, logic and reasoning, and conceptualization skills.
Arts and crafts: Students participate in art activities and craft projects. The arts program utilizes Lakeshore curriculum and completes theme-based projects. Arts and crafts activities are also conducted using multicultural perspectives as project ideas come from different countries around the world.
Urban Art: Students learn about urban art forms like graffiti. They learn its history and positive uses and complete projects like murals for school beautification.
Drama: Students learn about the elements of theater: vocabulary, creative expression, theatrical skills, and the use of drama to support other academic subject areas.
College and career preparation: Classes and activities are provided for students and families regarding higher education and career pathways. Students and parents participate in workshops that cover topics like financial aid, test preparation, college requirements and processes. Students also have the opportunity to go on field trips to local colleges and benefit from visits from college representatives. Guest speakers from various careers give address the importance of continuing education and going to college.
Journalism/21st Century Times: Students come together and express their creative voices as they communicate about news and current events that interest them. They will create newsletters that will allow them to learn about responsible and effective writing and utilize technology to convey their thoughts and ideas. They will also have the opportunity to use media equipment like digital cameras to capture stimulating images that will be incorporated with their written articles.
Project Citizen: In this student led club, students will channel their energy toward solving real world problems in the community. They will experience the possibilities of democratic citizenship by planning and completing a service project that will create meaningful change for their fellow students and community members. Technology will be integrated into this program as students will use it to conduct research and organize activities and events. Participation and completion of projects through this club will meet school service learning requirements.
Hollygrove will provide a year-round afterschool program for 40 high needs youth that offers instruction in healthy life skills (including nutrition) and literacy, academic tutoring and achievement, social skills training, recreation activities, and gang prevention and addiction prevention workshops.
FT Coordinator and average of 3 hours/day for Tutors. Each Tutor serves 20 students; usually 6 tutors.

CAHSEE preparation workshops, SAT prep workshops,
The LAPN Afterschool program design is based on YPI's successful afterschool programs that currently operate at 56 schools throughout Los Angeles.
The afterschool program will be provided at each high school until 6:00 P.M. or for a minimum of three hours each school day.
Each HS will have a FT Afterschool Coordinator, who will work closely with the Academic Coach and Tutors and the Full-Service Community School Coordinator and Family Advocate to ensure a seamless continuum of services at each target school. Each Tutor serves 20 students; there are usually 4-6 Tutors total. Afterschool Coordinators are FT in order to ensure they can build relationships with school staff and students throughout the day and provide additional support to the school when needed. In addition, a FT position enables the Coordinator to provide programs targeted to parents and families. The FSCS Family Advocate will support the Afterschool Coordinator in providing parent programs.
Services provided included academic assistance via direct academic tutoring by trained a Academic Coach stationed at each target school based on academic weakness defined for each student on standardardized tests, as provided by the Los Angeles Unified School District and partnering charter schools in the Neighborhood. Academic support services build upon curricula and lessons from the regular school day, and are supported by regular communication and collaboration between school teachers and Academic Coaches. This academic tutoring is supported by enichment services that directly link to California Department of Education state content standards for elementary grades in English Language Arts, Mathematics, Science, and Social Studies.
Projects will be created to uphold the values of the California State Content Standards in Artistic Perception, Creative Expression, Historical and Cultural Context, and Aesthetic Valuing. Services and programs provided during the afterschool hours may include graphic design, art, and programs such as disc jockey training, digital music, community gardens, photography, performing arts workshops.
Sports programs, like Running Clubs, soccer tournaments, basketball, flag football, cheerleading competitions, dance competitions, and other fitness choices.
Structure complements the instructional day- work w/ teachers and admin to understand goals of school; individualized program plan for each school to ensure it enhances the school day and increases test scores.
Educational and cultural field trips coordinated in collaboration with the FSCS program (see FSCS program for details).
Project-based learning integrated with afterschool program.
Hollywood PAL's Youth Leadership Council (YLC) is a student-led program that gives children a chance to give back to their community. PAL YLC kids have helped distribute turkeys at Thanksgiving, volunteered for Special Olympics and Project Angel Food, raised money for Ronald McDonald House and American Cancer Society and have visited residents in a local assisted living facility through the Adopt-a-Grandparent program.

Segment:	High School Services
Solution:	**Arts & Humanities Enrichment Program**
Description:	In an effort to improve academic performance and graduation rates, and promote grade level advancement, students attending each of the high schools and residing in the Los Angeles Promise Neighborhood will have access to a variety of arts, humanities, enrichment, and service learning programs provided by YPI and its partners.
Need (segmentation analysis):	• Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011). • Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade level in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • LAPN High School CST Level at or above grade level: 25.8% in English Language Arts, 12.8% Math (LAUSD, 2011-12). • LAPN High School CST Level below grade level: 74.5% in English Language Arts, 87.2% Math (LAUSD, 2011-12). • 87% of 10th grade students pass the California High School Exit Exam (CAHSEE) (CDE, 2010-11). • Average Attendance Rate for LAPN Pacoima High Schools: 94% (LAUSD, 2011-12) • Average Attendance Rate for LAPN Hollywood High Schools: 90% (LAUSD, 2011-12) • Pacoima High School Truancy Rates: An average of 37% (1080) students were considered truant, with San Fernando and Sylmar High Schools experiencing 53% truancy rates, while Vaughn experienced a 3% truancy rate (LAUSD, 2010-11). • Hollywood High Schools Truancy Rates: 43% (563) students were considered truant at Helen Bernstein Complex (LAUSD, 2010-11). • Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (CDE, 2011-12; LAUSD, 2011-12) • LAPN High School Students: 44% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • 38% of student respondents indicate their parents or family members speak to them about the importance of preparing for a career, every day (LAPN Student Survey, 2012) • Yet, 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011).
Evidence:	Research has demonstrated enrichment services as a promising practice to improve academic performance and readiness for grade level advancement. In a national study using a federal database of more than 25,000 students, a researcher found higher performance on standardized achievement tests among students with high arts involvement. They watched fewer hours of television, volunteered more often, and reported less boredom in school (Catterall 2002). A different study by the same researcher found that “intense involvement” in the arts during yields higher levels of achievement in high school and higher college attainment (Catterall 2009).
Partners:	YPI, Boys & Girls Club of the San Fernando Valley (BGCSFV), Harmony Project (HP), The Unusual Suspects Theatre Company, The Actors' Gang, The HeArt Project, Friends of the Family

IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Children Served:	3725	3958	4190	4423	4656
Percent of Age Cohort within Target Schools Served:	0.8	0.85	0.9	0.95	1
Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS	
Location of Program/Service:	Boys & Girls Club of the San Fernando Valley facility, HP Offices at 817 N. Vine Street, all LAPN target schools

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. LAPN will coordinate arts and humanities enrichment activities for students at target schools and throughout the Neighborhood. LAPN students will benefit from the many thriving arts organizations that already operate in the LAPN, many of which are affiliated with the Hollywood entertainment industry. Each target school will offer enrichment as part of the extended day (afterschool) program provided daily.

For 46 years, the Boys & Girls Club of San Fernando Valley (the Club) has been in the forefront of youth development in the impoverished community of Pacoima, working with young people from disadvantaged economic, social, and family circumstances. The Boys & Girls Club of San Fernando Valley has actively sought to enrich the lives of girls and boys whom other youth agencies failed to reach. The Club is dedicated to ensuring that our community's disadvantaged youngsters have greater access to quality programs and services that will enhance their lives and shape their futures. Our facility and programs are also designed to allow access to students with disabilities and English Language Learners. The Club offers year-round afterschool and summer programs offered daily to youth ages 7-18 and their families that includes programs in education, sports, careers, fitnees/rec, health and life skills, arts, character and leadership, family preservation. The Club's Arts and Multi Media programs include activities like learning air brushing, photography, clay sculpturing, candle making, digital & fine arts, model building, and more. This program helps to broaden the horizons of youth; encourage inter-group understanding and provide an opportunity to develop skills in the creative arts. The Club's Character & Leadership programs include "Teens Take Action - Keystone Club" and the "Juniors Take Action -Torch Club." These Leadership programs provide youth with opportunities for planning community events, decision-making, and instill a sense of civic responsibility.

Harmony Project (HP) is an award-winning research-based nonprofit organization that targets at-risk youth in underserved areas of Los Angeles. HP promotes positive youth development through on-going year-round music lessons and ensemble participation. Harmony Project is the winner of the 2009 Coming Up Taller Award, the nation's highest honor for an arts-based youth program, which is administered by the President's Committee on the Arts and the Humanities. The Harmony Project provides music instruction to 272 low-income students in Hollywood and has 2 youth orchestras for 171 students. HP will expand to provide an introductory course in musicianship instruction to 60 new students in Hollywood, and provide musical instruments and instrumental music instruction to 30 new students who have completed an introductory course with HP. HP requires ongoing school attendance of all students, and develops leadership through service learning. HP also provides parent orientation, education, referrals, and ongoing support, including parent music classes. HP students receive tuition-free instruction from early elementary or middle through HS graduation. HP provides college scholarships for students who graduate HS, are accepted to 2 or 4 year college or trade school, and complete the application requirements. 95% of HP graduating seniors (over 60) have attended college.

The Unusual Suspects Theatre Company (US)'s current work in Pacoima centers around the intensive Theatre Residency Program, which employs performing arts methods to help youth from at-risk and underserved environments find their voice, develop self-esteem and respect for others, as well as communication, coping, teamwork and other pro-social skills. These skills serve as protective factors and help youth make such positive life choices as staying in school, choosing peaceful conflict resolution over violence, avoiding gang involvement and overcoming difficulties at home. Each Residency consists of one 10-week Playwriting Workshop and one 10-week Performance Workshop. Each Playwriting Workshop culminates in a public staged reading of youth's original script by professional actors (Page Play). Each Performance Workshop culminates in a full production of the original play, which youth perform themselves for a public audience. Certified under California State Education Standards for English Language Writing and Visual and Performing Arts, our workshops are taught by professional teaching artists (TAs), who have arts education and theatre backgrounds and have been trained to work with at-risk populations. Workshops focus on either playwriting or performance, and all incorporate aspects of playwriting, improvisation, acting and violence-prevention techniques. They emphasize reading aloud, line memorization and writing, enhancing the youth's English language and writing skills. During the Playwriting Workshops, participants learn how to format a play, develop characters and character arc, and apply concepts such as theme and plot to their writing. Performance Workshop participants develop their acting techniques, experiment with sound and movement to express their characters, and learn production and blocking concepts. Our workshop curricula, developed over the last 18 years, are based on best practices in performing arts education. They are also designed to address the needs of our participants, who face multiple challenges, including mental health and anger management issues and poor social/communication skills.
Over the course of each 10-week workshop, up to 30 youth meet in ensemble with approximately 10 caring adults (three paid TAs, US program staff and up to six volunteer mentors) twice per week, for two to three hours at a time. This 3:1 youth-to-adult ratio ensures individualized attention for each participant. Workshops are designed to encourage participants to work as a group, requiring them to be expressive, respectful and willing to listen. Each participant receives an average of 70 hours of direct service per 10-week workshop, including mentorship, team building exercises, and performance and writing labs. (Youth that participate in both Playwriting and Performance Workshops receive an average of 140 hours of direct service.) At the conclusion of each workshop and culminating Page Play or full performance, participants receive a completion certificate, participate in a question/answer period with the audience, and enjoy a cast party and closure circle with their mentors.
The Unusual Suspects will implement 3 Theatre Residency workshops per year in Pacoima, serving 120 youth and families annually, plus an additional 800 PN residents, service providers, and local volunteers will be impacted each year by attending Page Plays and performances, and by participating in post-performance community discussions.

Friends of the Family, a non-profit community-based organization, is among Southern California's most highly regarded family resource centers. Located in the heart of the San Fernando Valley, Friends of the Family (FOF) provides a safety net of support for approximately 4,000 individuals each year. FOF offers over 30 programs, including, but not limited to, after-school enrichment for children and adolescents, mentoring, parenting education and family literacy, teen parents support, financial literacy and income security support, and individual and family counseling. The overall agency purpose is to lift children and their families out of poverty, protect them from abuse and neglect, and ensure they have access to health care, quality education and a supportive, resourced community. In the LAPN Friends of the Family will provide a 4Rs Girls & Boys Mentoring Program and academic & arts enrichment with life skills development as well as enrichment services to support learning through multimedia production.

Service Learning will help youth to develop large scale community service projects.Service Learning will help youth to develop large scale community service projects, and will be provided daily as part of extended learning services at afterschool programs at target schools, and at LAPNNeighborhood Centers in the afterschool hours for neighborhood youth not enrolled in these target schools. Service learning projects will be ongoing and available to each LAPN youth.

The Actors' Gang will provide free in-school, after-school and summer session theater workshops for Bancroft Middle School students in the period of 2013-2018. HHS serves some of the students who live within the LAPN boundaries, though it is not target schools. This 20-week program merges The Actors' Gang's after-school curriculum with the intensive work of our nationally recognized Prison Project, and focuses it on middle school and high school teens struggling with Hollywood-area gangs. Through this program, specially trained teaching artists work with "at-greater-risk" youth with a focus on building emotional control, tolerance of others, and community-building, skills which can specifically help them in choosing against gang involvement and also in re-entry from a gang environment back into our shared community. The project's mission is to support the academic and social-success of student participants through specially designed theater and expressive-arts after-school classes, with the hope of decreasing participants' odds of entering gangs, and for those already in gangs, increasing participants' odds of exiting gangs successfully.

The first 10 week session is centered on playing theatre games to enhance focus and ensemble building among the group. Students work with Gang company members to develop their own characters based on the historical stock characters of the Commedia dell' Arte. The second 10 week session focuses on the process of structuring these characters into a performance demonstration. Students learn how to write their own text in addition to working with classical text. Students participate not only as actors, but also as writers, directors, and designers in this process of developing theatre. Of note: Artistic Director, Tim Robbins, will participate in this program as a visiting teaching artist as his schedule allows. This provides a remarkable opportunity for young students to work with an Oscar-winning actor.

In addition, the classes will incorporate expressive arts such as expressive journaling and drumming, which have been shown to help alleviate stress and physical pain, and to increase feelings of well-being and self-esteem (Snow & D'Amico, 2010). Warm-ups utilize mindfulness mediation, which was found to reduce feelings of stress and negative mental health, while increasing emotional intelligence Chu (2010). Participants will partake in improvisation and role-playing, and receive instruction in commedia dell'arte, a theatrical genre that is stylized, emotionally expressive, and movement-oriented. The participants will have the opportunity to perform and demonstrate skills in an invited workshop performance for other students and families. The program will employ expressive-arts modalities that have been shown to support mental health and decrease mental-illness symptoms (Stucky & Noble, 2010), and build pro-social skills such as empathy (Ocean, Bigin, & Erazar, 2011).

The rationale for offering this service includes the fact that dramatic-arts and expressive-arts interventions have been beneficial to at-risk youth (Stinton, 2008). Benefits have included a decrease in symptoms of mental illness, increased pro-social and peer support, nonviolent channeling of tension and aggression, and increased self-esteem (Stinton, 2008). With an eye toward these benefits of dramatic arts interventions with at-risk populations, The Actors' Gang would aim to provide pro-social and peer-support benefits for young adults who are experiencing reentry from gangs, many of whom have become estranged from their former peer groups and families during the process. The Actors' Gang hopes to supplement the already offered educational and job-training services for youth in Hollywood by encouraging pro-social skills, peer support, nonviolent expression of anger and tension, increased self-esteem, improved feelings of wellness, and support for academic success.

The HeArt Project operates the Hollywood Media Arts Academy (HMAA), which is the product of a unique partnership with the LA County Office of Education. HMAA provides focused arts instruction and core subject instruction to alternative high school students. The HeArt Project will provide its "ladder" of increasingly advanced arts oportunties to an additional 600 students. HMAA has the potential to serve as hub for continuum of solutions targeted toward keeping high-risk students in school and on track to graduate, as the HeArt Projct also provides long-term comprehensive support services to its students intended to build the skill sets essential to workforce readiness, provide opportunities for social interaction, and effectively involve parents and families.

Segment:	High School Services
Solution:	**Violence & Gang Prevention Programs**
Description:	LAPN's violence and gang prevention strategy combines prevention and intervention services leveraged from multiple programmatic and funding sources, including the City of Los Angeles' Gang Reduction & Youth Development (GRYD) program and Summer Night Lights.
Need (segmentation analysis):	The City of Los Angeles has one of the highest violent crime rates in the nation, as determined by the Federal Bureau of Investigation's Uniform Crime Reports (UCR). During 2010, the violent crime rate per 100,000 people totaled 566.5, compared to a State of California violent crime rate of 440.6 and a United States violent crime rate of 403.6. While gang violence in LA County has declined recently due to strategies such as BJA's Project Safe Neighborhoods programs, gang and gun violence remain grave. LA County law enforcement has documented over 1,300 street gangs with over 150,000 members. Crime rates in the targeted LAPN community have soared. According to the 2010 Los Angeles Police Department (LAPD) Statistical Digest, the Hollywood Community Police Station ranked the third highest in Total Part I offenses (homicide, forcible rape, aggravated assault, robbery, burglary, larceny, and vehicle theft) in the entire City from 2009 to 2010 (out of 21 crime divisions). The rate of 38.6 per thousand residents is the sixth highest in the entire City and significantly higher than the 29.2 city-wide averages for Part 1 Crimes for 2010. Crime is clustered in reporting districts targeted for LAPN services. In LAPD Reporting District (RD) 645 there were 571 Total Part 1 Offenses in 2010, a rate of 127.4 per thousand residents. For LAPD RD 646 the rate was 125.5. For LAPD RD 647 the rate was 100.7. These targeted reporting districts have Total Part I Offenses rates that are over 3-4 times higher than the City of Los Angeles average of 29.2. In Hollywood's southeast area (LAPD RD 668), law enforcement has secured two gang-injunctions to address criminal activities perpetrated by two of the most violent street gangs in the nation: Mara Salvatrucha 13 and their rival, 18th Street. As defined by surveys and focus groups, gang crime and violence are top concerns of residents, a finding supported by the LAPD RD 668 data (2010), which shows that this area has the highest incidence of gang-related crime in the Hollywood Division. Results in 2011 from the LAPN planning process revealed a staggering 81% of survey respondents identified public safety and gang violence prevention as the top need. About 40% of parents report that children do not have safe routes to school, and over 2/3 do not think it is safe for children to play outside without adult supervision. Less than 1/2 of residents reported feeling safe at night. • LAPN High School Students: 78% (3,632) feel safe at school (LAUSD Student Experience Survey, 2010-11) • 74% of LAPN students feel sage on school grounds (9,485) (LAUSD Student Experience Survey, 2010-11) • 72% of LAPN students feel safe in the neighborhood outside the school (9,228) (LAUSD Student Experience Survey, 2010-11) • Only 43% of LAPN students feel safe traveling to and from school (5,511) (LAPN Community Survey, 2011) • 59% of youth and families in the LAPN feel safe walking in and around their neighborhood (LAPN Community Survey, 2011). • 81% of Hollywood and 92% of Pacoima LAPN survey respondents selected "Public safety and gang violence prevention" as a primary area of need (LAPN Community Survey, 2011).

Evidence:	Research has demonstrated promising practices leading to moderate effectiveness of programs implemented in the LAPN. The Gang Reduction and Youth Development (GRYD) program of the City of Los Angeles had an independent third party evaluation completed by the Urban Institute (Dunword et all 2011) in July 2011. This found that more than half (60%) of the eligible at-risk youth (youth age 10-15 meeting high risk levels) who were enrolled in GRYD and retested six months later now had risk levels that would be considered ineligible for program services, using the Youth services Eligibility Tool (YSET) of assessment for gang involvement and violence. According to the report , "enrolled youth showed substantial and statistically significant improvements on all seven attitudinal risk scales." (p. 9) "Part I and Part II crimes in GRYD zones and SNL areas generally decreased fromJanuary 2005 through December 2010, with declines being steeper following GRYD program implementation.) (p.10). The Operation Peacekeeper program has demostrated moderate levels of effectiveness as demonstrated in Braga's (2008) pre/post–comparisons showed that the average monthly count of gun homicide incidents decreased by about 35% in 1997–2002 in Stockton, Calif. This study used a nonrandomized quasi-experimental design to compare Stockton gun homicide trends to other comparable California cities during this time frame. In an examination of the City of Philadelphia Foot Patrol program, Ratcliffe et al (2011) conducted a randomized controlled trial and "found that the target areas experienced a relative 23 percent statistically significant reduction in reported violent crime in comparison with the control areas."
Partners:	City of Los Angeles, El Nido Family Centers (El Nido), Our Streets Dream

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	1862	2328	2794	3260	3725
Percent of Age Cohort within Targ	0.4	0.5	0.6	0.7	0.8
Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners and LAPN Funding as detailed on budget				

IMPLEMENTATION DETAILS

Location of Program/Service:	Lemon Grove Park, El Nido FamilySource Center, Humphrey Park, Richie Valens Park, all LAPN target schools

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. The City of Los Angeles has developed and implemented a highly effective gang prevention and intervention strategy that uniquely melds prevention and intervention services in a neighborhood deployment pattern to target gang problems. Twelve GRYD zones have been established in Los Angeles in communities most affected by gang activities, including Pacoima (part of the LAPN). Each zone receives an increased police presence, as well as prevention, intervention and re-entry programs targeted to youth residing, including Summer Night Lights programs that provides activities and resources for youth at area parks after dark. LAPN will work with the City to expand GRYD activities within LAPN in Pacoima and Hollywood using the El Nido program model, which has received the highest rate of all GRYD programs across the City. Summer Night Lights in Pacoima will be expanded from its current two parks to include all five parks in the LAPN. Hollywood will increase activities provided after dark at its one public park. LAPN will provide greater intensity of GRYD services in Pacoima, while bringing the GRYD program to Hollywood. Services will include an increased focus on case management for at risk youth age 14-16 in high school, enhanced enrichment activities for youth, and other youth development and community leadership programs that will target an additional 250 Pacoima youth and 350 Hollywood youth each year. LAPN will also include truancy prevention (modeled on the Positive Action program and including interactive kits for parent/child communication and improvement of academic and behavior indicators). This targets families at area schools and addresses behavioral issues, including disruptive behavior, character issues, and academics. Gang prevention is modeled on Operation Peacekeeper in Stockton to address gang violence among youth age 10-18 and includes the use of Youth Outreach Workers. The LAPN will work with LAPD to expand use of Foot Patrol in high crime parts of the LAPN, which builds on existing programs already provided by the Hollywood Community Police Station. This provides an accessible local policing strategy that will target hot spots and offer a nonthreatening presence.
As Lead Agency for the Pacoima Gang Reduction and Youth Development (GRYD) effort, El Nido incorporates the GRYD Prevention Model of Practice for family‑centered services. Strengths‑based and solution‑focused approaches are employed to reach behavioral goals (i.e., prevention of gang joining and improvement in school adjustment) for a minimum of 150 youth annually. Services include: assessment/care planning/case management; group psychosocial education (with concurrent but separate sessions for parents and youth, who come together around common topics to open dialogue and constructive interaction at home); parent and youth support groups; individual/family counseling; and youth development activities. The latter includes: the Gentle Barn (engaging youth with animals to promote compassion, respect for others and healing); substance abuse prevention/treatment groups (Total Family Support Clinic); group and individual tutoring; Running Club; Photography workshops; and service learning (e.g., community beautification) projects. El Nido's GRYD is also an active participant in/contributor to Summer Night Lights, a goal of which is to make parks more welcoming for children, youth and families, increasing their sense of safety in the broader community.
Violence and Gang Prevention programs will be coordinated through the Full-Service Community School program at school sites. The FSCS Coordinator will also be well-informed about community-based programs like GRYD in order to provide referrals as appropriate. The FSCS Coordinator will research and recruit in-kind gang prevention workshops for students and parents. FSCS Coordinators will also provide students and parents with anti-bullying workshops.
LAPN will support the development of Safe Routes to School, including applying for additional funding sources for the initiative, like the City of LA's Healthy Eating, Active Living funding and the Byrne Criminal Justice Innovation Program federal funding for neighborhood safety programs.
Our Streets Dream will work with 20 youth targeted by LAPN schools that are in need of specialized gang intervention, substance abuse prevention and truancy intervention yearly (100 youth over the 5 years) along with their families.

Segment:	High School Services
Solution:	**21st Century Technology**
Description:	Target high schools in the Los Angeles Promise Neighborhood will receive 21st Century Technology services in order to bridge the "digital divide" and provide LAPN students with the substantial social benefits that advanced information and communications technologies bring.
Need (segmentation analysis):	School Access to Computing Device and Broadband Internet • At least half (49%) of student access a computing devise and internet during school hours (LAPN Student Survey, 2012). • Of these, 61% utilize computing device and internet for at least 30 minutes (7% of school day) (LAPN Student Survey, 2012). • 39% utilize computing device and internet for 2-hours each time (28% of school day) (LAPN, Student Survey, 2012). • However, 10-13% of students DO NOT access a computing device or internet while at school at all (LAPN, Student Survey, 2012). Home Access to Computing Device and Broadband Internet • An average of 46% of respondents access a computing device and internet at home, every day (LAPN, Student Survey, 2012). • Of these, 27% utilize computing device and internet for at least 30 minutes (LAPN, Student Survey, 2012). • 58% utilize computing device and internet for 3-hours each use (43% of day) (LAPN, Student Survey, 2012). • However, 15% of student DO NOT access a computing device or internet at home, at all (LAPN Student Survey, 2012). Community Access to Computing Device and Broadband Internet • Of those students not accessing a computing device or internet at home, 46% indicate accessing these at a friend or relative's house (LAPN Student Survey, 2012) • Of those students not accessing a computing device or internet at home, 35% indicate accessing these at public library or computer center within their neighborhood (LAPN Student Survey, 2012).

Evidence:	Research has demonstrated promising practices leading to moderate effectiveness of programs implemented in the LAPN for educational technology. Fairlie (2012) in a random assignment study of minority and low income students attending a community college in Northern California followed two groups of financial aid students over two years: one received free computers in their home and a control group did not. Evidence suggests that those receiving the computers had higher academic achievement rates. In Slavin & Lake 2008, the authors examined 86 studies that met the following criteria: use of a randomized or matched control group, a study duration of at least 12 weeks, and achievement measures not inherent to the experimental treatment. The authors found a moderate improvement in academic achievement for computer-assisted instruction (CAI). Chueng (2012) examined technology programs and characteristics of their evaluations affect reading outcomes for students in grades K-12 in 84 qualifying studies based on over 60,000 K-12 students. The study found a positive (+.16) result in comparision with traditional methods.
Partners:	YPI

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Children Served:	3725	3958	4190	4423	4656
Percent of Age Cohort within Target Schools Served:	80%	85%	90%	95%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	YPI Public Computer Centers in the LAPN: Ramona Elementary School, YPI Hollywood FamilySource Center, Kingsley Elementary School, Lemon Grove Park, Hollywood Public Computer Center (Van Ness), Sylmar High School, Library Plaza, SFiAM, Plaza Pacoima, Time Warner Center, CCLA, Vaughn, San Fernando Gardens, Pacoima Charter, David Gonzales Recreation Center, Maclay Middle School, Maclay Community Center, YPI Valley Headquarters, Richie Valens Recreation Center, YPI Youth WorkSource Center

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Lead Agency YPI has opened 20 Public Computer Centers throughout LAPN with the support of the U.S. Department of Commerce's Broadband Technologies Opportunity Program. Each of these Centers (also located in selected target schools discussed above) offers desktop and laptop computers with broadband access as well as instructional resources, linkages to area schools, and programs to encourage advanced computer and broadband use in the high need neighborhood served by LAPN. Each Center will become a site for expanded and integrated LAPN services offered in the community near 'hot spots' of high need for youth and families. YPI's Educational Technology Department offers workshops and classes at these centers. Typing For Kids helps students ages 10 and up learn to type efficiently. This is a self paced course with an instructor to provide assistance. The program is web based so students can continue their practice at home. Each school and enrolled students will have access to 21st Century Technology Skills through classes and technology services offered daily in the Afterschool Program. This includes specific instruction, such as Video Game Design, as well as grade appropriate computer literacy for elementary, middle, and high students, as well as parents (before and after school hours). Youth and family members will access technology resources and services at school-based Public Computer Centers (in locations discussed above), in existing School Computer Labs, and in community-based Public Computer Centers discussed above. The LAPN has two Technology Coordinators who will provide instruction, and also train the full time FSCS Coordinators and Parent Advocates at each school to lead computer technology instruction for youth and families. For high school youth, SAT Math Prep workshops help prepare students for the Math portion of the exam in group classes. We offer a series of practice tests, diagnostic tests and video lessons.
YPI's Educational Technology Department (EdTech) oversees the Public Computer Centers. EdTech hires staff from within the communities where YPI works, and regularly provides professional development and staff retreats so staff are innovative, mission-driven, and always knowledgeable about the newest technologies. One of EdTech's strengths is its flexibility in content creation to allow for creativity and the use of personal strengths. All members of the EdTech team collaborate to create new course content. EdTech staff set up an open source (free of charge) data collection system to capture data for all 80 BTOP Public Computer Centers; the system is user-friendly and fully self-managed. EdTech similarly created an open source help desk system for the Public Computer Centers, which allows users to submit a "ticket" to request a computer technician. EdTech technicians receive tickets electronically and respond within 72 hours.
YPI is the umbrella agency for the Los Angeles County Regional Broadband Consortia (LACRBC), whose mission is to provide leadership in Los Angeles County to close the digital divide by accelerating the broadband deployment, access, and adoption that will promote economic growth, job creation, and the substantial social benefits that advanced information and communications technologies bring. LACRBC is engaged in a $2.3 million project that will address the "digital divide" in Los Angeles County over a three- year period. The Consortia will act as a leader in Los Angeles County by hosting discussions about broadband, spreading broadband awareness, supporting adoption, and providing educational training that will improve the digital literacy skills of residents countywide. The project is designed to promote regionally appropriate and cost-effective broadband deployment, access and adoption. The Consortia is representative of organizations that include but are not limited to K-12 education, community-based organizations, and businesses. Together, each sub-region will carry out work in its respective communities to reach overall countywide goals for broadband deployment, access, and adoption.

Segment:	School Transformation
Solution:	**Parent Trigger**
Description:	Parents at all schools in the Los Angeles Promise Neighborhood can vote for school transformation at low performing schools through “Parent Trigger,". This California law (finalized in September 2011) allows parents with children at troubled public schools to "trigger" one of the four school intervention models when a majority of parents at the school sign a petition.
Need (segmentation analysis):	• Less than half (48%) of children, from birth to kindergarten entry participant in center-based or formal home-based early learning settings of programs in LAPN (Los Angeles County Health Survey, 2010; LAPN Community Survey, 2011). • Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade level in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (CDE, 2011-12; LAUSD, 2011-12) • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010) • 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011).

Evidence:	The 'Parent Trigger' and similar laws are new and can be considered a promising practice. There is moderate to strong evidence of effectiveness that parental involvement in the education of their children has a positive effect on academic achievement. Van Voorhis (2010) described a two year quasi-experimental study of students and families (N=153) attending four elementary schools to assess the success of a (Teachers Involve Parents in Schoolwork - TIPS) program. Results indicated that experimental students and families had higher levels of family involvement, more positive attitudes regarding math and homework significantly higher standardized mathematics scores than students in the Control group. Durand (2011) examined data from the Early Childhood Longitudinal Study (N = 2,051) regarding Latino parents school and home involvement, regression analyses demonstrated "that parental involvement was a significant predictor of children's literacy skills above controls." Nye at al (2006) conducted a meta-analysis of parental involvement and its effects on student academic achievement across achivement domains. Under the random effects model, the overall achievement effect of parent involvement was d=0.45. The authors concluded that there is a positive and statistically significant correlation between parent involvement and student achievement. The American Institutes for Research reported in its assessment of First 5 LA's Parent and Child Outcomes study (2008) that parents who partake in literacy training programs and learn the use of literacy resources will offer their child a "highlighted statistically significant growth" in literacy and comprehension skills. The Harvard Family Research Project (2009) suggests "that family engagement promotes a range of benefits for students, including improved school readiness, higher student achievement…and increased likelihood of high school graduation." In the Harlem Children's Zone's Early Head Start (EHS) program "modest but significant effects were found for parents participating in EHS," primarily revealing that EHS parents were "more supportive" of their children's emotional and cognitive development, and children enrolled in EHS were found "to score significantly higher on the Peabody Picture Vocabulary Test-III and the Bayley Scales of Infant Development than children in the control group."
Evidence:	Henderson and Berla (1994) reviewed 66 studies concerning parental involvement linked to student achievement and concluded that when parents are involved in the education of their children, academic achievement increases. Keith, et. al. (1993) examined data from 21,814 students and parents from the National Education Longitudinal Study and concluded that parental involvement has a strong effect on the academic performance of eighth graders in all subjects, but with especially strong results in math and social studies. A parenting education study (Hara & Burke 1998) analyzed an inner-city parent involvement program in Chicago, Illinois and revealed that students are not the only ones who benefit from parent involvement. Active participation by parents in their child's education results in increased interest in and desire for educational and learning opportunities for themselves. The Hara and Burke study also found that "social capital—the relationships and interactions among people—also increases when school-home partnerships are formed." Similarly, a Harvard Graduate School of Education study (Henderson and Mapp 2002) discovered that students with involved parents are more likely to earn higher grades and test scores; achieve grade promotion, and graduate and go on to post-secondary education. A study of 81 high-poverty Title I schools by Westat and Policy Studies Associates (2001) found that three practices of teacher outreach lead to a 40-50% faster gain in reading and math. Those teacher outreach practices included meeting families face-to-face; providing materials for home instruction; and regular parent communication.
Partners:	Parent Revolution

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Families with Children under 18 Served:	1135	1700	2260	2835	3400
Percent of Families with Children under 18 within Neighborhood:	0.1	0.15	0.2	0.25	0.3
Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Per-Child Cost:	N/A	N/A	N/A	N/A	N/A
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	LAPN target schools that are Program Improvement Year 3 or higher

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. LAPN Partner Parent Revolution has organized parents throughout California to establish formal, school-based, autonomous, and highly structured organizations called “Parents Union” chapters, which will be created at each LAPN school that is Program Improvement (PI) Year 3 or higher to provide outreach and to prepare for a parent vote if the school then becomes PI Year 4. Parents Union chapters design campaigns for policy changes at their local school with the technical assistance and guidance of Parent Organizers. The campaign chosen by a Parents Union chapter depends on the unique conditions of its school and may include a Parent Trigger petition drive. Supported by Parent Revolution, the LAPN will work to educate and provide parents with tools to transform the schools as needed, and to provide parents with additional educational options through working with Parent Centers, providing workshops explaining options, and supporting local Parent Unions is implementating the restructuring process. Parents Unions will empower LAPN parents to have an active voice and role in their children's school and education. Parents can apply the Parent Trigger law when the school is in Program Improvement Year 4 or above, has an Academic Performance Index (API) score under 800, and is not a part of the federal “School Improvement Grant” program. The LAPN The purpose of this is not only to prepare for one of the four school intervention models, but also to create a vehicle for parents to apply pressure on school administration officials in order to achieve academic improvements critical to the education of their children.

Segment:	School Transformation
Solution:	**School Choice (Charter, Public School Choice Public Schools, Zones of Choice)**
Description:	A critical part of transformation in the Los Angeles Promise Neighborhood is a wider range of school choice for parents through school 'Zones of Choice', parent unions, the use of 'Parent Trigger' law in California and partnership with Parent Revolution, and LAUSD's innovative Public School Choice transformation process for persistently-lowest performing public schools.
Need (segmentation analysis):	• 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011). • Less than half (48%) of children, from birth to kindergarten entry participant in center-based or formal home-based early learning settings of programs in LAPN (Los Angeles County Health Survey, 2010; LAPN Community Survey, 2011). • Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade level in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (CDE, 2011-12; LAUSD, 2011-12) • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010)
Evidence:	Research demonstrates that expanded school choice is a promising practice with moderate evidence of effectiveness for youth academic achievement. In Hasting & Weinstein (2008), low income parents provided with information on school test scores and differing educational options available for their children significantly increased the percentage of parents selecting high performing schools. This selection then had a direct impact in improvement in overall academic performance by their children in school. Green & Petersen (1997) completed a random assignment study of school choice with treatment and control groups. Students were randomly selected for a 'school choice' school or the traditional public school. Experimental students scored .24 and .51 standard deviation higher, a statistically significant difference. For reading, there was a 5.8 percentile different between the experiemental (school choice) and control (traditional school).
Partners:	YPI, Los Angeles Unified School District, California Charter School Association, Vaughn Next Century Learning Center, Santa Monica Blvd. Community Charter School, APEX Academy Charter

IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Families with Children under 18 Served:	9070	9640	10200	10770	11340

Percent of Families with Children under 18 within the Neighborhood Served:	80%	85%	90%	95%	100%
Program Cost:	N/A	N/A	N/A	N/A	N/A
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	All LAPN target schools

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. LAPN will provide students and parents with regular report cards on the academic performance of all neighborhood schools each year, as well as information and advocacy to have higher performance schools open in the Neighborhood. With this information, students and parents will be empowered to exercise their school choice options.

LAUSD has designated the Pacoima portion of the Neighborhood a 'Zone of Choice' that empowers parents to send their children to any school in the Zone. In fact, LAPN target school, Cesar Chavez Learning Academies, was created in order to provide a Zone of Choice for Pacoima students. In Hollywood, Bernstein Complex is also a Zone of Choice, offering students three academies to choose from (STEM Academy, APEX Academy, and Bernstein HS). Within each Zone of Choice, students and parents will be invited on the annual LAPN School Tour organized to both promote the LAPN feeder pattern and to educate students and parents about their options in the Zone of Choice. Zone schools will also provide informational materials about their school, including the LAUSD School Report Card, LAUSD School Climate Survey, and information about school assets, including details of the LAPN programs and services on campus (e.g. arts and humanities, violence prevention, college/career preparation).

YPI and the LAPN are partnering with the California Charter School Association to provide opportunities for highly successful charter school operators to open K-12 schools to support families in these low income communities.

As well, YPI is partnering with the Los Angeles Unified School District to transform persistently lowest achieving schools served by LAPN, including San Fernando High School and Sylmar High School, through the District's groundbreaking Public School Choice (PSC) process. YPI is working in partnership with LAUSD and building on the best practices of exceptional District schools and L.A.-area charter schools to open and implement Network Partner public schools. An innovative strategy for public school reform, the Network Partner model utilized by YPI offers the opportunity to operate District schools with enhanced freedom from central control to boost student achievement. Network Partner schools are hybrid models that take the best elements of both internal innovative models (such as magnet schools) and external models (such as charter schools) to offer a path toward increased student academic achievement with wide community and private support not possible in the traditional public school model. LAUSD awarded YPI a Network Partner school in Round 1 of Public School Choice that is part of LAPN -- San Fernando Institute for Applied Media (SFiAM). In Round 3 of PSC, LAUSD awarded YPI operation of the Sylmar Biotech Health Academy on the site of Sylmar High School (a persistently lowest achieving school). This Career Academy high school will implement 'linked learning' curricula, in which A-G college prep courses are cross-listed with career/technical education courses, so that students are both college- and career-ready when they graduate from high school. YPI is working with LAUSD to in the upcoming round of Public School Choice at to open a second Career Academy high school at San Fernando High School (another persistently lowest achieving school in the LAPN) in September 2013.

Segment:	School Transformation
Solution:	**School Transformation**
Description:	The Los Angeles Promise Neighborhood is working with 13 target schools. 5 of these schools are undergoing or have completed the Transformation model (one of the four turnaround models provided by the U.S. Department of Education). One additional school (Pacoima Charter School) is an Effective School that has worked with YPI and the LAPN partnership over the past decade to blending multiple funding streams in a strong academic model that has provided outstanding academic results.
Need (segmentation analysis):	• 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011). • Less than half (48%) of children, from birth to kindergarten entry participant in center-based or formal home-based early learning settings of programs in LAPN (Los Angeles County Health Survey, 2010; LAPN Community Survey, 2011). • Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade level in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (CDE, 2011-12; LAUSD, 2011-12) • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010)
Evidence:	School transformation models have a moderate to strong record of effectiveness as demonstrated in research. The use of autonomies and effective local and school level oversight by Principals can be seen in research by William Ouchi (2009). He studied 442 schools in eight school districts, finding a direct correlation between principal control of budget allocation and academic performance of students. Additional research (Duke et al 2005; Kowal & Hassel 2005) demonstrates the effectiveness of strong principals in a school leadership role. The importance of highly qualified teachers (Lachat & Smith 2005) has a direct and prfound impact on the learning of students. Using a standards-based curriculum and system of assessments for students not meeting learning goals is critical. The use of a comprehensive data system to track student achievement should be made an essential part of professional development for both principals and teachers (Tung & Ouimette 2007). Targeted professional development should have the goal of improving instructional quality and establishing best practices, particularly for students with learning challenges, such as English language learners and students with disabilities (Bryk et al 2010; Conzemius 2000). Families are a critical partner in the education of their children and should work with principals, teachers, and other administrators. this includes access to data, goals and progress in increasing academic achievement at low performing and persistently lowest achieving schools (Talley & Keedy 2009; Gordon & Louis 2009).

Partners:	YPI, Armenian National Committee of America- Western Region (ANCA-WR)				
IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Students Served:	75	175	300	450	500
Percent of Students within Target High Schools Served:	30%	35%	40%	45%	50%
Program Cost:	[redacted]				
Per-Youth Cost:	N/A	N/A	N/A	N/A	N/A
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				
IMPLEMENTATION DETAILS					
Location of Program/Service:	All LAPN target schools				

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. The following Transformation Plan (one of the four turnaround models) will be, or already is being, implemented at the five schools that persistently lowest achieving schools, selected to be restructured or have been restructured through LAUSD's Public School Choice, or are a brand new school opening as a result of restructuring of persistently lowest achieving schools in the LAPN.

Replacement of the Principal has already occurred at each persistantly lowest achieving school. Each school will implement instructional autonomies, a new teacher evaluation system, and quarterly student assessments aligned with standardized testing. Each school will develop and implement new teaching strategies, implement a transformed instructional model at the school, and implement job embedded professional development services, utilizing the Promise Corps Academic Coaches. Each school will implement a comprehensive data solution based on the ETO database and linking to LAUSD and CDE data. An important part of this will be the development of an 'Early Warning System' to recognize, track, and support low achieving students crossing a defined threshold of academic danger. Each school will also develop expanded learning time by stronger links between existing or new afterschool program with instruction in the regular school day. Each school will become a Full Service Community School opened from 7am-7pm each day to support students and parents. Each school will also benefit from ongoing technical staff, including the full time Academic Coach embedded at each school. Please see the school specific Appendix F page for detailed information on school transformation provided at each of the 14 target schools in the LAPN.

The other nine LAPN target schools, which are low performing, will implement a modified Transformation Plan that includes components of the full Transformation Plan detailed above. Please see also the narrative for details of this Transformation plan.

Segment:	Out of School Youth Services
Solution:	**Promise Corps: Tutors and Academic Coaches in Schools- Out of School Youth**
Description:	Out of school youth placed back in middle and high school in the LA Promise Neighborhood will be considered a separate group requiring intensive and ongoing support services in addition to services provided at the middle and high schools in the Neighborhood. LAPN will consider them a separate youth population receiving services at the LAUSD District schools, at the PSC Career Academies operated by YPI, at the neighborhood charter school, at the continuance schools (such as Richard Alonzo Continuance School in Hollywood and the YPI Youth WorkSource Center In Pacoima that will be made into a continuance school in the YPI-LAUSD partnership), and at the LAPN Community Centers. Youth attending each of the schools above will have additional resources for out of school youth placed back in school through Tutors and Academic Coaches. Services will be provided through problem solving tutoring and peer collaboration for students working with school teachers and administration. Part of the Full Service Community Schools and AmeriCorps tutors model established at YPI and partner programs in the Neighborhood, Academic Coaches and Tutors are college students (or graduates) with at least two years of postsecondary education who have completed YPI's Tutor Training Program. They provide support services during school hours on the schedule and intensity level established with teachers and administrative staff at each school. In school academic support services will work with teachers to pull students out of class for tutoring based on academic need, particularly in math, English Language Arts, and science. The goal is to provide a minimum of 50 hours of academic tutoring each year for each high school student.

Need (segmentation analysis):	• 7% of LAPN targeted students (n = 897) are classified as chronically absent (missed 10% or more of school year, approximately 18 days/year) (CDE, 2009-10).. However, out of school youth is severely under-accounted and warrants critical outreach methods to ensure youth and young adults are engaged and supported through the process of re-entry into comprehensive schools or skilled for the workforce. • Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • 15% of Pacoima adults and 18.6% of Hollywood adults are unemployed (U.S. American Community Survey, Estimates 2006-2010) • Educational attainment for Pacoima residents is weak, 54.3% of Pacoima and 30% of Hollywood residents 25 years of age and older obtained less than a high school diploma (U.S. American Community Survey, Estimates 2006-2010). • Pacoima High Schools Truancy Rates: An average of 37% (1080) students were considered truant, with San Fernando and Sylmar High Schools experiencing 53% truancy rates, while Vaughn experienced a 3% truancy rate (LAUSD, 2010-11). • Hollywood High Schools Truancy Rates: 43% (563) students were considered truant at Helen Bernstein Complex (LAUSD, 2010-11). • 80% of Pacoima high school graduates and 60% of Hollywood graduates that pursue a postsecondary education, do so at the community college level (CDE, 2009-10; LAUSD, 2010-11; UCOP, 2009-10).

Evidence:	There is moderate evidence of effectiveness using AmeriCorps type trained tutors to provide services using methods such as problem solving and peer collaboration. Ginsberg- Block (1998) provides evidence of the effectiveness of problem-solving and peer collaboration in a random assignment study of 104 low-achieving 3rd and 4th graders. Students receiving these services performed significantly higher than students who did not receive problem solving on measures of computation and word problems. These students also had higher levels of academic motivation, academic self-concept, and social competence. Allen and Chavkin (2004) utilized a within-program control group alternative assessment of AmeriCorps tutors working with students on English, reading, math,or science. Results found that students tutoring were more likely to increase academic grades to passing and that tutoring by minimally trained workers and volunteers can be an effective resource.				
Partners:	YPI, Armenian National Committee of America- Western Region (ANCA-WR)				
IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Children Served:	250	300	400	450	500
Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Per-Child Cost:	N/A	N/A	N/A	N/A	N/A
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				
IMPLEMENTATION DETAILS					
Location of Program/Service:	ANCA-WR Path to College Tutoring Program will be located at the Holllywood Youth Center.				

Implementation Plan:	Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. ANCA-WR Path to College Tutoring Program provides academic tutoring to help underprivileged students who are in danger of failing classes in math, science, and English. This is a service provided to the students to support their academic career by having a thorough understanding of their course materials and to ensure that they will be eligible to graduate to the next grade level. Parents will also have an opportunity to learn how to develop meaningful communication with their child's school as well as ways to be a more active parent. After each session, the Program Director and parents have conferences and in 91% of cases, students that were failing a class were able to pass the class and move on to the next level or graduate with a passing grade.

Segment:	Out of School Youth Services
Solution:	**Arts & Humanities Enrichment Program**
Description:	Out of school youth re-enrolled in middle and high schools in the Neighborhood will access arts and humanities enrichment programs provided by YPI and partners that will be linked to the core academic standards taught through project-based learning also available at LAPN Community Centers to serve neighborhood youth not enrolled in targeted schools, or in LAPN continuation schools.
Need (segmentation analysis):	• 7% of LAPN targeted students (n = 897) are classified as chronically absent (missed 10% or more of school year, approximately 18 days/year) (CDE, 2009-10).. However, out of school youth is severely under-accounted and warrants critical outreach methods to ensure youth and young adults are engaged and supported through the process of re-entry into comprehensive schools or skilled for the workforce. • Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • 15% of Pacoima adults and 18.6% of Hollywood adults are unemployed (U.S. American Community Survey, Estimates 2006-2010) • Educational attainment for Pacoima residents is weak, 54.3% of Pacoima and 30% of Hollywood residents 25 years of age and older obtained less than a high school diploma (U.S. American Community Survey, Estimates 2006-2010). • Pacoima High Schools Truancy Rates: An average of 37% (1080) students were considered truant, with San Fernando and Sylmar High Schools experiencing 53% truancy rates, while Vaughn experienced a 3% truancy rate (LAUSD, 2010-11). • Hollywood High Schools Truancy Rates: 43% (563) students were considered truant at Helen Bernstein Complex (LAUSD, 2010-11). • 80% of Pacoima high school graduates and 60% of Hollywood graduates that pursue a postsecondary education, do so at the community college level (CDE, 2009-10; LAUSD, 2010-11; UCOP, 2009-10).
Evidence:	Research has demonstrated enrichment services as a promising practice to improve academic performance and readiness for grade level advancement. In a national study using a federal database of more than 25,000 students, a researcher found higher performance on standardized achievement tests among students with high arts involvement. They watched fewer hours of television, volunteered more often, and reported less boredom in school (Catterall 2002). A different study by the same researcher found that “intense involvement” in the arts during yields higher levels of achievement in high school and higher college attainment (Catterall 2009).
Partners:	YPI, LAUSD, Boys & Girls Club of the San Fernando Valley (BGCSFV), The HeArt Project, Friends of the Family, Harmony Project, City of Los Angeles
IMPLEMENTATION OVERVIEW	

	FY1	FY2	FY3	FY4	FY5
Number of Out-of-School Youth Served:	250	300	400	450	500
Program Cost	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	Boys & Girls Club of the San Fernando Valley facility, all 6 Promise Neighborhood Centers

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Year-round afterschool and summer programs offered daily to youth ages 7-18 and their families that include programs in education, sports, careers, fitnees/rec, health and life skills, arts, character and leadership, family preservation.

The HeArt Project operates the Hollywood Media Arts Academy (HMAA), which is the product of a unique partnership with the LA County Office of Education. HMAA provides focused arts instruction and core subject instruction to alternative high school students. The HeArt Project will provide its "ladder" of increasingly advanced arts oportunties to an additional 600 students. HMAA has the potential to serve as hub for continuum of solutions targeted toward keeping high-risk students in school and on track to graduate, as the HeArt Projct also provides long-term comprehensive support services to its students intended to build the skill sets essential to workforce readiness, provide opportunities for social interaction, and effectively involve parents and families.

Service Learning will help youth to develop large scale community service projects targeted to school assignments. Service Learning will help youth to develop large scale community service projects, and will be provided daily as part of extended learning services at afterschool programs at target schools, and at LAPN Neighborhood Centers as out of school youth re-enroll. Service learning projects will be ongoing and available to each LAPN out of school youth.

The Harmony Project provides music instruction to 272 low-income students in Hollywood and has 2 youth orchestras for 171 students. HP will expand to provide an introductory course in musicianship instruction to 60 new students in Hollywood, and provide musical instruments and instrumental music instruction to 30 new students who have completed an introductory course with HP. HP requires ongoing school attendance of all students, and develops leadership through service learning. HP also provides parent orientation, education, referrals, and ongoing support, including parent music classes. HP students receive tuition-free instruction from early elementary or middle through HS graduation. HP provides college scholarships for students who graduate HS, are accepted to 2 or 4 year college or trade school, and complete the application requirements. 95% of HP graduating seniors (over 60) have attended college.

Friends of the Family will provide a 4Rs Girls & Boys Mentoring Program and academic & arts enrichment with life skills development as well as enrichment services to support learning through multimedia production.

Segment:	Out of School Youth Services
Solution:	**Career Preparation- Out of School Youth**
Description:	Out of school youth in the LAPN will have access to a variety of career preparation services to equip them with the skills they need to both (a) re-enroll/stay in school, and (b) increase their knowledge of and prepare for different career paths.
Need (segmentation analysis):	• 7% of LAPN targeted students (n = 897) are classified as chronically absent (missed 10% or more of school year, approximately 18 days/year) (CDE, 2009-10).. However, out of school youth is severely under-accounted and warrants critical outreach methods to ensure youth and young adults are engaged and supported through the process of re-entry into comprehensive schools or skilled for the workforce. • 15% of Pacoima adults and 18.6% of Hollywood adults are unemployed (U.S. American Community Survey, Estimates 2006-2010) • Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • 15% of Pacoima adults and 18.6% of Hollywood adults are unemployed (U.S. American Community Survey, Estimates 2006-2010) • Educational attainment for Pacoima residents is weak, 54.3% of Pacoima and 30% of Hollywood residents 25 years of age and older obtained less than a high school diploma (U.S. American Community Survey, Estimates 2006-2010). • Pacoima High Schools Truancy Rates: An average of 37% (1080) students were considered truant, with San Fernando and Sylmar High Schools experiencing 53% truancy rates, while Vaughn experienced a 3% truancy rate (LAUSD, 2010-11). • Hollywood High Schools Truancy Rates: 43% (563) students were considered truant at Helen Bernstein Complex (LAUSD, 2010-11). • 80% of Pacoima high school graduates and 60% of Hollywood graduates that pursue a postsecondary education, do so at the community college level (CDE, 2009-10; LAUSD, 2010-11; UCOP, 2009-10).

Evidence:	Research has demonstrated that career preparation activities show moderate evidence of effectiveness for academic and career advancement. McWhirter et al (2000) demonstrates through a nonrandomized, within-subjects crossover design study of a sample of 166 high school sophomores completing a 9 week career education class that "the class resulted in increased career decision-making self-efficacy, vocational skills self-efficacy, and short-term gains in outcome expectations." The authors collected pretest, posttest, and follow-up data with a health education class as the control condition. According to Plank et al (2000), for students age 14 or younger, there is a significant link between implementing career and technical education (CTE) into a core academic curriculum and staying in school. According to the study "exposure to CTE and an academic curriculum can strengthen a student's attachment to or motivation while in school" and prevent dropouts. Stone et al (2005) used a random assignment study to test effects of combining academic instruction with career education services. 134 career-technical teachers participated, with 60 randomly assigned to the experimental group, and 74 as the control group. The experimental CTE teachers partnered with a math teacher at their school to integrate mathematics instruction into CTE classes. After one year of study, students in the experimental classrooms scored significantly higher on TerraNova and Accuplacer math tests than students in the control group, who did not integrate CTE with their mathematics instruction.				
Partners:	YPI, Heroes of Life, Pacoima Chamber of Commerce, City of Los Angeles, LAUSD, the County of Los Angeles Workforce Investment Board, the Los Angeles Unified School District, the Los Angeles Community College District, the Los Angeles Area Chamber of Commerce, the Los Angeles Workforce Collaborative, and the Los Angeles Public Sector Workgroup				
IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Out-of-School Youth Served:	250	300	400	450	500
Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				
IMPLEMENTATION DETAILS					

Location of Program/ Service:	YPI Youth WorkSource Centers, LAPN schools, YPI Hollywood FamilySource Center
Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Heroes of Life provides daytime and afterschool programs twice a day in the afternoon, and afterschool on Mondays-Thursdays, accommodating 30 people/day in their office and 24 people/day in their mobile classroom. Education & workforce development programs serve youth ages 8-28 by providing instruction in multimedia production, music lessons, art, special event planning, administrative instruction (including Microsoft Word/Excel, preparing for a job interview, how to manage an office, and general computer literacy). Annual special events showcases will serve to unite and educate the Pacoima community.	
The Pacoima Chamber of Commerce's members will provide at least 100 hours of volunteer time each year. Volunteers will offer their time to serve as mentors, tutors, and hosts and coordinators, for job shadowing opportunities.	
Out of school students placed back in middle and high schools targeted by the Los Angeles Promise Neighborhood will utilize career preparation services provided in satellite sites to the main Youth WorkSource Centers operated by YPI in the LAPN with funding from the Community Development Department of the City of Los Angeles (WIA Youth funding). These sites and services are available for all students at the schools, and will provide programs with a specific focus on services for out of school youth, including soft skills training, interviewing, resume building, job search strategies, job fair referrals, paid and unpaid Internships, job shadowing and volunteer opportunities. Additionally, out of school students will participate in internships with local doctors, lawyers, and other business professionals in Los Angeles, through partners such as the Los Angeles Area Chamber of Commerce. The sites (including the main Youth WorkSource Center sites operated by YPI) will provide access to the McGraw- Hill Career Corner software, which provides soft-skill training, and self assessment tests for youth.	
Eligible low income students (age 14 and up) will be enrolled in the City of Los Angeles Summer Youth Experience Program (SYEP) and placed for paid work experience at YPI and partner sites in the Neighborhood each summer. Youth work approximately 6 weeks for an average of 120 hours for which they will be paid the current minimum wage of $8 an hour. In the past two years, YPI has served more than 275 students with SYEP services, which include training in the following: soft skills, resume building, mock interviews, professionalism in the work place, labor laws, and proper dress attire in a work place. Students also complete 10 hours of financial literacy training and attended the Junior Achievement Finance Park culmination trip. Students will participate in Career Days sponsored by the school and the LAPN to receive more information regarding career tracks.	

Out of school youth between the ages of 16-24 in the LAPN will have access to the LA Reconnections Career Academy, funded through the Workforce Investment Fund of the U.S. Department of Labor to the City of Los Angeles. This Academy is made possible by a collaboration between YPI, the County of Los Angeles Workforce Investment Board, the Los Angeles Unified School District, the Los Angeles Community College District, the Los Angeles Area Chamber of Commerce, the Los Angeles Workforce Collaborative, and the Los Angeles Public Sector Workgroup. The Academy targets disconnected youth and provide services to support them into employment and education, attainmen of degree or certificate, and/or increase their literacy and numeracy gains. This career pathways program is built upon the successful model that the City of Los Angeles has established in years past targeting out of school youth and will serve 200 out of school clients in the first three implementation years in Pacoima.
Employing Scholastic college curriculum for high school students, all out of school students re-enrolled back in high school will receive activity workbooks to explore the following: (a) explore their interests, talents, and abilities, and identify potential careers that would match those attributes; (b) set future academic and career goals; (c) determine the steps necessary to meet their goals; (d) focus on preparing for a specific career/job of their choice; (e) learn a variety of ways to finance any required training necessary to achieve their goal; and (f) how to seek career mentoring relationships and employment.

Segment:	Out of School Youth Services
Solution:	**Violence & Gang Prevention Programs- Out of School Youth**
Description:	LAPN's violence and gang prevention strategy combines prevention and intervention services leveraged from multiple programmatic and funding sources, including the City of Los Angeles' Gang Reduction & Youth Development (GRYD) program and Summer Night Lights.
Need (segmentation analysis):	The City of Los Angeles has one of the highest violent crime rates in the nation, as determined by the Federal Bureau of Investigation's Uniform Crime Reports (UCR). During 2010, the violent crime rate per 100,000 people totaled 566.5, compared to a State of California violent crime rate of 440.6 and a United States violent crime rate of 403.6. While gang violence in LA County has declined recently due to strategies such as BJA's Project Safe Neighborhoods programs, gang and gun violence remain grave. LA County law enforcement has documented over 1,300 street gangs with over 150,000 members. Crime rates in the targeted LAPN community have soared. According to the 2010 Los Angeles Police Department (LAPD) Statistical Digest, the Hollywood Community Police Station ranked the third highest in Total Part I offenses (homicide, forcible rape, aggravated assault, robbery, burglary, larceny, and vehicle theft) in the entire City from 2009 to 2010 (out of 21 crime divisions). The rate of 38.6 per thousand residents is the sixth highest in the entire City and significantly higher than the 29.2 city-wide averages for Part 1 Crimes for 2010. Crime is clustered in reporting districts specifically targeted for LAPN services. In LAPD Reporting District (RD) 645 there were 571 Total Part 1 Offenses in 2010, a rate of 127.4 per thousand residents. For LAPD RD 646 the rate was 125.5. For LAPD RD 647 the rate was 100.7. These targeted reporting districts have Total Part I Offenses rates that are over 3-4 times higher than the City of Los Angeles average of 29.2. In Hollywood's southeast area (LAPD RD 668), law enforcement has secured two gang-injunctions to address criminal activities perpetrated by two of the most violent street gangs in the nation: Mara Salvatrucha 13 and their rival, 18th Street. As defined by surveys and focus groups, gang crime and violence are top concerns of residents, a finding supported by the LAPD RD 668 data (2010), which shows that this area has the highest incidence of gang-related crime in the Hollywood Division. Results in 2011 from the LAPN planning process revealed a staggering 81% of survey respondents identified public safety and gang violence prevention as the top need. About 40% of parents report that children do not have safe routes to school, and over 2/3 do not think it is safe for children to play outside without adult supervision. Less than 1/2 of residents reported feeling safe at night.

Evidence:	Research has demonstrated promising practices leading to moderate effectiveness of programs implemented in the LAPN. The Gang Reduction and Youth Development (GRYD) program of the City of Los Angeles had an independent third party evaluation completed by the Urban Institute (Dunword et all 2011) in July 2011. This found that more than half (60%) of the eligible at-risk youth (youth age 10-15 meeting high risk levels) who were enrolled in GRYD and retested six months later now had risk levels that would be considered ineligible for program services, using the Youth services Eligibility Tool (YSET) of assessment for gang involvement and violence. According to the report , "enrolled youth showed substantial and statistically significant improvements on all seven attitudinal risk scales." (p. 9) "Part I and Part II crimes in GRYD zones and SNL areas generally decreased fromJanuary 2005 through December 2010, with declines being steeper following GRYD program implementation.) (p.10). The Operation Peacekeeper program has demostrated moderate levels of effectiveness as demonstrated in Braga's (2008) pre/post–comparisons showed that the average monthly count of gun homicide incidents decreased by about 35% in 1997–2002 in Stockton, Calif. This study used a nonrandomized quasi-experimental design to compare Stockton gun homicide trends to other comparable California cities during this time frame. In an examination of the City of Philadelphia Foot Patrol program, Ratcliffe et al (2011) conducted a randomized controlled trial and "found that the target areas experienced a relative 23 percent statistically significant reduction in reported violent crime in comparison with the control areas."				
Partners:	City of Los Angeles, El Nido Family Centers				
IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Out-of-School Youth Served:	250	300	400	450	500
Program Cost:	[redacted]	[redacted]			
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				
IMPLEMENTATION DETAILS					
Location of Program/Service:	All 6 Promise Neighborhood Centers				

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. The City of Los Angeles has developed and implemented a highly effective gang prevention and intervention strategy that uniquely melds prevention and intervention services in a neighborhood deployment pattern to target gang problems. Twelve GRYD zones have been established in Los Angeles in communities most affected by gang activities, including Pacoima (part of the LAPN). Each zone receives an increased police presence, as well as prevention, intervention and re-entry programs targeted to youth residing, including Summer Night Lights programs that provides activities and resources for youth at area parks after dark. Out of School Youth can be at higher risk for gang involvement, and will receive violence and gang prevention services after they are returned to school. LAPN will work with the City to expand GRYD activities within LAPN in Pacoima and Hollywood using Partner El Nido program model, which has received the highest rate of all GRYD programs across the City. Summer Night Lights in Pacoima will be expanded from its current two parks to include all five parks in the LAPN. Hollywood will increase activities provided after dark at its one public park. LAPN will provide greater intensity of GRYD services in Pacoima, while bringing the GRYD program to Hollywood. Services will include an increased focus on case management for at risk youth age 10-15 in high school, enhanced enrichment activities for youth, and other youth development and community leadership programs that will target an additional 250 Pacoima youth and 350 Hollywood youth each yearin cluding 100 out of school youth each in Hollywood and Pacoima (a total of 200 out of school youth). LAPN will also include truancy prevention (modeled on the Positive Action program and including interactive kits for parent/child communication and improvement of academic and behavior indicators). This targets families at area schools and addresses behavioral issues, including disruptive behavior, character issues, and academics. Gang prevention is modeled on Operation Peacekeeper in Stockton to address gang violence among youth age 10-18 and includes the use of Youth Outreach Workers. The LAPN will work with LAPD to expand use of Foot Patrol in high crime parts of the LAPN, which builds on existing programs already provided by the Hollywood Community Police Station. This provides an accessible local policing strategy that will target hot spots and offer a nonthreatening presence.					
As Lead Agency for the Pacoima Gang Reduction and Youth Development (GRYD) effort, El Nido incorporates the GRYD Prevention Model of Practice for family-centered services. Strengths-based and solution-focused approaches are employed to reach behavioral goals (i.e., prevention of gang joining and improvement in school adjustment) for a minimum of 150 youth annually. Services include: assessment/care planning/case management; group psychosocial education (with concurrent but separate sessions for parents and youth, who come together around common topics to open dialogue and constructive interaction at home); parent and youth support groups; individual/family counseling; and youth development activities. The latter includes: the Gentle Barn (engaging youth with animals to promote compassion, respect for others and healing); substance abuse prevention/treatment groups (Total Family Support Clinic); group and individual tutoring; Running Club; Photography workshops; and service learning (e.g., community beautification) projects. El Nido’s GRYD is also an active participant in/contributor to Summer Night Lights, a goal of which is to make parks more welcoming for children, youth and families, increasing their sense of safety in the broader community.					

Segment:	Out of School Youth Services				
Solution:	**Childcare Services- Out of School Youth**				
Description:	Surveys and focus groups of low income and out of school youth in the Los Angeles Promise Neighborhood reveal that childcare services for teenaged parents is a primary obstacle to school re-entry. LAPN will provide early childhood learning services, including Early Head Start, Head Start, and preschool services through partners and existing programs in the community to support out of school youth.				
Need (segmentation analysis):	• A total of 33.7% of surveyed families around the Pacoima area had difficulty finding acceptable childcare options (Los Angeles County Health Survey, 2007). • Less than half (48%) of children, from birth to kindergarten entry participant in center-based or formal home-based early learning settings of programs in LAPN (Los Angeles County Health Survey, 2010; LAPN Community Survey, 2011). • Babies born to mothers under 20 years of age in Pacoima reach 12.5% and 9.3% in Hollywood (California Birth Records, 2009). • Only a third (35%) of kindergarten youth in the LAPN demonstrate age-appropriate functioning across multiple domains of learning (DRDP, 09-10; Los Angeles Education Partnership's Early Development Instrument (EDI), 2010; LAUSD, 09-10)				
Evidence:	Research regarding child care for young adult parents shows that it is a promising practice with moderate evidence of effectiveness to support youth academic achievement. Crean et al (2001) reviews the effectiveness of school-based Early Childhood Centers for Children of Teen Parents Programs. Services provided at the Centers include support to urban young mothers such as on-site childcare for infants and toddlers at no cost, parenting classes to support mothers and fathers, and referral to other service agencies providing supportive services in the community. A total of 170 clients (81 experimental and 89 control) were examined through archived school records. Participant mothers had higher school attendance and were assessed as to at lower risk than mothers in the control group. 70% of participant mothers utilizing the childcare services graduated from high school compared to 28% of the control group of young mothers. Williams & Sandler (2001) examined the effects of an urban high school-based child care center on parenting teens and children enrolled (1995-1998). Using a school record review after the fact, the study found that young parents using using childcare services demonstrated improvement in overall grade point averages. All 52 students were educationally successful as defined by promotion to the next grade or graduating from high school.				
Partners:	YPI				
IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Out-of-School Youth Served:	100	150	200	225	250

Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Per-Child Cost:	N/A	N/A	N/A	N/A	N/A
Source of Funds:	Promise Neighborhood federal funding (see budget for detailed breakdown)				
IMPLEMENTATION DETAILS					
Location of Program/Service:	Promise Neighborhood Community Centers (FamilySource & Youth WorkSource), Richard Alonzo Community Day School, Hollywood Media Arts Academy, Vaughn				
Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Childcare services for out of school youth will focus on preschool and early childhood programs offered directly at the high school, such as at Vaughn Next Century Learning Center, and at the YPI FamilySource Center within walking distance of Helen Bernstein High School and APEX Charter Academy in Hollywood. Each of the targeted high schools where out of school youth will re-enroll will also be a Full Service Community School providing a range of services for young parents seeking their high school diplomas.					
Promise Neighborhood Community Centers will also offer early childhood education and childcare services to out of school youth who are parents. These locations will also offer wraparound supportive services (e.g. case management) to serve as a one-stop-shop with resources to assist out of school youth in returning to school and graduating or obtaining a GED.					
LAPN out of school youth will receive priority placement for their 0-5 children in YPI's Head Start and Early Head Start centers.					

Segment:	Family & Community Support
Solution:	**Parent Leadership & Advocacy**
Description:	Parents at all target schools in the Los Angeles Promise Neighborhood will be provided with leadership building services that encourage them to take an active role in their children's school and to advocate for a high quality education for their children.
Need (segmentation analysis):	• 98% of parents hold high aspirations for their children's educational future and want to be engaged to ensure their schooling prepares them accordingly (LAPN Focus Group Data, 2011). • 76% of parent focus group participants reported wanted to become engaged with school functions, but feeling unwelcomed by school personnel. Examples noted were often due to administrators or teachers not speaking their native language or parents not understanding the political process of advocating for their children's education (LAPN Focus Group Data, 2011). • Less than half (48%) of children, from birth to kindergarten entry participant in center-based or formal home-based early learning settings of programs in LAPN (Los Angeles County Health Survey, 2010; LAPN Community Survey, 2011). • Only about a third (36.2%) of LAPN targeted students (4640) are at or above grade level in English Language Arts (ELA), and only 34.4% in Math (LAUSD, 2011-12). • Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (CDE, 2011-12; LAUSD, 2011-12) • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010)

Evidence:	There is moderate to strong evidence of effectiveness that parental involvement in the education of their children has a positive effect on academic achievement. Van Voorhis (2010) described a two year quasi-experimental study of students and families (N=153) attending four elementary schools to assess the success of a Teachers Involve Parents in Schoolwork (TIPS) program. Results indicated that experimental students and families had higher levels of family involvement, more positive attitudes regarding math and homework, and significantly higher standardized mathematics scores than students in the Control group. Durand (2011) examined data from the Early Childhood Longitudinal Study (N = 2,051) regarding Latino parents school and home involvement, regression analyses demonstrated "that parental involvement was a significant predictor of children's literacy skills above controls." Nye at al (2006) conducted a meta-analysis of parental involvement and its effects on student academic achievement across achivement domains. Under the random effects model, the overall achievement effect of parent involvement was d=0.45. The authors concluded that there is a positive and statistically significant correlation between parent involvement and student achievement. The American Institutes for Research reported in its assessment of First 5 LA's Parent and Child Outcomes study (2008) that parents who partake in literacy training programs and learn the use of literacy resources will offer their child a "highlighted statistically significant growth" in literacy and comprehension skills. The Harvard Family Research Project (2009) suggests "that family engagement promotes a range of benefits for students, including improved school readiness, higher student achievement…and increased likelihood of high school graduation." In the Harlem Children's Zone's Early Head Start (EHS) program "modest but significant effects were found for parents participating in EHS," primarily revealing that EHS parents were "more supportive" of their children's emotional and cognitive development, and children enrolled in EHS were found "to score significantly higher on the Peabody Picture Vocabulary Test-III and the Bayley Scales of Infant Development than children in the control group." Henderson and Berla (1994) reviewed 66 studies concerning parental involvement linked to student achievement and concluded that when parents are involved in the education of their children, academic achievement increases. Keith, et. al. (1993) examined data from 21,814 students and parents from the National Education Longitudinal Study and concluded that parental involvement has a strong effect on the academic performance of eighth graders in all subjects, but with especially strong results in math and social studies. A parenting education study (Hara & Burke 1998) analyzed an inner-city parent involvement program in Chicago, Illinois and revealed that students are not the only ones who benefit from parent involvement. Active participation by parents in their child's education results in increased interest in and desire for educational and learning opportunities for themselves. The Hara and Burke study also found that "social capital—the relationships and interactions among people—also increases when school-home partnerships are formed." Similarly, a Harvard Graduate School of Education study (Henderson and Mapp 2002) discovered that students with involved parents are more likely to earn higher grades and test scores; achieve grade promotion, and graduate and go on to post-secondary education. A study of 81 high-poverty Title I schools by Westat and Policy Studies Associates (2001) found that three practices of teacher outreach lead to a 40-50% faster gain in reading and math. Those teacher outreach practices included meeting families face-to-face; providing materials for home instruction; and regular parent communication.				
Partners:	Salvadoran American Leadership & Education Fund (SALEF), Thai Community Development Center (Thai CDC), Our Streets Dream, MEND- Meet Each Need with Dignity				
IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Families with Children under 18 Served:	1135	1700	2260	2835	3400
Percent of Families with Children under 18 within Neighborhood Served:	0.1	0.15	0.2	0.25	0.3
Program Cost:	[redacted]		[redacted]	[redacted]	

Per-Family Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	All LAPN target schools, Thai CDC, Hollywood & El Nido FamilySource Centers, all six LAPN Neighborhood Centers

Thai CDC will provide Thai Children & Family Services (Thai CFS) to 1,000 low-income Thai families in the LAPN. Thai CFS provides assistance for families to become self-sufficient and well-adjusted to a new culture; develop advocacy and negotiation skills to address childcare needs and their children's health and education needs. Thai CFS's supportive services are specifically designed to ensure a degree of stability for families and to prevent problems resulting from unhealthy family environments.

YPI and LAPN partners will provide parents, at all target schools with leadership and advocacy training. Programs will be coordinated through the Full-Service Community Schools program at each school, by partners at their locations, and at LAPN community centers. Parent Revolution will facilitate Parent Unions at low performing public schools in the LAPN, where parents will be empowered to advocate for policies and procedures to support their children's education, and may use the Parent Trigger law to transform a low performing school. LAPN will also offer services and activirties that help adults prepare their children for timely grade level advancement, graduation from high school, enrollment in postsecondary education, and preparation for careers. Workshops and classes for parents will include college awareness (such as information about AB 540, which allows qualified undocumented to pay in-state, rather than out of state, tuition at California public education institutions), financial preparation for postsecondary education, and transitional support in moving between elementary, middle, and high schools. Parent leadership services will provide workshops and specific point-by-point assistance to LAPN parents in effectively navigating the public education system. Workshops will address procedures for traditional LAUSD and Public School Choice, charter schools, and selecting schools in the Zone of Choice established by LAUSD in the Los Angeles Promise Neighborhood. Through the Early Childhood program, parents can access workshops to help students enter school ready to learn. Parents of older students will complete the National Council of La Raza's (NCLR) Padres Comprometidos ("Parents of Commitment") program. Partners will provide other parent workshops to strengthen student achievement and to focus on improving academics, communication, parental support of student learning, measuring academic performance, and parents as advocates. El Nido will expand its highly popular Parent Enhancement, Motheread/Fatheread and Financial Literacy services to support LAPN parents.

YPI's FIPSE,Families Save, and Family Literacy programs all educate parents about understanding and navigating postsecondary education options for their children, as part of broader parent education curricula.

Our Streets Dream's Community Action Group and Neighborhood Action Group will invite LAPN Target School's parents and families to special events and parenting classes whose focus is in preparing and supporting youth and children for success to reach their college and career goals. Parents will be invited to attend special events related to college life, college affordability, theater and arts programs, a variety of career programs, culinary arts, dance, painting, computer literacy, and budgeting, etc. Our Streets Dream will also provide Family Support Services to 30 families per year (150 families over 5 years) from Maclay Middle, Pacoima Charter and San Fernando High.

MEND's annual Women's Conference is a day for women to receive inspiration and empowerment through motivational speakers and educational workshops.

El Nido staff also provide parent education, Motheread/Fatheread and Financial Literacy Training, focused on preparing children for educational success from birth through college graduation, in a healthy, secure home environment.

Segment:	Family & Community Support
Solution:	**Financial Literacy & Asset Building**
Description:	LAPN financial literacy and asset building programs will be provided at all six LAPN Neighborhood Centers and will include: 1) financial education in asset building and budgeting; 2) assistance in helping clients open bank savings accounts; 3) online banking education; 4) financial education in credit and identity theft; and 5) financial literacy and college saving for youth.
Need (segmentation analysis):	• 92% of parent focus group participants report wanting to support their children's educational future but feel unaware of financial protocol, college costs, or how to navigate postsecondary systems (LAPN Focus Group Data, 2011). • 15% of Pacoima adults and 18.6% of Hollywood adults are unemployed (U.S. American Community Survey, Estimates 2006-2010) • Educational attainment for Pacoima residents is weak, 54.3% of Pacoima and 30% of Hollywood residents 25 years of age and older obtained less than a high school diploma (U.S. American Community Survey, Estimates 2006-2010). • 20% of Pacoima families live in extreme poverty; 26% of Hollywood families live in extreme poverty (U.S. American Community Survey, Estimates 2006-2010) • 26% of Pacoima families with related children live in poverty (U.S. American Community Survey, Estimates 2006-2010). • Specific block groups note 55-75% of Pacoima families with children live in poverty and block groups in Hollywood reach up to 100% of children living in poverty (U.S. American Community Survey, Estimates 2006-2010). • Only a third of LAPN students experience having their parents or family members speak to them about the importance of college every day (LAPN Student Survey, 2012). • 38% of student respondents indicate their parents or family members speak to them about the importance of preparing for a career, every day (LAPN Student Survey, 2012).

Evidence:	Financial literacy and asset building are promising practices to build family readiness for postsecondary education and careers. The United States Government Accountability Office (GAO) in June 2011 released an overview of 29 evaluations of financial literacy programs. 18 of the studies were longitudinal, while seven used a control group. Effective best practices for financial literacy aligned with the LAPN model include individualized one-on-one credit counseling, education provided in a classroom setting, content relevant to the financial lives of clients, cultural sensitivity in classes, and an evaluation component. In 2008, Evaluation and Training Institute in the JA Finance Park Final Report assessed Junior Achievement's Finance Park, a program designed to provide students with the ability to build financial skills for life and used in LAPN. Using before and after services, the study found statistically significant improvements in content knowledge and greater confidence in monetary decisions by youth.				
Partners:	YPI, Citi Community Development, Emerge Workplace Solutions (Emerge), Korean Churches for Community Development (KCCD), El Nido Family Centers, Junior Achievement				
IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Families with Children under 18 Served:	1135	1700	2260	2835	$3,400
Percent of Families with Children under 18 within Neighborhood Served:	10.00%	15.00%	20.00%	25.00%	30.00%
Program Cost:	[redacted]				
Per-Family Cost	[redacted]				
Source of Funds:	LAPN Partners, PromiseNeighborhood federal funding (see budget for detailed breakdown)				
IMPLEMENTATION DETAILS					
Location of Program/Service:	Hollywood & Pacoima FamilySource Centers, Youth WorkSource Centers, all target LAPN schools, partner facilities				

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Emerge will serve 1,000 Pacoima families annually by offering access to fair lending services, financial education and financial literacy services (in English and Spanish) in order to provide benefits to low- and middle-income workers and communities, and offer an alternative to predatory lending activities. Emerge is aligned only with mission-driven financial institutions and corporate partners that further this organizational social mission.

KCCD will provide foreclosure prevention counseling and homebuyer education to 400 Hollywood residents. These services are geared toward parents of low-income and minority families, with services provided in English, Spanish, and Korean.
Workshops and services will be offered in coordination with area FamilySource Centers operated by YPI, the City of Los Angeles and El Nido. 2-hour workshops will include: 1) financial education in asset building and budgeting; 2) assistance in helping clients open bank savings accounts; 3) online banking education; 4) financial education in credit and identity theft; and 5) financial literacy and college saving for youth. Workshops will address budgeting, mainstream banking, maintaining a checking account, understanding credit, debt reduction and acquiring assets, and how to identify and avoid predatory lending practices. The program will use FDIC Money Smart curricula (both English/Spanish). Completing this 2-hour workshop is the pre-requisite to opening a matched savings account with YPI through Citibank. The matched savings account is a 3-year account with no balance requirements or fees for the full 3 years. During the first 12 months of the account, clients will receive a match of up to [redacted]. Once the account expires, the goal is have clients roll the matched savings account over to a 529 savings plan, CD, and/or traditional savings account. In addition, LAPN will provide free tax preparation weekly from January to April to help residents access resources such as the Earned Income Tax Credit. LAPN will work with Junior Achievement to offer the Junior Achievement Finance Park program for youth in grades 7-12. Junior Achievement Finance Park, a 5-hour hands-on workshop, introduces personal financial planning and career exploration in a hands-on environment. Youth are assigned an identify for the day, and are expected to budget and pay their bills. Adult volunteers supervise the work of the youth throughout their day at JA Finance Park. Citi Community Development and YPI are partnering in LAPN on LA Promise Neighborhood-Families Save- A Financial Capacity Asset Building (FCAB) Program that will help 1,100 Low and Moderate Income (LMI) clients establish savings accounts through the Citi Escrow platform. Citi's partnership with YPI will help the program in guiding families toward opening bank accounts as well as track and monitor who is saving and not saving. It will work to establish an incentive program to encourage families to open and continuously deposit into savings accounts (e.g. For every account that is opened, clients receive an automatic [redacted] bonus incentive for simply opening their account). Families Save will develop strategies for long term saving and asset building that include education, technology, and training resources to build academic achievement and a strong economic foundation for families. Citi Community Development will provide 'Train the Trainer' classes and local Citi employees to assist in conducting personal money management classes, assist youth in managing college expenses, and in coaching adults on managing budgets, reducing debt, and building cash assets. YPI's Family Literacy component of the Afterschool program also provides financial literacy workshops for students and parents in English and Spanish.
El Nido staff also provide parent education, Motheread/Fatheread and Financial Literacy Training, focused on preparing children for educational success from birth through college graduation, in a healthy, secure home environment.

Segment:	Family & Community Support
Solution:	**Broadband Access & Training- Public Computer Centers**
Description:	YPI will provide access to broadband and training in technology throughout the LAPN in order to close the digital divide, particularly among low-income, underrepresented households.
Need (segmentation analysis):	• At least half (49%) of student access a computing device and internet during school hours (LAPN Student Survey, 2012). • However, 10-13% of students DO NOT access a computing device or internet while at school at all (LAPN, Student Survey, 2012). • An average of 46% of respondents access a computing device and internet at home, every day (LAPN, Student Survey, 2012). • However, 15% of student DO NOT access a computing device or internet at home, at all (LAPN Student Survey, 2012). • Of those students not accessing a computing device or internet at home, 46% indicate accessing these at a friend or relative's house (LAPN Student Survey, 2012) • Of those students not accessing a computing device or internet at home, 35% indicate accessing these at public library or computer center within their neighborhood (LAPN Student Survey, 2012) • 15% of Pacoima adults and 18.6% of Hollywood adults are unemployed (U.S. American Community Survey, Estimates 2006-2010) • Educational attainment for Pacoima residents is weak, 54.3% of Pacoima and 30% of Hollywood residents 25 years of age and older obtained less than a high school diploma (U.S. American Community Survey, Estimates 2006-2010).

Evidence:	Research has demonstrated promising practices leading to moderate effectiveness of programs implemented in the LAPN for educational technology. Fairlie (2012) in a random assignment study of minority and low income students attending a community college in Northern California followed two groups of financial aid students over two years: one received free computers in their home and a control group did not. Evidence suggests that those receiving the computers had higher academic achievement rates. In Slavin & Lake 2008, the authors examined 86 studies that met the following criteria: use of a randomized or matched control group, a study duration of at least 12 weeks, and achievement measures not inherent to the experimental treatment. The authors found a moderate improvement in academic achievement for computer-assisted instruction (CAI). Chueng (2012) examined technology programs and characteristics of their evaluations affect reading outcomes for students in grades K-12 in 84 qualifying studies based on over 60,000 K-12 students. The study found a positive (+.16) result in comparision with traditional methods.				
Partners:	YPI, Korean Churches for Community Development (KCCD), Centro Latino for Literacy, LAUSD Adult and Career Education, CFY, CA Emerging Technology Fund				
IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Households and non-targeted student youth Served:	9800	10785	11765	12745	13725
Percent of Households and non-targeted student youth within Neighborhood Served:	50.00%	55.00%	60.00%	65.00%	70.00%
Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Cost Per-Public Computer Lab	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, PromiseNeighborhood federal funding (see budget for detailed breakdown)				
IMPLEMENTATION DETAILS					

Location of Program/Service:	YPI Public Computer Centers in the LAPN: Ramona Elementary School, YPI Hollywood FamilySource Center, Kingsley Elementary School, Lemon Grove Park, Hollywood Public Computer Center (Van Ness), Sylmar High School, Library Plaza, SFiAM, Plaza Pacoima, Time Warner Center, CCLA, Vaughn, San Fernando Gardens, Pacoima Charter, David Gonzales Recreation Center, Maclay Middle School, Maclay Community Center, YPI Valley Headquarters, Richie Valens Recreation Center, YPI Youth WorkSource Center

Targeted population for this program include student youth, outside of LAPN target schools (n = 3,900), plus the additional estimate of reaching half of total households within the Neighborhood (n = 15,710); households generally, irrespective of classification as either family households or families with children under 1 or 18 years of age. (total at 100% = 19,610).

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Lead Agency YPI is opening 20 Public Computer Centers throughout LAPN with the support of the U.S. Department of Commerce's Broadband Technologies Opportunity Program. Each of these Centers offers desktop and laptop computers with broadband access as well as instructional resources, linkages to area schools, and programs to encourage advanced computer and broadband use in the high need neighborhood served by LAPN. Each Center will become a site for expanded and integrated LAPN services offered in the community near 'hot spots' of high need for youth and families. EdTech offers workshops and classes at these centers. SAT Math Prep workshops help prepare students for the Math portion of the exam in group classes held in our computer centers. We offer a series of practice tests, diagnostic tests and video lessons. Each school and enrolled youth in the LAPN will have access to 21st Century Technology Skills through classes and technology services offered daily in afterschool programs. This includes specific instruction, such as Video Game Design, as well as grade appropriate computer literacy for elementary, middle, and high school students, as well as parents (before and after school hours). Youth and family members will access technology resources and services at school-based Public Computer Centers (in locations discussed above), in existing School Computer Labs, and in community-based Public Computer Centers discussed above. The LAPN has two Technology Coordinators who will provide instruction, and also train the full time FSCS Coordinators and Parent Advocates at each school to lead computer technology instruction for youth and families.

YPI's Educational Technology Department (EdTech) oversees the Public Computer Centers. EdTech hires staff from within the communities where YPI works, and regularly provides professional development and staff retreats so staff are innovative, mission-driven, and always knowledgeable about the newest technologies. One of EdTech's strengths is its flexibility in content creation to allow for creativity and the use of personal strengths. All members of the EdTech team collaborate to create new course content. EdTech staff set up an open source (free of charge) data collection system to capture data for all 80 BTOP Public Computer Centers; the system is user-friendly and fully self-managed. EdTech similarly created an open source help desk system for the Public Computer Centers, which allows users to submit a "ticket" to request a computer technician. EdTech technicians receive tickets electronically and respond within 72 hours.

YPI's Educational Technology Department is the Umbrella Agency for the Los Angeles County Regional Broadband Consortia (LACRBC), whose mission is to provide leadership in Los Angeles County to close the digital divide by accelerating the broadband deployment, access, and adoption that will promote economic growth, job creation, and the substantial social benefits that advanced information and communications technologies bring. LACRBC is engaged in a [redacted] project that will address the “digital divide” in Los Angeles County over a three- year period. The Consortia will act as a leader in Los Angeles County by hosting discussions about broadband, spreading broadband awareness, supporting adoption, and providing educational training that will improve the digital literacy skills of residents countywide. The project is designed to promote regionally appropriate and cost-effective broadband deployment, access and adoption. The Consortia is representative of organizations that include but are not limited to K-12 education, community-based organizations, and businesses. Together, each sub-region will carry out work in its respective communities to reach overall countywide goals for broadband deployment, access, and adoption.
YPI’s Family Technology Project will also target 500 families for computer literacy training and home computers while aligning with the other initiatives.
CETF's School2Home and CFY-LA will provide families of middle school students with computer literacy training and free home computers, laptops, or iPads.
YPI's Director of Educational Technology is Co-Project Coordinator of the Los Angeles County Regional Broadband Consortia (LACRBC), which is engaged in a [redacted] project that will address the “digital divide” in Los Angeles County over a three year period. The Consortia will act as a leader in Los Angeles County by hosting discussions about broadband, spreading broadband awareness, supporting adoption, and providing educational training that will improve the digital literacy skills of residents countywide. The project is designed to promote regionally appropriate and cost-effective broadband deployment, access and adoption. The Consortia is representative of organizations that include but are not limited to K-12 education, community-based organizations, and businesses. Together, each sub-region will carry out work in its respective communities to reach overall countywide goals for broadband deployment, and broadband access and adoption.
Centro Latino will offer Leamos, an online pre-ESL Basic Spanish language literacy program for 10 parents at each LAPN elementary school to serve a total of 60 elementary school parents, and 10 parents each at Le Conte MS, SFiAM, Maclay MS, and Vaughn Charter to serve a total of 40 middle school parents.
KCCD will provide computer literacy workshops intended to increase Internet access for low-income households to 130 Hollywood residents. These services are geared toward parents of low-income and minority families, with services provided in English, Spanish, and Korean.

Segment:	Family & Community Support
Solution:	**Neighborhood Safety Partnership**
Description:	The LAPN Neighborhood Safety Partnership will include the City of Los Angeles Gang Reduction & Youth Development (GRYD) Department, a partnership with the City Attorney's office for the Byrne Criminal Justice Innovation (BCJI) grant, and will work with LAPD and local neighborhood council districts on improving neighborhood safety issues in both Hollywood & Pacoima.
Need (segmentation analysis):	Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. The City of Los Angeles has one of the highest violent crime rates in the nation, as determined by the Federal Bureau of Investigation's Uniform Crime Reports (UCR). During 2010, the violent crime rate per 100,000 people totaled 566.5, compared to a State of California violent crime rate of 440.6 and a United States violent crime rate of 403.6. While gang violence in LA County has declined recently due to strategies such as BJA's Project Safe Neighborhoods programs, gang and gun violence remain grave. LA County law enforcement has documented over 1,300 street gangs with over 150,000 members. Crime rates in the targeted LAPN community have soared. According to the 2010 Los Angeles Police Department (LAPD) Statistical Digest, the Hollywood Community Police Station ranked the third highest in Total Part I offenses (homicide, forcible rape, aggravated assault, robbery, burglary, larceny, and vehicle theft) in the entire City from 2009 to 2010 (out of 21 crime divisions). The rate of 38.6 per thousand residents is the sixth highest in the entire City and significantly higher than the 29.2 city-wide averages for Part 1 Crimes for 2010. Crime is clustered in reporting districts targeted for LAPN services. In LAPD Reporting District (RD) 645 there were 571 Total Part 1 Offenses in 2010, a rate of 127.4 per thousand residents. For LAPD RD 646 the rate was 125.5. For LAPD RD 647 the rate was 100.7. These targeted reporting districts have Total Part I Offenses rates that are over 3-4 times higher than the City of Los Angeles average of 29.2. In Hollywood's southeast area (LAPD RD 668), law enforcement has secured two gang-injunctions to address criminal activities perpetrated by two of the most violent street gangs in the nation: Mara Salvatrucha 13 and their rival, 18th Street. As defined by surveys and focus groups, gang crime and violence are top concerns of residents, a finding supported by the LAPD RD 668 data (2010), which shows that this area has the highest incidence of gang-related crime in the Hollywood Division. Results in 2011 from the LAPN planning process revealed a staggering 81% of survey respondents identified public safety and gang violence prevention as the top need. About 40% of parents report that children do not have safe routes to school, and over 2/3 do not think it is safe for children to play outside without adult supervision. Less than 1/2 of residents reported feeling safe at night. • 81% of Hollywood and 92% of Pacoima LAPN survey respondents selected "Public safety and gang violence prevention" as a primary area of need (LAPN Community Survey, 2011). • 82% of LAPN students feel safe at school (10,510) (LAUSD Student Experience Survey, 2010-11) • 74% of LAPN students feel sage on school grounds (9,485) (LAUSD Student Experience Survey, 2010-11) • 72% of LAPN students feel safe in the neighborhood outside the school (9,228) (LAUSD Student Experience Survey, 2010-11) • Only 43% of LAPN students feel safe traveling to and from school (5,511) (LAPN Community Survey, 2011) • 59% of youth and families in the LAPN feel safe walking in and around their neighborhood (LAPN Community Survey, 2011).

Evidence:	Research has demonstrated promising practices leading to moderate effectiveness of programs implemented in the LAPN to improve neighborhood safety. The Gang Reduction and Youth Development (GRYD) program of the City of Los Angeles had an independent third party evaluation completed by the Urban Institute (Dunword et all 2011) in July 2011. This found that more than half (60%) of the eligible at-risk youth (youth age 10-15 meeting high risk levels) who were enrolled in GRYD and retested six months later now had risk levels that would be considered ineligible for program services, using the Youth services Eligibility Tool (YSET) of assessment for gang involvement and violence. According to the report , "enrolled youth showed substantial and statistically significant improvements on all seven attitudinal risk scales." (p. 9) "Part I and Part II crimes in GRYD zones and SNL areas generally decreased fromJanuary 2005 through December 2010, with declines being steeper following GRYD program implementation.) (p.10). The Operation Peacekeeper program has demostrated moderate levels of effectiveness as demonstrated in Braga's (2008) pre/post–comparisons showed that the average monthly count of gun homicide incidents decreased by about 35% in 1997–2002 in Stockton, Calif. This study used a nonrandomized quasi-experimental design to compare Stockton gun homicide trends to other comparable California cities during this time frame. In an examination of the City of Philadelphia Foot Patrol program, Ratcliffe et al (2011) conducted a randomized controlled trial and "found that the target areas experienced a relative 23 percent statistically significant reduction in reported violent crime in comparison with the control areas." Eck and Wartell (1998) used a randomized controlled design evaluation to find impact on crime rates of improved property management working with the San Diego Drug Abatement Response Team (DART). Properties in this study properties included a control group with no police contact (n=37), one treatment group that received only a letter from DART (n=42), and one treatment group that received a letter from, and a face to face meeting with DART (n=42). Results indicated that the treatment group of properties with both a letter and face-to-face meetings reflects significantly improved crime rates (60% reduction) compared to the control group over the 30 month period.
Partners:	YPI, City of Los Angeles

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Households and non-targeted student youth Served:	9800	10785	11765	12745	13725
Percent of Households and non-targeted student youth within Neighborhood Served:	0.5	0.55	0.6	0.65	0.7
Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Per-Child Cost: N/A - program cost	N/A	N/A	N/A	N/A	N/A

Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	All target LAPN schools, the six LAPN Centers, and throughout the LAPN

Targeted population for this program include student youth, outside of LAPN target schools (n = 3,900), plus the additional estimate of reaching half of total households within the Neighborhood (n = 15,710); households generally, irrespective of classification as either family households or families with children under 1 or 18 years of age. (total at 100% = 19,610).

The City of Los Angeles has developed and implemented a highly effective gang prevention and intervention strategy that uniquely melds prevention and intervention services in a neighborhood deployment pattern to increase neighborhood safety. Twelve GRYD zones have been established in Los Angeles in communities most affected by gang activities, including Pacoima (part of the LAPN). Each zone receives an increased police presence, as well as prevention, intervention and re-entry programs targeted to youth residing, including Summer Night Lights programs that provides activities and resources for youth at area parks after dark. LAPN will work with the City to expand GRYD activities within LAPN in Pacoima and Hollywood using Partner El Nido program model, which has received the highest rate of all GRYD programs across the City. Summer Night Lights (SNL) in Pacoima will be expanded from its current two parks to include all five parks in the LAPN. Hollywood will increase SNL activities provided after dark at its one public park. LAPN will provide greater intensity of GRYD services in Pacoima and Hollywood. Services will include an increased focus on case management for at risk youth age 10-15 in high school, enhanced enrichment activities for youth, and other youth development and community leadership programs that will target an additional 250 Pacoima youth and 350 Hollywood youth each year. Gang prevention is modeled on Operation Peacekeeper in Stockton to address gang violence among youth age 10-18 and includes the use of Intervention Specialists, who are trained in conflict resolution, case management, community organizing, mediation, and mentoring, and are on-call 24 hours a day in order to provide a rapid response to incidences of violence to help prevent retaliation and help victims obtain assistance if needed.

YPI applied for a Byrne Criminal Justice Innovation (BCJI) grant from the Department of Justice, in partnership with the L.A. City Attorney and Justice & Security Strategies. The BCJI Neighborhood Safety strategy will provide a continuum of solutions targeting Total Part 1 Offenses and gang violence in the LAPN with the specific goal of reducing Part 1 crimes. Other components will target gang-related crimes, and YPI's continuum of solutions. Working with the Los Angeles City Attorney's Office, a prosecutor and a LAPN Revitalization Coordinator will be co-located at the Hollywood and Foothills (Pacoima) Police Station and at the YPI Hollywood FamilySource Center in Hollywood and the YPI Youth WorkSource Center in Pacoima. They will address drivers of crime such as environmental design, gang recruitment, truancy, mental health, family disorder, and homelessness. Program designs will primarily use strategies that are evidence-based and have evaluations providing causal evidence as collected on OJP CrimeSolutions.gov website. The Los Angeles Police Department will work with YPI and the LAPN to recruit residents in Community Policing Efforts such as Community-Police Problem Solving (CPPS), and will work with residents to expand Neighborhood Watch in the LAPN, while recruiting residents and business owners for the Hollywood and Pacoima Community-Police Advisory Board (CPAB). Improving environmental conditions will address environmental design (Safer Cities), code enforcement, and civil nuisance (Drug Abatement Response Team). Abatement and unfair competition actions will impact locations associated with narcotics, gangs, intellectual property theft and human trafficking. The continuum of solutions will be evaluated to enable improvements that will ensure efficacy. The LAPN will work with LAPD to expand use of Foot Patrol in high crime parts of the LAPN in Hollywood and Pacoima, which builds on existing programs already provided by the Hollywood and Foothills Community Police Station. This provides an accessible local policing strategy that will target hot spots and offer a nonthreatening presence.

The LAPD Hollywood Division holds monthly community safety meetings at LAPN target school Santa Monica Blvd. Community Charter School. YPI will work with the LAPD to add educational components to the meetings, which currently offer a forum for residents to raise safety issues and for police to review local crime statistics. Educational components may include information on the importance of crime reporting and how to do anonymously.
Ramona Elementary School's comprehensive Safe Routes to School program will replicated to other LAPN target schools. The Safe Routes to School program includes parent volunteers stationed along students' walking routes to Ramona, and students who skateboard or bike to schools from further away work with the school's Community Representatives to design individual safe routes to school. Within five blocks of Ramona, students are asked to walk their bikes/skateboards to ensure students' safety in the area with high levels of traffic from pick up/drop off.
As part of the State of California's safety school grants, announced in July of 2012, multiple LAUSD schools will benefit from new physical improvements and programs to enhance safety in and around school grounds. Three LAPN target schools, Charles Maclay Middle School, Pacoima Charter Elementary School and Vaughn Next Century Learning Center, will receive the following services as part of the new safety grants: new bike lanes including bike detection equipment, bike racks, and pavement markings; constructed bulbouts; and safety education and enforcement programs.

Segment:	Family & Community Support				
Solution:	**Neighborhood Beautification and Recreation**				
Description:	The Los Angeles Promise Neighborhood is working with the City of Los Angeles Recreation and Parks Department (RAP) to provide beautification and recreation opportunities in public parks that are part of the Los Angeles Promise Neighborhood.				
Need (segmentation analysis):	The revolutionary plan seeks to address a grave community program- there are .005 acres of open space in Hollywood per resident, compared to more than double that average for the City of Los angeles as a whole. • 81% of Hollywood and 92% of Pacoima LAPN survey respondents selected "Public safety and gang violence prevention" as a primary area of need (LAPN Community Survey, 2011). • Overwhelming majority of focus group participants noted parks need to be “cleaned” up in order for families to enjoy vicinity while also instilling a sense of pride among the community (LAPN Focus Group, 2011). • 95% of student/youth focus group participants highlighted the importance to plant trees, flowers and murals on their campus to feel a sense of ownerships and pride to attend respective schools (LAPN Focus Group, 2011). • 59% of youth and families in the LAPN feel safe walking in and around their neighborhood (LAPN Community Survey, 2011). • Less than half (47%) of LAPN youth (6,024) participate in learning activities during out-of-school hours (LAPN Community Survey, 2011).				
Evidence:	Research has demonstrated promising practices regarding the effects of neighborhood beautification efforts to improve the quality of life and resident cohesiveness in neighborhoods. Evidence shows that children living within 500 meters of a freeway since age 10 are likely to have serious lung deficiencies by the age of 18 (The Lancet, February 2010). Alaimo et al (2010) has demonstrated the relationship between neighborhood beautification projects and the increase in social capital at the individual and neighborhood level so important to collaborative projects such as Promise Neighborhoods. The study used data analyzed from a cross-sectional stratified random telephone survey in Flint, Michigan (N=1916). Hierarchical linear and logistic regression analyses were used to study associations. Community gardening/beautification activities and neighborhood meetings were found to increase resident sense of social cohesion on the neighborhood level.				
Partners:	Hollywood Beautification Team (HBT), Hollywood Wilshire YMCA, Hollywood Central Park				
IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**

Number of Households and non-targeted student youth Served:	9800	10785	11765	12745	13725
Percent of Households and non-targeted student youth within Neighborhood Served:	50%	55%	60%	65%	70%
Program Cost:	[redacted]				
Per-Project Cost:	[redacted]				
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	LAPN parks and community spaces

Targeted population for this program include student youth, outside of LAPN target schools (n = 3,900), plus the additional estimate of reaching half of total households within the Neighborhood (n = 15,710); households generally, irrespective of classification as either family households or families with children under 1 or 18 years of age. (total at 100% = 19,610).

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. The City of LA Recreation and Parks Dept (RAP) operates 12 parks and recreation centers serving Pacoima and Hollywood. They include Barnsdall, De Longpre, Hollywood, Lemon Grove, Lexington Avenue, Seily Rodriguez, and Selma in Hollywood and El Dorado Avenue, David M. Gonzales, Hubert H. Humphrey, Northeast Valley Multipurpose, and Ritchie Valens in Pacoima. There are three additional proposed parks in the target area, which are Carlton Way Park (funded), La Mirada Park (funded), and Kagel Canyon Site (unfunded). RAP services for the target population include: LAKIDS dance, sports, karate, Summer Night Lights, summer day camps, and music activities for 2,229 youth and adults.

The LAPN will work with the City of Los Angeles and Hollywood partners to support the ongoing development and construction of Hollywood Central Park. Hollywood Central Park will work around the lack of usable space in this densely built community by "capping" the 101 Freeway where it winds through the heart of Hollywood and directly through the LAPN. This 44-acre street level urban park will reunite communities separated for more than 50 years by the Hollywood Freeway. The Hollywood Central Park is a landmark infrastructure project that will create more than 40,000 direct and indirect jobs over 10 years, provide economic stimulus and long term economic security, provide healthy communities and provide children with open green spaces in which to grow and thrive. More than 180,000 people, including 40,000 children, live within just 1 mile of the proposed park. Hollywood has .005 acres of open space per resident, compared to .012 acres of open space per resident in the City of LA, and is one of the lowest resident-to-park space communities in California. Two-thirds of children in LA do not live near a park, playground, or other safe space to play. By comparison, New York City's parks are much more equitably distributed, with 91% of its children living within walking distance of a park. Existing park space in LA is disproportionately concentrated in the region's wealthy neighborhoods, and as a result, Latino, African-American, and Pacific Islander youth are dramatically less likely than their White counterparts to enjoy access to open space, playgrounds, and other exercise facilities.

During planning, YPI engaged community members in asset mapping to identify potential neighborhood improvement projects, safety concerns, and to map community assets. As a result of this community input, YPI implemented multiple neighborhood improvement projects in 2011-12 in Pacoima and Hollywood. YPI worked with the City of LA's Recreation and Parks Department to replace broken lights at David Gonzales Park, including adding bulletproof covers to the new lights to prevent them from being broken again. YPI obtained a Clean & Connected Communities mini-grant from Councilmember Eric Garcetti to beautify Grant Elementary School with a large mural on the front of the school and additional plants around the front of the school. YPI also added a "College Hallway" along Grant Elementary's main corridor with university pennants. At the San Fernando Institute for Applied Media, YPI partnered with Big Sunday for a mural and garden project to beautify the school. YPI's Full-Service Community School program at Maclay Middle School recently completed a semester-long Mural Project, where students met weekly to learn about mural painting techniques from a mural artist, brainstorm and design the mural, and then paint it.
The Hollywood Beautification Team (HBT) will implement community tree planting efforts in neighborhoods proximate to the 101 freeway to improve the health of residents. The trees will improve local air quality for LAPN youth growing up besides the busiest freeway in the nation. HBT also provides Graffiti Abatement and community clean-ups to improve Hollywood's physical environment.
The Hollywood Wilshire YMCA will offer programs and activities for students' families, as parental involvement is critical for long term and lasting healthy lifestyle changes. Accordingly, the YMCA will provide subsidized family membership to its fitness facility and is working in conjunction with Kaiser Permanente Los Angeles to offer nutrition workshops outside of school hours for students and their parents.

Segment:	Family & Community Support
Solution:	**Health Services**
Description:	Mental health is a critical precursor to academic achievement in schools. LAPN students are faced with daily levels of stress and violence that mandate active intervention with services to promote good mental and physical health, as discussed below. LAPN partners will provide psychotherapeutic services for children and families. Mental and dental services will be provided for students and families at target schools and in the community. LAPN will offer “clinic days” where physicians and nurses from partnering clinics would assess children’s records to ensure they are meeting requirements. LAPN will add a licensed clinician (LCSW) to provide services and supervise graduate student social work interns. The LCSW and MSW interns will provide crisis counseling to 150 clients each year. The Neighborhood will provide Mental Health services using strengths-based, brief individual or family counseling focus founded on a systems theory platform. This will include Case Management providing coaching for life skills & connection to beneficial resources, services, and activities. LAPN will provide School Based Mental Health services at multiple target schools in Hollywood. Services will be directed at students not meeting Medi-Cal eligibility under mental health contract. Services will include a therapeutic enrichment camp, which serves high-needs youth with behavioral problems and will enroll an additional 400 LAPN students. The Northeast Valley Health Clinic will provide the Fast Track Vaccination Program, which offers express immunization services for 2,000 Neighborhood youth in Pacoima. Flu Clinics will provide yearly vaccinations for 1,000 youth and family members annually. Health Education and Nutrition Activities will use the services of a Health Educator and Registered Dietician to operate community awareness programs for youth: Youth Empowerment through Nutrition (age 12-18) trains youth as Peer Nutrition Leaders to offer nutrition presentations at schools. The Clinic will sponsor weekly nutrition/physical activity workshops for residents that will include topics such as Nutrition 101, Physical Activity, Market Tour, and Kitchen Demo. The Neighborhood will target at-risk youth ages 12-18 by expanding Outpatient Treatment Programs provided by partners and plans to implement additional Prevention, Early Intervention and Treatment Services at middle and high schools. Services provided will include Brief Adolescent Intervention, Screening and Referral utilizing SBIRT protocol for substance abuse for adolescents; Outpatient Treatment Services for Substance Use Disorders; Outpatient Group Counseling; Family Counseling, and Life Skills for Girls. LAPN will target at-risk youth age 12-18 by continuing substance abuse and mental health programs and expanding the outpatient treatment program and the federally funded ACCESS intensive case management. The Saban Free Clinic is working with LAUSD and LAPN to expand a community clinic. The Clinic offers partnerships with Cedars Sinai Medical Center, Kaiser Permanente, Children’s Hospital of Los Angeles and the UCLA School of Dentistry to provide health services. Victory Outreach Sylmar will serve 50 clients (18+) accepted into the Pacoima Recovery Home Program for substance abuse and 20 clients into the residential re-entry program.

Need (segmentation analysis):	• 73% (3,041) of children 0-5 usually visit community clinics, other than an emergency room, when they are sick or in need of advice about their health (California Health Interview Survey, SPA data, 2010; LAPN Community Survey, 2011). • Overall, only 64% of targeted LAPN youth have full immunization on schedule as required by schools. 36% of students have "conditional" immunizations (LAUSD, 2011-2012). • LAPN Elementary School Immunization Rates: 84% meet all immunizations as required by schools (LAUSD, 2011-12). • LAPN Middle School Immunization Rates: 72% meet all immunizations as required by schools (LAUSD, 2011-12). • LAPN High School Immunization Rates: 36% meet all immunizations as required by schools (LAUSD, 2011-12). • 8th and 9th grade students have the lowest levels of meeting all required immunizations required by schools, at 40% and 22.5% respectively (LAUSD, 2011-12) • 66% (15,447) of children in LAPN participate in 60 minutes of moderate to vigorous physical activity (LAPN Community Survey, 2011) • 8.6% of children in Pacoima, ages 0-17 have been diagnosed with asthma (Los Angeles County Health Survey, 2009) • Pacoima reports a diabetes rate of 7% and an obesity rate of 17.1%, while 38.8% of the area population is overweight (Los Angeles County Health Survey, 2009) • Pacoima Elementary School Students: 33.3% of 5th graders were obese (Los Angeles County Department of Public Health, 2008). • Pacoima Middle School Students: 28.6% of 7th graders were obese (Los Angeles County Department of Public Health, 2008). • Pacoima High School Students: 25.4% of 9th graders were obese (Los Angeles County Department of Public Health, 2008). • Hollywood Elementary School Students: 30.7% of 5th graders were obese (Los Angeles County Department of Public Health, 2008). • Hollywood Middle School Students: 25.1% of 7th graders were obese (Los Angeles County Department of Public Health, 2008). • Hollywood High School Students: 24.3% of 9th graders were obese (Los Angeles County Department of Public Health, 2008). • Only 20% (4,681) of children consume five or more servings of fruits and vegetables daily (LAPN Community Survey, 2011).

Evidence:	Research has demonstrated promising practices regarding the effects of mental health, medical, and dental services on low income youth such as residing in the Los Angeles Promise Neighborhood. Evidence demonstrates that a family's access to health care and prevention programs reduces student absences and even improves academic performance. Research from The California Healthy Students Research Project finds that, in particular, "students given access to school-based mental health centers showed a 30 percent decrease in absences and failures, and a 95 percent decrease in disciplinary referrals." Murray et al (2007) used a multidisciplinary panel of health researchers to searched the literature, and found a positive effect on some academic outcomes from school health programs for asthmatic children that incorporate active parents and health education. Glewwe et al (2001) used a longitudinal data set to follow a large number of children from birth until the end of their primary education and found that children with greater nutrition have better academic results in school.				
Partners:	Hollygrove/EMQ FamiliesFirst, Victory Outreach, The Saban Free Clinic (Saban), Friends of the Family, Northeast Valley Health Corporation (NEVHC), MEND- Meet Each Need with Dignity, Phoenix House				
IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Families with Children under 18 Served:	1135	1700	2260	2835	3400
Percent of Families with Children under 18 within Neighborhood Served:	10%	15%	20%	25%	30%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				
IMPLEMENTATION DETAILS					
Location of Program/Service:	Services targeting all LAPN schools and the six Neighborhood Centers				
Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Hollygrove will provide Medi-Cal mental health services to children living in the LAPN boundaries. Hollygrove and its parent organization, FamiliesFirst, have more than 140 years of experience providing comprehensive mental health and social services for children, adolescents, and families with complex emotional and social needs. Hollygrove's services will help students struggling with mental health issues so they are able to learn and develop successfully in a school setting.					
Victory Outreach's Recovery Home and Residential Re-Entry Home will serve 70 Pacoima residents each year. VO clients are parolees, probationers, substance abusers, and/or may be affiliated with local gangs. VO's programs provide services that allow the opportunity for clients to become self-sufficient.					

The Saban Free Clinic's Mark S. Taper Foundation Health Center in Hollywood provides residents affordable, high-quality and compassionate medical and behavioral health services. Saban's comprehensive medical services include primary, preventive and specialty care for adults and children; prenatal care and obstetrics/gynecology; continuity care for diabetes, asthma, high blood pressure, and other chronic conditions; optometry; pharmacy and medications; cancer screenings; diagnostic and laboratory services; sexually transmitted disease diagnoses and treatment; high-risk youth services; chiropractic care; physical therapy; rapid HIV testing; and wellness classes, including nutrition, yoga, and diabetes education. Saban's behavioral and mental health services include crisis intervention counseling; short-term therapy; shower facilities for homeless clients; and group classes. Saban's pharmaceutical patient assistance programs provides medications that are donated from pharmaceutical companies based on patients' income and eligibility.
Wellness Coordinators will support with the coordination of workshops for students on topics such as: weight management, food portions, staying healthy and active etc. Coordinate Health Awareness fieldtrips with students and family members; activities such as hiking, Soccer games, Ice Skating etc. They will help students understand, improve, and maintain physical well-being, while working with their families to help them make well informed health, nutrition, and fitness choices.
FSCS: Will support with coordination and outreach for all activities, such as Mobil and/or clinic days, crisis counseling, fast track vaccination program, flu clinics etc. The FSCS Site Project Coordinator will also support students and families by identifying health resources in the community. Coordinate and Faciliate teen pregnancy prevention, positive self-image workshops, stress management, Sexualtiy and sex education,
Wellness Coordinators will train teachers to teach SPARK. SPARK will be offered to all students daily during PE or Advisory classes.
Friends of the Family will provide trauma mitigation services to elementary aged students.
Northeast Valley Health Corporation (NEVHC) is a non-profit, Joint Commission accredited Federally Qualified Health Center that provides quality and safe comprehensive primary health care services to the residents of LA County in a manner that is sensitive to the economic, social, cultural, and linguistic needs of the community. NEVHC will provide primary care services, including pediatrics, women's health, adult medicine; comprehensive perinatal services; fast track immunization services for children- free, walk-in and express services weekly. NEVHC will also offer Flu clinics- regularly scheduled flu vaccine clinics at the Pacoima and Maclay Clinics and in community locales, immunizing up to 1,000 children and family members. NEVHC offers health education classes for community. Pacoima HC serves 15,000 residents annually (26% are under 5) providing pediatrics and reproductive health, including control, STD, and HIV and pregnancy tests, Prenatal Care, the CPSP, Family Planning and gynecology. WIC services are available on-site for all eligible community members. All uninsured patients will be referred for assistance with enrollment in low/no cost insurance programs, although no one is turned away for lack of payment. Maclay HC serves 1,464 patients annually, of whom 96% are under 18 years old and 28% are under five. Over 1,000 patients were immunized at this clinic last year. The following services are available at this site, i.e. minor illness and injury, family planning, STD testing and treatment, HIV screening, testing and counseling, TB testing, and short term mental health counseling. Preventive services include health education, behavior assessment, pap smear, blood pressure check, anemia screening, immunizations, and WIC referrals.
MEND provides an annual Head to Toes event, where 200 3rd graders from Vaughn Next Century Learning School receive free vision exams, dental fluoride treatments, new shoes, and backpacks filled with school supplies.

MEND’s Medical volunteers have designed and implemented a basic medical program that provides health care to poor, uninsured families. Clinics provided include: Family Medicine, Diabetes and Hypertension Education and Treatment, Healthy Aging, Gynecological Care, Counseling, Optometry, Acupuncture and Chiropractic. Due to the prevalence of Diabetes, several strategies are being employed to not only treat but to prevent more cases from occurring. The Health Center and the Food Department provide nutrition classes and education on the healthy regimen necessary to control and to prevent the disease. In addition, exercise classes are offered that include, Yoga, Aerobics and Zumba. The Dental Clinic served over 4,000 clients in 2011 making it one of the fastest growing services at MEND. Currently, 25 volunteer dentists, 10 dental assistants and 4 receptionists provide oral exams , X-rays, cleaning, fillings, extractions, root canal treatments, crowns, dentures, partial dentures, sealants and—most importantly—oral hygiene education. An innovative collaboration with University of the Pacific provides for a unique teledentistry service that enables a dentist offsite to view patients x-rays and dental records via computer, and then provide dental treatment plans in emails returned to the MEND. This Virtual Dental Home project has positively impacted MEND’s Dental Clinic by allowing volunteer dentists to immediately start treating patients when they come in, using the prepared treatment plans. This means that the dentists can maximize their time spent in the MEND Dental Clinic and treat more patients. The Dental Clinic also holds an annual event for 315 pre-school children in which they receive screenings and fluoride treatments.
Phoenix House will provide behavioral health and substance abuse prevention/counseling services for LAPN middle and high school students. Phoenix House's ACCESS (Assertive Community Care Ensuring Sobriety and Success) provides at-home behavioral health and substance abuse counseling to local high-risk youth referred by Probation Dept and schools. Phoenix House will target at-risk youth ages 12-20 by expanding Outpatient Treatment Program to serve more Pacoima residents and will implement additional Drug and Alcohol Prevention Services at local MS and HS within the LAPN boundaries.

Segment:	Family & Community Support
Solution:	**Case Management & Supportive Services**
Description:	YPI will employ a two pronged approach to provide case management and supportive services to LAPN families. The first approach will include school-based case management and supportive services, whereas the second approach will rely on community centers and partners, which together, will provide these services to families and residents at the six LAPN Neighborhood Centers to particularly target neighborhood youth not attending target schools.
Need (segmentation analysis):	• Less than half (48%) of children, from bith to kindergarten entry participant in center-based or formal home-based early learning settings of programs in LAPN (Los Angeles County Health Survey, 2010; LAPN Community Survey, 2011). • A total of 33.7% of surveyed families around the Pacoima area had difficulty finding acceptable childcare options (Los Angeles County Health Survey, 2007). • Overall, only 64% of targeted LAPN youth have full immunization on schedule as required by schools. 36% of students have "conditional" immunizations (LAUSD, 2011-2012). • Pacoima LAPN residents, 42% experienced food insecurities; 23.2% used food stamps; 13.8% used community meals programs; 5% of respondents missed a meal because of the lack of money to buy food (LAPN Community Survey, 2011). • Hollywood LAPN residents, 26.3% used food stamps; 16% used community meals programs; 7% of respondents missed a meal because of the lack of money to buy food (LAPN Community Survey, 2011). • Only a third (34%) of LAPN students report receiving encouragement from parents or family members to read books outside of school, every day (LAPN Student Survey, 2012) • Only a third of LAPN students experience having their parents or family memebrs speak to them about the importance of college every day (LAPN Student Survey, 2012) • 25% of households in Pacoima are linguistically isolated, of which 30% are monolingual Spanish-Speakers (U.S. American Community Survey, Estimates 2006-2010).

Evidence:	Research has demonstrated promising practices regarding the effects of case management and supportive services to support low income youth and their families. Kornfeld & Rupp (2000) discuss a random assignment study conducted by the Social Security Administration (SSI) in which 8,248 volunteers with disabilities seeking employment were part of a treatment group receiving case management or a control group who did not receive case management services but who could obtain SSI services. A higher percentage of the treatment group accessed services (75% to 69% of the control group) and the treatment group generally accessed more of the services, which included job search assistance, business skills training (training in a trade or business school), and assessment of work potential. The earning increase of the treatment group after two years of receiving case management and supportive services, was $220 more than the control group, a statistically significant amount.				
Partners:	Public Counsel, El Nido Family Centers (El Nido), Friends of the Family, Hollywood Community Housing Corporation (HCHC), MEND- Meet Each Need with Dignity				
IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Families with Children under 18 Served:	1135	1700	2260	2835	3400
Percent of Families with Children under 18 within Neighborhood Served:	10%	15%	20%	25%	30%
Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, PromiseNeighborhood federal funding (see budget for detailed breakdown)				
IMPLEMENTATION DETAILS					
Location of Program/Service:	YPI Hollywood FamilySource Center, YPI Pacoima Youth WorkSource Center, El Nido FamilySource Center, all LAPN target schools				

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. LAPN will work with Student Support Teams at each target school to define high risk students in need of full case management services beyond an assessment plan and enrollment in recommended LAPN solutions. These Teams will include the LAPN Academic Counselor, the LAPN Program Coordinators, a Family Advocate, and other members that may include a School Social Worker; a Grade Level Coordinator; a School Counselor; a Behavior Facilitator; and a Teacher. Based on a recommendation from a teacher, school staff, or parent, the Team will examine and recommend students for Case Management. Case Management staff, including partners, will work to complete a Case Management Plan for each youth recommended for full case management services. This Plan will identify barriers to self-sufficiency, academic achievement and family stability including: food, shelter, transportation, safety, health care, employment, needs of youth and family members (substance abuse, mental health, domestic violence), student academic need, parental concerns (child abuse, parenting, and access to childcare and after school programs), and financial need.
YPI's Hollywood FamilySource Center and Pacoima Youth WorkSource Centers will serve as hubs for case management and supportive services. LAUSD is co-locating LAUSD Dropout (PSA) Counselors, Adult Education Instructors, and Mental Health Counselors at the YPI Hollywood FamilySource Center in Hollywood and the YPI Youth WorkSource Center in Pacoima to provide drop in use, classes, and workshops to support LAPN youth and families, a unique partnership between YPI, LAUSD and the City of Los Angeles (which funds the Centers). Supportive services will be provided based on case management and assessment. Referrals include medical and dental services, mental health counseling, shelter, food, housing, utilities, childcare, health insurance enrollment and preventive services through area organizations such as MEND and through the Hollywood and Pacoima FamilySource Centers operated by YPI, El Nido and the City of Los Angeles.
Public Counsel will provide 2,000 hours of pro bono legal services each year to Hollywood youth and their families. Public Counsel's attorneys will offer advocacy and social work legal services to ensure at-risk youth in Hollywood have access to high quality education and the ability to successfully transition to college, as well as assistance to help youth and their families/caregivers and community members access community supports and overcome legal barriers so they can live stable, productive lives.

El Nido's FamilySource Center (FSC) is a one-stop resource for elementary-school children, middle- and high-school youth and their parents/family members (over 3,000 in 2010-11 alone). The Pacoima FSC is located at 13460 Van Nuys Blvd., on a major public transportation thoroughfare. The facility is entirely accessible to persons with disabilities, including an equipped first -story computer center. For the FSC's Latino (97.5%) population, bicultural staff provide services and materials in English and Spanish, easily accommodating English Language Learners. At the FSC, and through long-standing collaborations, low-income families access a growing range of services, designed to improve academic performance for children/youth and increase the income/assets of their families. Information & Referral and Comprehensive Case Management assist clients in prioritizing needs, accessing resources and removing barriers. Concrete needs (income support, food, shelter/housing, health/dental care transportation, etc.) are met first, through connection with MEND, DPSS, DHS, etc., and/or an emergency fund (supported by Mother Joseph and the California Community Foundations). Connections with NEVHC, El Proyecto del Barrio, EDD WorkSource, DMH, and more provide clients with a "medical home", employment training/job placement, childcare, mental health and substance abuse treatment, etc. Orientations acquaint families with service options, such as: multi -benefit screening (one-E app); low-cost auto insurance; legal aid & VITA tax prep (Neighborhood Legal Services); beginner & workforce readiness computer training, ESL, and GED prep (LACC & MEND); caregiver training & certification (Anderson Medical Career College); Healthy Nutrition nights/Cooking classes (Health Matters); and weekend Fiesta Market events. El Nido staff also provide parent education, Motheread/Fatheread and Financial Literacy Training, focused on preparing children for educational success from birth through college graduation, in a healthy, secure home environment. Site services for children and youth include: a homework center, with tutoring and computer access, independent study toward HS diploma/GED (LACOE teachers); Harold Cares & Teens at Work job preparation; Alateen; Girl Scouts; service learning and youth development activities (community projects, music/guitar, acting/theater, DJ club, cultural art forms, creative writing, cosmetology and skateboarding), offered by Tia Chucha's, Pacoima Beautiful, Woodcraft Rangers, and expert volunteers from the community.
Friends of the Family will provide mental health services using strengths-based, brief individual or family counseling focus founded on a systems theory platform. FOF will also provide case management providing coaching for life skills & connection to beneficial resources, services, activities & supports. Friends of the Family will serve 90 PN residents at schools, in community centers, and in-home.
Hollywood Community Housing Corporation (HCHC) is a nonprofit affordable housing developer and owns 22 affordable housing properties in Hollywood. HCHC will outreach to its residents to market LAPN events, services, and opportunties. HCHC will provide meeting rooms and associated utilities/supplies, and will cover the security and cleaning deposit for LAPN events held at HCHC properties. HCHC will continue to provide the community an emergency food pantry, affordable housing for low-income individuals, families, seniors, those disabled by HIV/AIDS, and homeless.
Korean Churches for Community Development will provide foreclosure prevention counseling, homebuyer education, and fatherhood education.

LAPN legal services will be provided and will be patterned after the highly Newark Reentry Legal Services (ReLeSe) program. Working with Volunteer Lawyers for Justice, legal services provided at LAPN Community Centers will support adults with criminal records toaddress civil legal matters that are barriers to successful community reintegration. The program will match residents with volunteer lawyers recruited through partnerships with the Volunteer Lawyers for Justice and area Chambers of Commerce. Services provided will include suspended driver's licenses; municipal court issues; child support issues; and expungement of records.
The mainstays of MEND's activity are still the Emergency Food Program and the Clothing Department. Last year, as many as 23,000 people were fed each month. There has been a dramatic increase in clients again this year. Food boxes are distributed three times weekdays and every Saturdays onsite, and twice each month at satellites. Nearly 30 other organizations, churches, senior centers, Skid Row Homeless Meal Programs, and other Food Banks receive food from MEND. Great care is given to soliciting healthier and more nutritious items for our recipients. Over 15,000 lbs. of fresh produce is distributed weekly. Healthy recipes, and nutritional information tailored to what is offered in the day's basket is posted on a wall in the distribution center. Led by the Food Department, Seeds to Supper, is a four session program where kids grow food from seeds grown in the garden that has been planted around the MEND parking lot. They learn basic science concepts, harvest food, and are introduced to basic cooking techniques. The program culminates with a dinner prepared by these students with the food they harvested. Each month the Clothing Department provides over 3,000 needy individuals with necessary clothing, shoes, blankets and small household items. In addition, this department sponsors several special events. A Bi-Annual Baby Shower is held in which expecting mothers receive information from community agencies, attend educational workshops, and receive a referral to receive a free car seat and a goodie bag. Bags are filled with newborn essentials such as bottles, wipes, diapers, clothing, blankets, and toys. The annual Project Job Ready event gives clients the opportunity to get a complete outfit for a job interview as well as participating in a resume writing workshop.
MEND's annual Project Glamour gives local teens an opportunity to get a complete formal outfit for a prom or school dance. MEND distributes dresses and formal accessories to 40 young women for their proms and graduations. In addition, educational workshops for teens and their parents are held on important life topics. Topics for the teens will include safe dating and developing a strong self-esteem while parents will have the opportunity to discuss effective ways to communicate with their teens.
Home Visiting has been important to MEND's operations since the organization was founded in 1971. The emphasis of these visits has been to personalize MEND's services and to provide additional help to families with critical needs. Home Visiting volunteers are trained to provide a basic assessment of a household situation and then to make referrals to other MEND services or other community agencies which could offer needed assistance. Also, Home Visitors may refer families for weekly or bi-weekly food boxes from MEND for a limited time if they have a critical financial situation (families who do not have such a referral may only receive MEND food boxes once a month). For MEND's Christmas basket program, all 1200 applicant families are visited before being approved for their baskets.
Information and referral services are provided in the MEND office weekdays. Office workers may refer recipients to other organizations that can assist with specific needs or problems, help recipients complete applications or forms for other agencies and public benefits, make telephone calls or write letters on their behalf, or simply provide a "listening ear".

A shower program is available at the MEND facility one day each week that offers the homeless an opportunity to shower and to obtain clean clothing and a hot meal.
MEND's Christmas program brought smiles to 1,400 families with food, blankets, and toys for the children. A hot shower program gives some respite to the homeless with toiletries, clean clothes and a hot lunch provided. This program has grown 400% in the last year.

Segment:	Family & Community Support
Solution:	**Adult Education and Employment Training**
Description:	Adult education, particularly support for passage of the GED is a strong need for older residents in the Los Angeles Promise Neighborhood. Services also include adult basic education (ABE), adult English for speakers of other languages (ESOL), and adult secondary education (ASE) programs. LAPN Partner Centro Latino for Literacy provides an on-line Pre-ESL Basic Spanish language literacy program called Leamos. ESL services will be offered at ten partner sites in the LAPN and serve 100 parents in a twelve month period. LAUSD operates the Division of Adult and Career Services to offer ESL and adult education services at numerous sites in the community, including at the YPI FamilySource Center in Hollywood in a partnership with YPI. The Helen Bernstein High Adult School and Pacoima Skills Center enroll students who are credit deficient, as well as ESL students. Los Angeles City College will provide services incorporating English literacy and civics education (non-credit ESL, Speech, Interview Skills, and Citizenship Preparation). Equally critical is employment training in growing fields to meet the needs of young adult clients who get their GED or high school diploma. Employment training services will include linkages with employment and job resources offered by WorkSource Centers, such as access to job listings, skill assessments, information about local education and training providers, personalized employment plans and individual counseling. It will include case conferencing with WorkSource and OneSource staff. Soft skills training led by LAPN at FamilySource Centers and partnering WorkSource Centers such as MCS Worksource Center will provide SCANS training for clients, resume building and job search strategies. YPI will enroll LAPN adult clients in the Health Careers training program funded by the U.S. Department of Education that is training and placing 400 clients in this expanding field. In addition to postsecondary opportunities at partnering community and four year colleges, the Los Angeles Promise Neighborhood provides career training opportunities in Health Careers through two separately funded programs from the U.S. Department of Labor. YPI is working with Los Angeles City College and the MCS Worksource Center to create a health careers sector intermediary as part of the Promise Neighborhood. This will work target Hollywood and work with health care employers, including Kaiser Permanente, the Children's Hospital Los Angeles and others to meet future needs for employers will working to offer career training for LAPN residents. This is further supported by YPI's partnership with MCS on a funded U.S. Department of Labor H1-B job training program to place Los Angeles residents in high demand healthcare careers currently filled by foreign workers with visas.

Need (segmentation analysis):	• 15% of Pacoima adults and 18.6% of Hollywood adults are unemployed (U.S. American Community Survey, Estimates 2006-2010) • Educational attainment for Pacoima residents is weak, 54.3% of Pacoima and 30% of Hollywood residents 25 years of age and older obtained less than a high school diploma (U.S. American Community Survey, Estimates 2006-2010). • 20% of Pacoima families live in extreme poverty; 26% of Hollywood families live in extreme poverty (U.S. American Community Survey, Estimates 2006-2010) • 26% of Pacoima families with related children live in poverty (U.S. American Community Survey, Estimates 2006-2010) • Specific block groups note 55-75% of Pacoima families with children live in poverty and block groups in Hollywood reach up to 100% of children living in poverty (U.S. American Community Survey, Estimates 2006-2010) • 25% of households in Pacoima are linguistically isolated, of which 30% are monolingual Spanish-Speakers (U.S. American Community Survey, Estimates 2006-2010) • 50% of Pacoima residents are foreign born, while over 50% of Hollywood residents are also foreign born (U.S. American Community Survey, Estimates 2006-2010).
Evidence:	Research regarding effectiveness of adult education include the following promising practices. McKane & Greene, 1996 indicate that using a software fluency program with adult beginning readers (reading below GE 3) leads to an increase in total reading achievement. Best practices to adequately provide adult education courses are informed by the following: Purcell-Gates (2000) found that children of parents involved in some form of family literacy program improved in areas relevant to school success. Comings, Parrella, and Soricone (1999) demonstrate the importance of persistence in adult education, including a strong focus on reading (particularly oral reading), word decoding instruction and practice, and explicit vocabulary teaching. Brown (1993) describes a study of 85 learners in an IEP setting that demonstrates importance of linking vocabulary to text comprehension. Several studies (Hardman, 1999; Huntley, 1992; Klassen & Burnaby, 1993) document the importance of special programs for learners with limited literacy in their first language, including an individualized, open enrollment instruction setting.
Partners:	Managed Career Solutions (MCS), Our Streets Dream, MEND- Meet Each Need with Dignity, Valley Economic Development Corporation, Los Angeles City College

IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Adults without HS Diploma Served:	470	950	1420	1890	2460
Percent of Adults without HS Diploma within Neighborhood Served:	2%	4%	6%	8%	10%

Program Cost:	[redacted]				
Per-Adult Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	LAPN Centers

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond.MCS operates the Hollywood WorkSource Center, a City-funded facility that provides workforce development services to the community, including providing research and support to engage local and regional businesses in their participation in providing workforce and economic development opportunities to the LAPN.

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond.MCS operates the Hollywood WorkSource Center, a City-funded facility that provides workforce development services to the community, including providing research and support to engage local and regional businesses in their participation in providing workforce and economic development opportunities to the LAPN.

MEND's Training Center provides year-round ESL (English as a Second Language) courses; literacy classes in both English and Spanish reading; afterschool homework help, math and science tutoring for kids; a computer lab teaching computer skills as well as general learning and sewing classes teaching students to work with patterns, including cutting, sewing by hand and operating sewing machines. Clients also get valuable training and skill development “on-the-job” servicing all MEND Programs and general operations. It is important to note that the teaching staff is comprised entirely of qualified volunteers, many of whom have had professional teaching experience. Other classes offered include GED, citizenship, and summer arts and crafts for the children.

Segment:	Postsecondary Services
Solution:	**Leadership Development**
Description:	Civic Engagement will be provided through community involvement opportunities for postsecondary youth in college. Rock the Vote Democracy Classes will be provided specifically for youth at the LAPN Community Centers. Rock the Vote- Democracy is a weeklong civic awareness event hosted by YPI every year in the spring that will work with all youth through LAPN community centers to increase awareness and involvement in the democratic process, including voting. Events include using a democracy toolkit, mock elections, debates, and special guests to speak with youth. In 2011, YPI operated the first Rock the Vote Democracy Classes pilot program, serving students at 12 high schools. LAPN will work with postsecondary youth to implement community service projects. Partner Goldman Sachs is providing additional support for LAPN through their Community TeamWorks initiative, which allows Goldman Sachs employees time out of the office to participate on a team-based community project with a nonprofit organization in programs such LAPN. This will be expanded to a broader community volunterism program with partners such as the Los Angeles Area Chamber of Commerce to provide volunteer opportunities for Los Angeles business professionals in the Neighborhood.
Need (segmentation analysis):	• Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • 80% of Pacoima high school graduates and 60% of Hollywood graduates that pursue a postsecondary education, do so at the community college level (CDE, 2009-10; LAUSD, 2010-11; UCOP, 2009-10). • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010) • Only a third of LAPN students experience having their parents or family members speak to them about the importance of college every day (LAPN Student Survey, 2012) • LAPN High School Students: 44% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • Educational attainment for Pacoima residents is weak, 54.3% of Pacoima and 30% of Hollywood residents 25 years of age and older obtained less than a high school diploma (U.S. American Community Survey, Estimates 2006-2010). • 15% of Pacoima adults and 18.6% of Hollywood adults are unemployed (U.S. American Community Survey, Estimates 2006-2010).

Evidence:	Research regarding civic engagement strategies providing quantifiable effects on youth academic achievement as a promising practice is available. According to Scales et al (2006), students involved at high levels with service-learning activities had higher grades, improved school attendance, and other academic success outcomes. This connection is apparent with low socio-economic status students, who score higher on academic success variables than similar peers not involved in these activities. Hart & Donnelly (2007) also demonstrated using the National Educational Longitudinal Study that both community service (both voluntary and school required) were strong predictors of adult voting and volunteering as broader indicators of civic involvement.				
Partners:	Armenian National Committee of America- Western Region (ANCA-WR)				
IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Young Adults Served:	4868	4868	4868	4868	4868
Percent of Young Adults within Neighborhood Served:	100%	100%	100%	100%	100%
Program Cost:	[redacted]				
Per-Child Cost:	N/A	N/A	N/A	N/A	N/A
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				
IMPLEMENTATION DETAILS					
Location of Program/Service:	ANCA-WR Executive Internship Program will be offered at the Hollywood Youth Center.				

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. The Executive Internship Program serves the Hollywood community by allowing high school graduates and beyond to participate in the internship program, where they have an opportunity to interact with students from other communities and participate in a project that will benefit their respective communities. The Executive Interns will gain experience in a number of areas in which the ANCA-WR operates, including working with youth, interacting with local community leaders, maintaining relations with elected officials and media, planning and executing events, and creating material for public consumption. They will also visit with leaders in government, business, media, and advocacy. These visits will be supplemented by weekly lectures on a variety of topics that will acquaint Executive Interns with the American political system, governance, grassroots activism and advocacy, relationship building, communication, and professionalism. The goal of the Executive Internship program is to allow high school graduates, community college students, and university students the opportunity to conduct their own project for the community that they believe will best serve the needs of the community. They will learn researching skills, professionalism, learn how to balance a budget, and will be able to build their resume. In the last six intern classes that the ANCA-WR has had, the participants have gone on to become committed volunteers in their communities. Many have gone on to support their local ANCA chapters with projects that serve their vast communities, including organizing blood drives, food and toy drives, financial aid seminars, and many have gone on to work in the public sector as teachers. Many have also chosen to continue to institutions of higher education, encouraged by their new researching and developed writing skills.

Segment:	Postsecondary Services
Solution:	**Career Preparation- Postsecondary**
Description:	Students who have graduated from high school or received their GED in the Los Angeles Promise Neighborhood will utilize Career Preparation services provided in satellite sites to the main Youth WorkSource Centers operated by YPI in both Pacoima and Hollywood with funding from the Community Development Department of the City of Los Angeles (WIA Youth funding) and through the LA Reconnections Career Academy (LARCA) funded by the U.S. Department of Labor. In addition, youth will be enrolled at adult WorkSource Centers in the LAPN to receive career building services necessary for career exploration and job placement.
Need (segmentation analysis):	• Less than 54% of all LAPN students graduate from high school in a 4-year cohort analyses California Department of Education, 2011-2012; LAUSD, 2011-12). • 80% of Pacoima high school graduates and 60% of Hollywood graduates that pursue a postsecondary education, do so at the community college level (CDE, 2009-10; LAUSD, 2010-11; UCOP, 2009-10). • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010) • Only a third of LAPN students experience having their parents or family members speak to them about the importance of college every day (LAPN Student Survey, 2012) • LAPN High School Students: 44% experience having their parents or family members speak to them about the importance of college, every day (LAPN Student Survey, 2012) • Educational attainment for Pacoima residents is weak, 54.3% of Pacoima and 30% of Hollywood residents 25 years of age and older obtained less than a high school diploma (U.S. American Community Survey, Estimates 2006-2010). • 15% of Pacoima adults and 18.6% of Hollywood adults are unemployed (U.S. American Community Survey, Estimates 2006-2010).

Evidence:	Research has demonstrated that career preparation activities show moderate evidence of effectiveness for academic and career advancement. McWhirter et al (2000) demonstrates through a nonrandomized, within-subjects crossover design study of a sample of 166 high school sophomores completing a 9 week career education class that "the class resulted in increased career decision-making self-efficacy, vocational skills self-efficacy, and short-term gains in outcome expectations." The authors collected pretest, posttest, and follow-up data with a health education class as the control condition. According to Plank et al (2000), for students age 14 or younger, there is a significant link between implementing career and technical education (CTE) into a core academic curriculum and staying in school. Stone et al (2005) used a random assignment study to test effects of combining academic instruction with career education services. 134 career-technical teachers participated, with 60 randomly assigned to the experimental group, and 74 as the control group. The experimental CTE teachers partnered with a math teacher at their school to integrate mathematics instruction into CTE classes. After one year of study, students in the experimental classrooms scored significantly higher on TerraNova and Accuplacer math tests than students in the control group, who did not integrate CTE with their mathematics instruction.				
Partners:	YPI, Heroes of Life, Pacoima Chamber of Commerce, East Hollywood Chamber of Commerce, Los Angeles Area Chamber of Commerce, Junior Achievement, Hollywood Police Activities League				
IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Children Served:	4868	4868	4868	4868	4868
Percent of Age Cohort within Target Schools Served:	100%	100%	100%	100%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				
IMPLEMENTATION DETAILS					
Location of Program/Service:	Heroes of Life office and mobile classroom.				

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. The two Youth WorkSource sites, LARCA, and the adult WorkSource site all provide soft skills training, interviewing, resume building, job search strategies, Job Fair Referrals, Paid and Unpaid Internships, Job Shadowing and Volunteer Opportunities. LAPN WorkSource staff will assist students with obtaining Internships with local doctor's, lawyers, and other business professionals in Los Angeles, through partners such as the Los Angeles Area Chamber of Commerce, Pacoima Chamber of Commerce, and East Hollywood Chamber of Commerce. The sites will provide access to the McGraw- Hill Career Corner software, which provides self-paced soft-skill training, and self assessment tests for youth.

Eligible low income youth (up to age 21) will be enrolled in the City of Los Angeles Summer Youth Experience Program (SYEP) and placed for paid work experience at YPI and partner sites in LAPN each summer. Youth work approximately 6 weeks for an average of 120 hours for which they will be paid the current minimum wage of $8 an hour. In the past two years, YPI has served more than 275 students with SYEP services, which include training in the following: soft skills, resume building, mock interviews, professionalism in the work place, labor laws, and proper dress attire and etiquette in a work place. Students also complete 30 hours of financial literacy training and attended the Junior Achievement Finance Park culmination trip. Students will participate in Career Days sponsored by the school and the LAPN to receive more information regarding career tracks.
Heroes of Life is multimedia music and arts training program that works with the community at large with a focus on at-risk and low income people. Heroes of Life provides daytime and afterschool programs twice a day in the afternoon, and afterschool on Mondays-Thursdays, accommodating 30 people/day in their office and 24 people/day in their mobile classroom. Education & workforce development programs serve youth ages 8-28 by providing instruction in multimedia production, music lessons, art, special event planning, administrative instruction (including Microsoft Word/Excel, preparing for a job interview, how to manage an office, and general computer literacy). Annual special events showcases will serve to unite and educate the Pacoima community. Heroes of Life has the ability to provide services in multiple places using our mobile classroom which has a full digital recording studio on board along with (4) video / audio work stations to be used as video editing stations and audio music work stations. The Heroes of Life mobile classroom can accommodate (8) students in the studio area and (4) students in the video/audio work stations totaling 12 people at a time. The Heroes of Life office in Pacoima has (3) different rooms used as a recording studio complete with editing bays, music lessons and special event planning / Administrative classes which also includes art, animation, music, film and business law.
The Pacoima Chamber of Commerce's members will provide at least 100 hours of volunteer time each year. Volunteers will offer their time to serve as mentors, tutors, and hosts and coordinators, for job shadowing opportunities.
Hollywood Police Activities League (PAL) offers partial college scholarships to graduating seniors who are PAL members, as well as PAL alumni.
Employing Scholastic college curriculum for high school students, all students will receive activity workbooks to explore the following: (a) explore their interests, talents, and abilities, and identify potential careers that would match those attributes; (b) set future academic and career goals; (c) determine the steps necessary to meet their goals; (d) focus on preparing for a specific career/job of their choice; (e) learn a variety of ways to finance any required training necessary to achieve their goal; and (f) how to seek career mentoring relationships and employment.
LAPN will also have volunteer College Advisors work with high-school age families to develop long term awareness of the paths and challenges related to postsecondary career paths for LAPN families.

Segment:	Postsecondary
Solution:	**Promise Corps: College Ambassadors, and Volunteer Upper Classmen - Postsecondary**
Description:	LAPN youth enrolled in postsecondary college and career opportunities will access Promise Corps academic support services after they graduate from high school to promote postsecondary success for these predominantly low income youth.
Need (segmentation analysis):	• Only 11% of LAPN high school students take at least one (1) AP course (LAUSD, 2011-12) • San Fernando High School: 12.3% access at least one (1) AP course (LAUSD, 2011-12) • Sylmar High School: 12.7% access at least one (1) AP course (LAUSD, 2011-12) • Helen Bernstein Complex: 8% access at least one (1) AP course (LAUSD, 2011-12) • Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (CDE, 2011-12; LAUSD, 2011-12) • San Fernando High School: 35% completed A-G curriculum, only 21% passed with "C or Above" (LAUSD, 2011-12) • Sylmar High School: 44.2% completed A-G curriculum, only 18% passed with "C or Above" (LAUSD, 2011-12) • Helen Bernstein Complex: 54.6% completed A-G curriculum, only 13% passed with "C or Above" (LAUSD, 2011-12) • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010) • 80% of Pacoima high school graduates and 60% of Hollywood graduates that pursue a postsecondary education, do so at the community college level (CDE, 2009-10; LAUSD, 2010-11; UCOP, 2009-10).

Evidence:	There is moderate evidence of effectiveness using AmeriCorps type trained tutors to provide services using methods such as problem solving and peer collaboration. Ginsberg- Block (1998) provides evidence of the effectiveness of problem-solving and peer collaboration in a random assignment study of 104 low-achieving students. Students receiving these services performed significantly higher than students who did not receive problem solving on measures of computation and word problems. These students also had higher levels of academic motivation, academic self-concept, and social competence. Allen and Chavkin (2004) utilized a within-program control group alternative assessment of AmeriCorps tutors working with students on English, reading, math,or science. Results found that students tutoring were more likely to increase academic grades to passing and that tutoring by minimally trained workers and volunteers can be an effective resource. Research demonstrates effectiveness of a comprehensive program of student support and includes rigorous coursework along with tutoring, counseling, assessment, financial aid, and other supports that target low income students, English Language Learners (ELL's) and Limited English Proficient (LEP) students, and students with disabilities to keep them on track (Lerner & Brand, 2006; National Council on Disability, 2007; Solorzano & Yosso, 2010; The Education Trust, 2005).				
Partners:	YPI, Armenian National Committee of America- Western Region (ANCA-WR)				
IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Children Served:	4868	4868	4868	4868	4868
Percent of Age Cohort within Target Schools Served:	100%	100%	100%	100%	100%
Program Cost:	[redacted]				
Per-Child Cost:	N/A	N/A	N/A	N/A	N/A
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				
IMPLEMENTATION DETAILS					
Location of Program/Service:	All LAPN Community Centers, ANCA-WR Path to College Tutoring Program will be located at the Holllywood Youth Center.				
Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. LAPN youth enrolled in postsecondary college and career opportunities will continue receive the Promise Corps academic support provided starting in elementary school and throughout the cradle-through-college/career continuum.					

Tutoring will be provided as one-on-one and small group tutoring sessions to support postsecondary coursework. Postsecondary youth can meet with College Ambassadors to develop and continue a Postsecondary Plan for graduation from college and placement in a career. Services will be provided at the six LAPN Community Centers. Services will be provided through problem solving tutoring and peer collaboration for students. Part of the Full Service Community Schools and AmeriCorps tutors model established at YPI and partner programs in the Neighborhood, Tutors are college students (or graduates) with at least two years of postsecondary education who have completed YPI's Tutor Training Program. Tutors will be overseen by credentialed teachers at the Centers and will help with math, English Language Arts, and science, as well as other college subjects as needed. College Ambassadors will meet with enrolled postsecondary students once each semester to review course loads, suggest available college resources, and support searches for scholarships and financial aid. All services will be part of the Service Plan created for each student and updated regularly using the ETO database.
ANCA-WR Path to College Tutoring Program provides academic tutoring to help underprivileged students who are in danger of failing classes in math, science, and English. This is a service provided to the students to support their academic career by having a thorough understanding of their course materials and to ensure that they will be eligible to graduate to the next grade level. Parents will also have an opportunity to learn how to develop meaningful communication with their child's school as well as ways to be a more active parent. After each session, the Program Director and parents have conferences and in 91% of cases, students that were failing a class were able to pass the class and move on to the next level or graduate with a passing grade.

Segment:	Postsecondary
Solution:	**AP Classes/ Concurrent College Enrollment**
Description:	LAPN youth will access specific postsecondary opportunities while enrolled in LAUSD and charter high schools in the Neighborhood to get a head start on college completion. LAPN will work with LAUSD and charter high schools to expand Advanced Placement courses available at target high schools. LAPN will connect LAUSD and charter high schools to local community colleges to offer students concurrent enrollment.
Need (segmentation analysis):	Helen Bernstein High School only offers 8 Advanced Placement (AP) courses out of 33 approved courses statewide, while San Fernando and Sylmar only offer 9 and 13. • Only 11% of LAPN high school students take at least one (1) AP course (LAUSD, 2011-12) • San Fernando High School: 12.3% access at least one (1) AP course (LAUSD, 2011-12) • Sylmar High School: 12.7% access at least one (1) AP course (LAUSD, 2011-12) • Helen Bernstein Complex: 8% access at least one (1) AP course (LAUSD, 2011-12) • Fewer than half (45%) of LAPN High School students complete the A-G curriculum. Of these, only 17% passed with a "C or Above" (CDE, 2011-12; LAUSD, 2011-12) • San Fernando High School: 35% completed A-G curriculum, only 21% passed with "C or Above" (LAUSD, 2011-12) • Sylmar High School: 44.2% completed A-G curriculum, only 18% passed with "C or Above" (LAUSD, 2011-12) • Helen Bernstein Complex: 54.6% completed A-G curriculum, only 13% passed with "C or Above" (LAUSD, 2011-12) • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010) • 80% of Pacoima high school graduates and 60% of Hollywood graduates that pursue a postsecondary education, do so at the community college level (CDE, 2009-10; LAUSD, 2010-11; UCOP, 2009-10).

Evidence:	College advancement services for for postsecondary education offer promising practices for long term post-secondary success. Accelerated postsecondary programs (including Advanced Placement AP courses) have demonstrated success in boosting college enrollment rates. In April 2009, two researchers released a report, Graduates of Denver Public Schools: College Access and Success, that examined Denver Public Schools (DPS) data for college enrollment rates for 18,000 high school students graduating from 2002- 2007. For DPS graduates who earned credits in any accelerated learning program while in high school, the college enrollment rate was 76%, and 85% for students who completed more than one Advanced Placement course. For DPS graduates who did not earn accelerated credits, the college entry rate was only 41%. For low-income graduates, the college enrollment rate for those with at least one accelerated learning program was 58% compared to the 36% for those students with no accelerated credits. Research as demonstrated (Adelman 1999) that the strongest predictor of postsecondary completion (BA degree) is the intensity and quality of curriculum students experience in high school. Orr 1998;1999 demonstrate the positive effects of stronger communication and collaboration between secondary and postsecondary systems has on youth achievement in postsecondary education. More broadly, research has demonstrated effective practices in develping a comprehensive “P-16 movement” from preschool through college to support academic achievement for youth (Kleiman 2001).
Partners:	YPI, LAUSD, all LAPN target high schools

IMPLEMENTATION OVERVIEW

	FY1	FY2	FY3	FY4	FY5
Number of Youth Served:	2700	2825	2900	2900	3000
Percent of Youth within Target Schools Served:	100%	100%	100%	100%	100%
Per-Course Cost	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service:	LAPN Target High Schools (10th-12th students)

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond .LAUSD will work with schools to support an additional 3 Advanced Placement (AP) courses at each of the high school by the third year of implementation services. LAPN academic reforms, such as Linked Learning, will better prepare students to pass AP courses with a "C or better" and to pass the AP Exam to obtain college credit. Linked Learning prepares students for advanced coursework through the implementation of a themed pathway (e.g. biotech/health careers) of interdisciplinary classes taken by a cohort of students. This in-depth and long term study of a field prepares students to excel in Advanced Placement classes.

Concurrent enrollment with area community colleges is an established and accepted procedure in LAUSD. LAPN will work with high school students in the 10th thru 12th grade to enroll them in concurrent enrollment classes at Los Angeles City College, Mission College, Valley College, Pierce College, Santa Monica City College, and Glendale Community College. LAPN counselors and staff will coordinate with high school staff to assist students in completing the LA Community College District Supplemental; Application for Admission of Students in Grades K-12. If 12th grade students will pursue postsecondary education at the community college, LAPN and College partners will assist and coordinate support to ensure students begin the California Intersegmental General Education Transfer Curriculum (IGETC) to ensure students are prepared and equipped to transfer onto a four-year institution. For each class completed by a student, they will receive 3 college units and also 10 high school credits toward their high school graduation. Los Angeles City College will provide resources for students enrolled in concurrent enrollment, include support staff. Mission College will provide forty-nine vocational certificate programs in programs. Mission College's Outreach and Recruitment Team will develop new approaches for attracting Hispanic students into careers by working with partners at target high schools. Four Outreach Mentors will visit each high school in the LAPN each semester and provide pertinent information about the matriculation process at Mission College.

Segment:	Postsecondary
Solution:	**Urban Teachers**
Description:	LAPN youth will access specific postsecondary opportunities while enrolled in LAUSD and charter high schools in the Neighborhood to get a head start on college completion. LAPN will work with Los Angeles Mission College and California State University Northridge (CSUN) to implement the Urban Teachers program. Selected high school youth at Sylmar Biotech Health Academy and San Fernando Digital Arts Academy will take concurrent enrollment classes at Mission College for an K-12 teaching career in the LAPN and transfer to CSUN for their college degree and credential. LAPN schools will also place CSUN graduate interns from the Residency Program in the CSUN Department of Education in LAPN schools to complete their student teaching and MA requirements.
Need (segmentation analysis):	• 80% of Pacoima high school graduates and 60% of Hollywood graduates that pursue a postsecondary education, do so at the community college level (CDE, 2009-10; LAUSD, 2010-11; UCOP, 2009-10). • According to the University of California Office of the President data system, in the 2006 LAPN graduating class whom entered the UC system as their postsecondary path, 54% of entering college freshmen experienced the need for academic remediation support. Only 46% did enter postsecondary education without the need for remediation. (UCOP, 2009-2010). • Community College transfer rates for Students of Color continues to be dismal across the state of California, specifically for Latina/o first-generation college students (Rivas, Velez, and Solorzano, 2007; Rivas, 2012). • Educational attainment for Pacoima residents is weak, 54.3% of Pacoima and 30% of Hollywood residents 25 years of age and older obtained less than a high school diploma (U.S. American Community Survey, Estimates 2006-2010).

Evidence:	College advancement services for postsecondary education in high school offer promising practices for long term post-secondary success. Accelerated postsecondary programs have demonstrated success in boosting college enrollment rates. In April 2009, two researchers released a report, Graduates of Denver Public Schools: College Access and Success, that examined Denver Public Schools (DPS) data for college enrollment rates for 18,000 high school students graduating from 2002- 2007. For DPS graduates who earned credits in any accelerated learning program while in high school, the college enrollment rate was 76%, and 85% for students who completed more than one Advanced Placement course. For DPS graduates who did not earn accelerated credits, the college entry rate was only 41%. For low-income graduates, the college enrollment rate for those with at least one accelerated learning program was 58% compared to the 36% for those students with no accelerated credits. Research as demonstrated (Adelman 1999) that the strongest predictor of postsecondary completion (BA degree) is the intensity and quality of curriculum students experience in high school. Orr 1998;1999 demonstrate the positive effects of stronger communication and collaboration between secondary and postsecondary systems has on youth achievement in postsecondary education. More broadly, research has demonstrated effective practices in develping a comprehensive “P-16 movement” from preschool through college to support academic achievement for youth (Kleiman 2001).				
Partners:	YPI, LA Mission College, CSUN				
IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Students Served:	75	175	300	450	500
Percent of Students within Target High	30%	35%	40%	45%	50%
Program Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Per-Youth Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, PromiseNeighborhood federal funding (see budget for detailed breakdown)				
IMPLEMENTATION DETAILS					
Location of Program/Service:	LA Mission College, CSUN				

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. There are eight components that will implemented for the Urban Teachers program. Services for Sylmar Bio Tech/ Health Academy will begin in September 2012, while services at the San Fernando Digital Arts Academy will begin September 2013. Services at both schools will operate throughout the first five years of Promise Neighborhood implementation services.

LAMC and CSUN will strengthen their programs and collaborate to provide LAPN high school students with concurrent enrollment at LAMC, as well as ongoing support to continue at LAMC and transfer to CSUN.
1. Concentrate on building up Liberal Studies and teacher prep majors, and eventually expand to cover other majors/departments to strengthen transfers.
2. Recruit students from the selected LAPN high schools who express a strong interest in teaching.
3. Dedicate an Academic Counselor to the Urban Teacher program to support LAMC-CSUN collaborations.
4. Coordinate with Academic Affairs departments at LAMC and CSUN to ensure the Liberal Studies 2 year planned course sequence is available to LAPN students enrolled in Urban Teachers. This will include reserving seats for Urban Teachers participants to guarantee degree progression.
5. Created Guaranteed Admissions Agreement for students in Liberal Studies who meet admission requirements
6. Provide a Summer Bridge program for incoming first year college students that provides academic preparation and a personal development course.
7. Provide mentoring from teachers and other teacher track professionals, as well as peer mentoring between 2nd and 1st year students.
8. Ensure the program benefits local communities, including by encouraging students from the LAPN to enroll in Urban Teachers, and also providing incentives for them to return to the LAPN as a certified teacher once they complete their education.

Segment:	Students With Disabilities				
Solution:	**Services for Students with Disabilities**				
Description:	Students attending target schools and enrolling in the LAPN Centers in the Neighborhood will access a range of academic and community support services to assist them in making effective grade level advancements and graduating with their peers on time, and preparing for post-secondary and career advancement opportunities.				
Need (segmentation analysis):	• LAPN Target Schools average a 12% student population with disabilities (CDE, 2010-11). • LAPN Pacoima Elementary Schools: 9% of students with disabilities (CDE, 2010-11). • LAPN Pacoima Middle Schools: 15% of students with disabilities (CDE, 2010-11). • LAPN Pacoima High Schools: 11% of students with disabilities (CDE, 2010-11). • LAPN Hollywood Elementary Schools: 12% of students with disabilities (CDE, 2010-11). • LAPN Hollywood Middle Schools: 10% of students with disabilities (CDE, 2010-11). • LAPN Hollywood High Schools: 14% of students with disabilities (CDE, 2010-11).				
Evidence:	Research has demonstrated a moderate to strong record of effectiveness for specific services that support the learning of disabled students. Mathes & Fuchs (1994) conducted a review of eleven studies that demostrated that peer tutoring can be an effective resource for improving academic achievement of students with disabilities. Peer tutoring had an average size of .36 with greater effectiveness than typical reading instructions when assessed in matched comparision groups. Lloyd, Bateman,Landrum, & Hallahan, 1989 have demonstrated the effectiveness of self-monitoring by students with disabilities to increase and reinforce on-task behavior and academic productivity. Strain et al (1983) demonstrates the effectiveness of positive reinforcement techniques in increasing academic achievement of students with disabilities.				
Partners:	YPI, LAUSD				
IMPLEMENTATION OVERVIEW					
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Children Served:	1230	1300	1390	1460	1540
Percent of Age Cohort within Target Schools Served:	80%	85%	90%	95%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	LAPN Partners, Promise Neighborhood federal funding (see budget for detailed breakdown)				
IMPLEMENTATION DETAILS					
Location of Program/Service:	All LAPN target schools				

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. Students with disabilities (SWDs) in the LAPN will access a full range of academic and developmental support services in their schools and throughout the Neighborhood. School-based services will be consistent with the requirements of LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education. This will include special education supports using the LAUSD Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Based on a determination of District support, LAPN staff will work with teachers and counselors to establish and provide each SWD with programs from the continuum of solutions in consultation with the Individual Education Plan (IEP) completed for each student. Services provided and need as assessment in the IEP will be integrated with the comprehensive Service Plan created for each enrolled youth using the ETO database. The program will utilize a peer mentoring program to support academic learning by students with disabilities.
All LAPN students will be assessed by LAPN staff (primarily Case Managers with assistance from school-based staff) and provided with a Comprehensive Service Plan (CSP) that will be updated annually. CSPs will connect all students to the full continuum of cradle-through-college/career solutions offered at their school and in the Neighborhood. Through the CSP, students with disabilities are assured access to programs and services that can accommodate them. The LAPN continuum of solutions will be reflected on Service Menus that detail available programs and services, including locations, hours, and eligibility information. Service Menus will be distributed at schools through the Full Service Community School programs, at LAPN Community Centers, and on the LAPN website. Almost all LAPN programs are fully accessible to SWDs, and those that are not accessible will be marked as such on Service Menus (an example of an LAPN service that is not fully accessible is the Heroes of Life Mobile Classroom; however, Heroes of Life provides identical services at its office, which is fully accessible). LAPN makes every effort possible to ensure that programs and services are inclusive of all students in the Neighborhood. LAPN will work with a Student Support Team at each target school to define high risk or high need students in need of full case management services beyond the CSP. The Team will include the LAPN Full Service Community School Coordinator, FSCS Family Advocate, and other members that may include a School Social Worker; a Grade Level Coordinator; a School Counselor; a Behavior Facilitator; and a Teacher. Based on a recommendation from a teacher, school staff, or parent, the Team will examine and recommend students for Case Management. Case Management staff, including partners, will work to complete a Case Management Plan for each youth recommended for full case management services. This Plan will identify barriers to self-sufficiency, academic achievement and family stability including: food, shelter, transportation, safety, health care, employment, needs of youth and family members (substance abuse, mental health, domestic violence), student academic need, parental concerns (child abuse, parenting, and access to childcare and after school programs), and financial need.
All students with disabilities in the LAPN will be mainstreamed into regular classes with their state-required Individual Education Plan (IEP) and receive all allowable accommodations of their plans. They will participate in all curriculum related learning with appropriate accommodations. SWDs will receive supplemental support in and out of class from the teacher and/or specialists equipped to handle special need cases (i.e. ADD, autistic students or physically disabled) to help them stretch to their highest capability. Students with an IEP who need help in math, ELA and organization will be put in Resource Class. The CSPs will facilitate connecting SWDs with the resources to help them succeed.

Segment:	English Language Learners				
Solution:	**Services for English Language Learners**				
Description:	English Language Learners attending target schools and enrolling in the LAPN Centers in the Neighborhood will access a range of academic and community support services to assist them in making effective grade level advancements and graduating with their peers on time, and preparing for post-secondary and career advancement opportunities. This will include use of the Success for All reading program, peer assisted learning strategies, use of instructional conversations and use of literacy logs by ELL students. Services provided will be integrated with the comprehensive Service Plan created for each enrolled youth using the ETO database.				
Need (segmentation analysis):	• LAPN Pacoima target schools have high percentages of Limited English Proficient students (42%), with 37% of English Language Learners (CDE, 2010-11). • LAPN Hollywood target schools have high percentages of Limited English Proficient students (50%), with 48% of English Learners (CDE, 2010-11). • 25% of households in Pacoima are linguistically isolated, of which 30% are monolingual Spanish-Speakers (U.S. American Community Survey, Estimates 2006-2010) • 50% of Pacoima residents are foreign born, while over 50% of Hollywood residents are also foreign born (U.S. American Community Survey, Estimates 2006-2010)				
Evidence:	Research has demonstrated a moderate record of effectiveness for specific services that support the learning of English Language Learners. Success For All reading curriculum is a resource integrated in LAPN target schools. It is a promising practice with evidence of effectiveness as demonstrated in Chambers et al (2004). This is a quasi-experimental design of 455 kindergarten and first grade Latino students (four states and the District of Columbia). Of these, 324 were classified as English language learners. The study reported statistically significant findings of over .25 of those using Success for All based on assessment of Woodcock Reading Mastery Test: Word Identification, Word Attack, and Passage Comprehension. Mathes & Fuchs (1994) conducted a review of eleven studies that demostrated that peer tutoring can be an effective resource for improving academic achievement. Peer tutoring had an average size of .36 with greater effectiveness than typical reading instructions when assessed in matched comparision groups. Saunders and Goldenberg's (1999) conducted a study of the effectiveness of instructional conversations and reading logs on academic achievement of 32 ELL students. The study matched 58 students from two fourth grade and three fifth grade classrooms and assessed language and reading proficiency of both groups after randomly assigning students studied to the intervention or comparison group. The study found a statistically significant positive effects on measures of factual comprehension and interpretive comprehension.				
Partners:	YPI, LAUSD				
	FY1	**FY2**	**FY3**	**FY4**	**FY5**
Number of Targeted Students Served:	3790	4030	4260	4500	4740

Percent of Youth within Target Schools Served:	80%	85%	90%	95%	100%
Program Cost:	[redacted]				
Per-Child Cost:	[redacted]	[redacted]	[redacted]	[redacted]	
Source of Funds:	YPI, LAUSD, Promise Neighborhood federal funding (see budget for detailed breakdown)				

IMPLEMENTATION DETAILS

Location of Program/Service: All LAPN target schools

Services will be provided in Implementation Year 1 and will continue through Year 5 and beyond. LAPN's Efforts to Outcomes (ETO) data system will track students' academic assessment, test scores, grades, and other academic indicators like the California English Language Development Test (CELDT) that assesses English proficiency and is used to identify English Language Learners. Upon entry to school each year, all LAPN students will be assessed by LAPN staff through ETO reports and one-on-one meetings with each student. Students will be provided with a Comprehensive Service Plan (CSP) that will be updated annually. CSPs for ELLs will include supportive academic services to improve students' skills in listening, speaking, reading, and writing English. CSPs for ELLs will contain a combination of the components listed below (depending on what is offered at their school site).

Success for All (SFA) is a whole-school reform model with comprehensive program designs for early childhood, elementary, middle, and high schools. SFA helps students develop and enhance their language and literacy skills through an instructional model built around a cooperative learning framework that engages students in rich discussion and motivating challenges. Lessons are enriched with multimedia, puppet skits (for elementary age groups), and videos to help make learning fun. SFA also provides classroom resources, detailed lesson guides, and professional development aimed at maximizing teacher support with minimum preparation to help guide effective instruction. Skill development and application are reinforced through positive peer interaction and student feedback, resulting in rapid advancement in reading and increasing Englsh proficiency. SFA's interactive lessons are fully aligned to the Common Core Standards.

SFA includes interventions for struggling readers, which LAPN will implement for ELLs. SFA's Response to Intervention (RtI) model has two tiers: Tier 2 is a computer-assisted tutoring program for small group tutoring (led by 1 Promise Corps Tutor); Tier 3 is intensive one-on-one support (also provided by Promise Corps Tutors) that uses SFA's diagnostic assessments to provide tutoring sessions targeted to the ELL's specific level and needs.

LAPN will supplement SFA with Peer-Assisted Learning Strategies, a peer-tutoring program for elementary school age students that improves student proficiency in reading. ELLs will receiving tutoring from their peers who score Advanced on CST English language arts in small groups or one-on-one for 35 minutes three to four times per week. Advanced students are trained to provide three reading strategies: retelling (i.e., sequencing information), paragraph shrinking (i.e., generating main idea statements), and prediction relay (i.e., generating and evaluating predictions). In addition to being trained in each of the reading strategies, students are taught to correct their partner’s reading errors, award points for correct responses, and provide consistent encouragement and feedback.

Instructional Conversations is a program to help English language learners develop reading comprehension ability along with English language proficiency. The program uses small group discussions, and teachers engage ELLs in discussions about stories, key concepts, and related personal experiences. Discussions are intended to help ELLs appreciate and build on each others’ experiences, knowledge, and understanding with the goal of increasing literacy.

Literature Logs will be used in conjunction with Instructional Conversations for ELL students in the LAPN. ELLs keep a log where they write responses to writing prompts or questions related to the course content they are reading. ELLs then share their responses with a partner or in small groups. Literature Logs improve ELLs' writing and speaking skills.
LAUSD's new teacher evaluation and professional development system includes specific PD on effective strategies and practices associated with supporting English Language Learners to master English and fully access the core curriculum. LAPN Academic Coaches will support each target school's implementation of the new evaluation and PD, and will work with teachers to integrate LAUSD professional development with the evidence-based programs above so that teachers are fully trained and able to effectively implement supportive academic programs for English Language Learners in the LAPN.

I. Children Ready for Kindergarten		
INDICATOR	**SECONDARY DATA SOURCE**	**PRIMARY DATA SOURCE**
1. # and % of children birth to five years old who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health *****	• 2005; 2007 LA County Health Survey (Health District geography and SPA) • 2009; 2010 First5LA Intervention Data • 2009, 2010 Early Development Instrument (EDI) at UCLA	• LAPN Community Survey, 2011 • LAPN Workgroup Sessions, 2010-2012 • LAPN Member-Check Process, 2010-2012
2. # and % of three-year-olds who at the beginning of the program or school year age-appropriate demonstrate functioning across multiple domains of early learning (as defined by this notice) determined by using developmentally-appropriate early learning measures (as defined by this notice).*	• 2009-10 LAUSD Kindergarten Assessment Data • 2009-10 LA Universal Preschool • 2009; 2010 First5LA Intervention Data • 2009; 2010 Early Development Instrument (EDI) at UCLA *Data Sharing agreement with local providers Day Care, Preschool and Kindergartens to access 3-5 year old client data on developmentally-appropriate early instruments that are validated and meet criteria in notice.*	• LAPN Workgroup Sessions, 2010-2012
3. # and % of children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning (as defined by DOE) as determined by using developmentally-appropriate early learning measures (as defined by DOE)*	• 2009-10 LAUSD Kindergarten Assessment Data • 2009-10 LA Universal Preschool • 2009; 2010 First5LA Intervention Data • 2009; 2010 Early Development Instrument (EDI) at UCLA	• LAPN Workgroup Sessions, 2010-2012

	Data Sharing agreement with local providers Day Care, Preschool and Kindergartens to access 3-5 year old client data on developmentally-appropriate early instruments that are validated and meet criteria in notice.	
4. # and % of children, from birth to kindergarten entry, participating in center-based or formal home-based early learning settings or programs, which may include Early Head Start, Head Start, child care, or publicly-funded preschool*	• 2009 California Department of Social Services; Community Care Licensing Division • 2009; 2010 LA County Health Survey • 2009 LA County of Education Head Start • 2009; 2010 Child Care Resource Center • 2009; 2010 Firs5LA Intervention Data	• LAPN Community Survey, 2011 • LAPN Workgroup Input, 2010-2012
5. # and % of families in target neighborhoods with children receiving all required immunizations on the schedule *required by schools* .**	• 2005; 2007 LA County Health Survey (Health District geography and SPA) • 2009; 2010 First5LA Intervention Data • 2009; 2010 Early Development Instrument (EDI) at UCLA • 2011-12 Los Angeles Unified School District, Immunization Records	• LAPN Community Survey, 2011 • LAPN Workgroup Sessions, 2010-2012
II. Students Proficient in Core Subjects		
INDICATOR	**SECONDARY DATA SOURCE**	**PRIMARY DATA SOURCE**
1. # and % of students at or above grade level according to State mathematics and English language arts assessments in grades 3rd through 8th and high school*	• 2010-11, 2011-12 LAUSD/DataQuest • 2010-11, 2011-12 Charter school record • 2010-11, 2011-12 CA Department of Education	• LAPN Workgroup Sessions, 2011
2. Additional academic performance (California High School Exit Exam-CAHSEE)**	• 2010-11, 2011-12 LAUSD/DataQuest • 2010-11, 2011-12 Charter school record • 2010-11, 2011-12 CA Department of Education	• LAPN Youth Focus Groups, 2011
III. Successful MS to HS Transition		

INDICATOR	SECONDARY DATA SOURCE	PRIMARY DATA SOURCE
1. Attendance rate of students in 6th, 7th, 8th, and 9th grade in target neighborhoods – inclusive of daily attendance rate and chronic absenteeism* and truancy**	• 2010-11, 2011-12 LAUSD/DataQuest • 2010-11, 2011-12 Charter school record • 2010-11, 2011-12 CA Department of Education	• LAPN Youth Focus Groups, 2011
IV. High School Graduation		
INDICATOR	**SECONDARY DATA SOURCE**	**PRIMARY DATA SOURCE**
1. Graduation rate of students in target high schools as defined by 34 CFR200.19(b)(1)*	• 2009-10; 2010-11 LAUSD/DataQuest • 2009-10; 2010-11 CAHSEE records • 2009-10; 2010-11 Charter school record • 2010-11 CA Department of Education (CDE)	• LAPN Youth Focus Groups, 2011
2. Percentage of Students with "C or Above" grades in A-G high school curricula**	• 2009-10; 2010-11 LAUSD/DataQuest • 2009-10; 2010-11 CAHSEE records • 2009-10; 2010-11 Charter school record • 2010-11 CA Department of Education (CDE) • 2010-11 California Postsecondary Education Commission (CPEC)	• LAPN Focus Groups, 2011 • LAPN Member-Check Process, 2010-2012
3. Percentage of Students taking at least one (1) Advanced Placement Course**	• 2009-10; 2010-11 CAHSEE records • 2009-10; 2010-11 Charter school record • 2010-11 CA Department of Education (CDE) • 2010-11 California Postsecondary Education Commission (CPEC)	• LAPN Focus Groups, 2011 • LAPN Member-Check Process, 2010-2012
V. College/ Career Success		
INDICATOR	**SECONDARY DATA SOURCE**	**PRIMARY DATA SOURCE**

1. # and % of Promise Neighborhood students who graduate with a regular high school diploma, as defined in 34 CFR 200.19(b)(1)(iv), obtain postsecondary degrees, vocational certificates, or other industry-recognized certifications or credentials *without the need for remediation* *	• 2009-2010 CA Department of Education (CDE) • 2009-2010 California Postsecondary Education Commission (CPEC) • 2009-2010 University of CA Office of the President (UCOP)	• LAPN Workgroup sessions, 2010-2012
I. Students Are Healthy		
INDICATOR	**SECONDARY DATA SOURCE**	**PRIMARY DATA SOURCE**
1. # and % of children who participate in at least 60 minutes of moderate to vigorous physical activity daily*	• 2007 -2008 CA Healthy Kids Survey Physical Health and Nutrition Module • 2009-10 CA Dept of Ed. Fitnessgram data • 2005; 2007 LA County Health Survey (Health District geography and SPA)	• LAPN Community Survey, 2011 • YPI Program Student Surveys (Full Service Community Schools; Healthy Kids Physical Health and Nutrition Module for Carol White Schools), 2011-2012
2. # and % of children who consume five or more servings of fruits and vegetables daily*	• 2007/08 CA Healthy Kids Survey Physical Health and Nutrition Module • 2009-10 CA Dept of Ed. Fitnessgram data • 2005; 2007 LA County Health Survey (Health District geography and SPA)	• LAPN Community Survey, 2011 • LAPN Focus Groups, 2011 • LAPN Member-Check Process, 2010-2011 • YPI Program Student Surveys (Full Service Community Schools; Healthy Kids Physical Health and Nutrition Module for Carol White Schools), 2011-2012
3. # and % of families in target neighborhoods with sufficient access to dental and medical services in the past 12 months**	• 2005; 2007 LA County Health Survey (Health District geography and SPA) • 2009; 2010 First5LA Intervention Data	• LAPN Community Survey, 2011 • LAPN Focus Groups, 2011 • LAPN Member-Check Process, 2010-2012

	• 2009; 2010 Early Development Instrument (EDI) at UCLA	
4. # and % of children (0 to 5) who access health services. *	• 2005; 2007 LA County Health Survey (Health District geography and SPA)	• LAPN Community Survey, 2011
5. # & % of families who lack health insurance in target neighborhoods.**	• 2005; 2007 LA County Health Survey (Health District geography and SPA) • 2009; 2010 First5LA Intervention Data	• LAPN Community Survey, 2011 • LAPN Focus Groups, 2011 • LAPN Member-Check Process, 2010-2012

II. Students Feel Safe

INDICATOR	SECONDARY DATA SOURCE	PRIMARY DATA SOURCE
1. # and % of students who feel safe at school (student defined safety)*	• 2008-09; 2010-11 CA Healthy Kids Survey School Climate Survey • 2009-10; 2010-11 LAUSD/DataQuest – School Experience Survey • 2009-10; 2010-11 Charter School Data	• LAPN Community Survey, 2011 • LAPN Focus Groups, 2011 • LAPN Asset Mapping Activity, 2011 • LAPN Member-Check Process, 2010-2012 • YPI Program Student Surveys (Full Service Community Schools; Carol White Physical Education Program), 2011-12
2. # and % of students who feel safe traveling to and from school, as measured by a school climate survey (as defined by DOE)*	• 2008-09; 2010-11 CA Healthy Kids Survey School Climate Survey • 2009-10; 2010-11 LAUSD/DataQuest – School Experience Survey • 2009-10; 2010-11 Charter School Data • 2010-11; 2011-12 YPI Program Survey Data	• LAPN Community Survey, 2011 • LAPN Focus Groups, 2011 • LAPN Asset Mapping Activity, 2011 • LAPN Member-Check Process, 2010-2012 • YPI Program Student Surveys (Full Service Community Schools; Carol White Physical Education Program), 2011-12

III. Students Live in Stable Communities

INDICATOR	SECONDARY DATA SOURCE	PRIMARY DATA SOURCE
1. Student mobility rate (as defined by DOE)*	• 2009-10; 2010-11 LAUSD/DataQuest	• LAPN Community Survey, 2011

	• 2009-10; 2010-11 Charter School Data	• LAPN Member-Check Process, 2010-2012
3. # and % of families experiencing difficulties accessing basic needs at any time in the past 12 months **	• 2008-09 Los Angeles Homeless Service Agency	• LAPN Community Survey, 2011 • LAPN Focus Groups, 2011 • LAPN Asset Mapping Activity, 2011 • LAPN Member-Check Process, 2010-2012
IV. Family and Community Support Learning		
INDICATOR	**SECONDARY DATA SOURCE**	**PRIMARY DATA SOURCE**
1. For children birth to kindergarten entry, the # and % o fparents or family members who report that they read to their child three or more times a week*	• 2005; 2007 LA County Health Survey (Health District geography and SPA) • 2009-2010; 2010-11 LAUSD/DataQuest – Parent Survey	• LAPN Student Survey, 2012 • YPI Program Parent and Student Surveys (Full Service Community Schools), 2011-2012
2. For children in kindergarten through eight grades, the # and % of parents or family members who report encouraging their child to read books outside of school*	• 2005; 2007 LA County Health Survey (Health District geography and SPA) • 2009-2010; 2010-11 LAUSD/DataQuest – Parent Survey	• LAPN Student Survey, 2012 • YPI Program Parent and Student Surveys (Full Service Community Schools), 2011-2012
3. For children in the ninth through twelth grades, the # and % of parents or family memebrs who report talking with their child about the importance of college and preparing for a career*	• 2005; 2007 LA County Health Survey (Health District geography and SPA) • 2009-2010; 2010-11 LAUSD/DataQuest – Parent Survey	• LAPN Student Survey, 2012 • YPI Program Parent and Student Surveys (Full Service Community Schools), 2011-2012
2. # and % of children who participate in learning activities during out-of-school hours**	• 2009-10 LAUSD/DataQuest – School Experience Survey • YPI Program Parent and School Teacher Surveys	• LAPN Community Survey • LAPN Focus Groups • LAPN Asset Mapping Activity • LAPN Member-Check Process
V. Students with 21st Century Learning Tools		
INDICATOR	**SECONDARY DATA SOURCE**	**PRIMARY DATA SOURCE**
1. # and % of students who have school and	• 2009-10 LAUSD/DataQuest	• LAPN Student Survey, 2012

home access to broadband internet (and % of the day they have access) to broadband internet and a connected computing device*	• 2008-09 and 2009-10 CDE, # of computers at school, # of students per computer, # of classrooms with internet • 2009-10 Federal Communication Commission (FCC)	• YPI Program Surveys (Full Service Community Schools; FIPSE; Broadband Technology Opportunity Program - BTOP) ; 2011-12

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