

EAST L.A. COMMUNITY SCHOOLS

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EAST L.A. COMMUNITY SCHOOLS

NARRATIVE

A. QUALITY OF THE PROJECT DESIGN (up to 15 points).

Los Angeles Education Partnership (LAEP, lead agency); Los Angeles Unified School District (LAUSD, LEA); LAUSD's Local District East; California State University, Los Angeles (CSULA); and Families in Schools, plus additional partners, are collaborating to create university-supported community schools in two elementary schools and two middle schools, and to substantially enhance community schools at five small high schools that share a campus. The schools, which enroll more than 6,200 students, form a feeder pattern from extended transitional kindergarten (age 4) through grade 12 in low-income, underserved East Los Angeles. East L.A. Community Schools will be a model for the wider implementation of community schools in LAUSD, as well as bringing much-needed, integrated services to students, parents, schools and the community. In addition to fully addressing the absolute priority (see below), we are addressing Competitive Preference Priorities 2, 3 and 4 (see narratives beginning on P. 85).

The mission of East L.A. Community Schools is to improve the academic, physical and emotional well-being of participating students so they improve their educational outcomes.

Our vision is that all students are entitled to a quality education. We recognize that all students come to school in various stages of readiness to learn and that along their educational journey they face barriers and challenges to realizing their potential. We have come together to build upon successful practices and create new strategies to address those barriers, and to ensure the lives of students in East L.A. are enriched, from kindergarten through their first experiences following high school graduation.

The key partners have a history of collaboration and share a commitment to East L.A.

schools. LAEP is a longtime partner with LAUSD in creation of community schools, school transformation, improving student achievement, enhancing teachers' skills, college and career readiness, early childhood and school readiness, and parent engagement—giving this project a solid foundation for success. LAEP has partnered with Families in Schools on numerous initiatives including school readiness at four elementary schools, parenting workshops and engagement partnerships. CSULA and another partner, East Los Angeles College, collaborate with LAUSD and LAEP's community-school coordinator at partner Torres High on the GO East L.A. project to increase college awareness, preparation and completion.

LAEP was instrumental in the creation of the five small high schools on the Torres campus and has continued to support teachers and students. LAEP assisted the teacher-led design teams that were awarded responsibility for the five small high schools, which opened in 2010 on the newly built Torres High campus. With private funds, LAEP helped the schools become community schools, led by a shared community-school coordinator, who was an LAEP employee. The Torres schools gradually began paying increasing amounts for the coordinator, but now LAUSD is in financial difficulty that will—at least for a few years—reduce money for schools. Although the schools have committed to providing nonfederal match toward the position, they cannot continue to bear the full cost. The LAUSD school board passed a resolution committing to community schools but cannot fund coordinator positions now, although we anticipate the district will allocate resources in the future, possibly from Local Control Funding Formula funds, which includes a priority for multi-tiered system of supports that align “academic, behavioral, and social-emotional learning” in an integrated system (Calif. Dept of Education, 2018). Another option is a parcel tax that the LAUSD school board and superintendent intend to place on the ballot in 2020. An FSCS grant will enable the Torres community school to operate

and substantially enhance systems and services while LAUSD makes decisions about allocation of resources by the grant conclusion. Ongoing operation of the Torres community school is critical to 1) continuing to produce higher-than-average academic outcomes and well-being for more than 1,900 low-income Torres students; 2) creating a pipeline of integrated, comprehensive services for ages 4 to 18 by creating community schools at elementary and middle schools that feed into Torres, with Torres as a community-school model; 3) advancing a community-school strategy in LAUSD in accord with the school board’s resolution.

In addition to maintaining holistic services at the Torres community school, this project will provide new or substantially enhanced services on the campus: changing ninth-grade orientation into a multi-day transition program, more transition services for students into college, more college and career services for grades 9 and 10, professional development for teachers in project- and inquiry-based learning, and training for parent leaders to increase family engagement.

LAEP is the local leader in developing community schools and has collaborated with LAUSD on two prior, successful Full-Service Community Schools grants in other areas—the northeast San Fernando Valley and South Los Angeles—in the district’s vast 960-square-mile service area. Our project design reflects the lessons learned in prior FSCS projects.

Table 1. Lessons Learned and Implemented in Project Design

Lesson Learned from Prior FSCS	2018 East L.A. Project Design
1. Building on existing structures is more effective than creating new structures. Partners and schools are too busy to attend general meetings, like a neighborhood collaborative or resource council, that may not include	ELACS builds on existing structure by adding community-school coordinators to schools’ Instructional Leadership Teams. Work groups focused on concrete components of the project ensure meetings are useful, don’t waste

Lesson Learned from Prior FSCS	2018 East L.A. Project Design
discussion of their service or focus area.	participants' time and thus ensure greater participation. Work groups are created to meet school needs, not as an extra governance structure, putting schools at the project center.
2. Scaffold the work; don't be overly ambitious at the beginning. Give yourself time to work through issues at the schools with the greatest needs.	ELACS will launch professional development for teachers in problem- and inquiry-based learning and related community projects at the two elementary schools and gradually add the middle and high schools. This provides time to change adult practices so that the improvements will be sustainable. ELACS also will roll out trauma-informed training over three years by school level.
3. Parents need skill development to become leaders, rather than programs provided. An approach of assisting with programs for the Parent Centers was less effective than building a learning community of parents.	ELACS will focus on building the skills of the parents who run the Parent Centers and other actively engaged parents. This approach elevates the role of parents on campus and builds capacity to sustain the project.
4. Choose partners that are committed to the mission and vision of the project, not only because they provide a worthwhile service.	ELACS partners have a history of partnership and regular communication, which will make building a sustainable infrastructure of intervention and prevention possible.

These valuable lessons learned by LAEP and LAUSD raise the likelihood that the project will achieve its goals for students, parents, schools and the community and create a sustainable project whose benefits will endure after the grant period.

Absolute Priority: The project will serve four comprehensive schools and five small high schools, for a total of nine schools. **Application Requirement (AR) e.** The schools are all eligible for a schoolwide program. LAUSD assures that the schools serve an eligible attendance area. In 2016-17, 90% of students in the target schools were eligible for the free or reduced-price lunch program, while 79% of all LAUSD students were eligible. Thus, for the initial year of the program, as well as all subsequent years, more than 40% of children enrolled in the schools will be from low-income families.

In addition, the project is part of a districtwide strategy to create community schools. In June 2017, the LAUSD Board of Education adopted a resolution titled “Embracing Community School Strategies in the Los Angeles Unified School District.” The resolution called for LAUSD staff to craft a proposal to create an initial cohort of schools to become community schools. The resolution indicated that community schools could include academic activities, health and mental health, parent and community engagement, and other wraparound services—which East L.A. Community Schools will include to create holistic supports. Since the resolution passed, the LAUSD Community Schools Implementation Team has developed working streams that define LAUSD’s concept of a community school. Because of unexpected turnover in the LAUSD superintendent position due to a health crisis, plus discussion about the community-school coordinator as union position or external nonprofit staff, the district has proceeded more slowly than originally intended in creating community schools.

The central LAUSD district staff and Local District East fully support this project as an

example of the kind of collaborations the LAUSD board envisioned in its resolution. East L.A. Community Schools is well-aligned with all of the relevant working streams that the Community Schools Implementation Team has determined (see table below). With LAUSD and Local District East as partners, East L.A. Community Schools will be a model for expanding community schools in the district to achieve its vision.

Table 2. Alignment of Project with LAUSD Community School Working Streams

LAUSD Comm. School Working Stream	East L.A. Community Schools
Engagement of students, parents, family members and community	Project design includes academic and non-academic services to engage students (pipeline services b, c, e, g) , parent and family engagement and education (pipeline services b, c, d and g), and community involvement in activities (pipeline services b and e).
Needs assessment and resource mapping	Each school’s Resilient School Workgroup will assess needs and resources
Integration of wraparound services	Community school coordinators and the organization facilitator for LD East’s Student Health and Human Services will collaborate with schools and partners to integrate wraparound health and social services.
Collaborative and shared leadership	LAEP, LAUSD East, CSULA & FIS will collaborate to deliver project activities. Each school’s project team will share leadership and

LAUSD Comm. School Working Stream	East L.A. Community Schools
	collaborate on implementation. Each pipeline service will have a working team in each school to collaborate with partners.
Centered on academic achievement and college and career readiness	Pipeline services b and c will improve academic achievement, and pipeline service e emphasizes preparation for postsecondary education and the workplace
Coordinated with LAUSD central and Local District offices	LAUSD’s central office and Local District East are partners in East L.A. Community Schools.
Integrating community-school duties into school site positions	Schools will have community-school coordinators on-site.
Certification process to become a community school	Not applicable
Process for partnering with community organizations and MOU	Key partners have signed an MOU and other partners have submitted letters of commitment (see attachments).
Sustaining community schools and funding	They key partners will build capacity in the schools and develop a sustainability plan during the grant term.
Government and civic partnerships (district, city, county, state, federal)	The project includes LAUSD, Local District East, a state university, state community college, gang reduction city project GRYD,

LAUSD Comm. School Working Stream	East L.A. Community Schools
	local health and social service providers and, with a funded FSCS proposal, we will add the federal U.S. Dept. of Education.

(1) Goals, objectives, and outcomes to be achieved are clearly specified and measurable.

Table 3. AR (d) iii) Annual measurable performance objectives and outcomes

GOAL	SERVICE	OBJECTIVES	OUTCOMES	BASELINE
Students in the target schools succeed academically	b. school & out-of-school programs	AR (d) iii) B) Children are achieving academically	<ul style="list-style-type: none"> • Average student score on the Smarter Balanced ELA assessment will increase 5 scale score points for grades 3-8 and 11. • Average student score on the Smarter Balanced math assessment will increase 4 scale score points for grades 3-8 and 11. • % of students attending school 96% of the time will increase 1 percentage point per year 	gr 3-8: -2.9 gr 11: +11.6 gr 3-8: -2.1 gr 11: +13.3 69%
	c. transitions into elementary, middle, high and postsecondary	Children are prepared for kindergarten, middle and high school. Students transition into postsecondary education and careers	<ul style="list-style-type: none"> • AR (d) iii) A) Prepared for kindergarten • Increase by 2% annually the percentage of transitional Kindergarten participants who score "Kindergarten Ready" on the Kindergarten Observation Form • % of 5th graders ready for middle school (grades of 3 or 4 in reading, writing and math) will increase 1 percentage point per year • % of 8th graders ready for high school (passing English & math with C or better) will increase 1 percentage point per year • % of seniors who enter postsecondary education will increase 1 percentage point per year 	Baseline TBD in year 1 60% ELA; 58% math 68% ELA; 68% math 82%
	e. postsecondary & workforce readiness	Students are prepared for postsecondary education and careers	<ul style="list-style-type: none"> • 4-yr cohort graduation will increase 1 percentage point per year (up to 95%) • % not prepared for college and career will decrease 2 percentage points per year (CA Dashboard) • % completing FAFSA by June will increase 1 	88.8% 45% 66%

GOAL	SERVICE	OBJECTIVES	OUTCOMES	BASELINE
			percentage points per year (up to 80%) • % earning workforce readiness certificate by graduation will increase 2 percentage points per year (up to 85%)	73%
AR (d) iii) C) Children in the target schools are safe, healthy, and supported by engaged parents	d. family & community engagement	Parents are actively engaged in children’s educations	<ul style="list-style-type: none"> • Increase by 2% annually the percentage of parents and family members who participate in any school activity • Increase by 1 percentage point annually (up to 93%) the percentage of parents who agree with “I feel welcome to participate at this school.” • Increase by 1 percentage point (up to 90%) annually the percentage of parents who agree with “This school encourages me to participate in organized parent groups.” 	58% 89% 82%
	g. social, health, nutrition, mental health	Children and families are physically and emotionally well	<ul style="list-style-type: none"> • % of students who are chronically absent will decrease 0.5 percentage points per year • Decrease by .25 percentage points per year the annual adjusted grade 9-12 dropout rate (down to 1%) 	11% 2.4%
Sustainable community schools improve coordination, integration and accessibility of services	<ul style="list-style-type: none"> • Coordinators on each campus • PD for coordinators • Increase food resources, mental health, dental and vision services • Increase coordination and improve referral system to 	<ul style="list-style-type: none"> • East LA students and families have access to coordinated, integrated services 	<p>AR (d) iii) increase in number & percentage targeted</p> <ul style="list-style-type: none"> • Increase by 10 percentage points per year the percentage of students targeted for services who receive services • Increase by 2 percentage points per year the percentage of parents targeted for services who receive services • Increase by 100 per year the number of community members targeted for services who receive services 	Note: 35% in year 1; no baseline 58% Note: 100 in year 1; no baseline

GOAL	SERVICE	OBJECTIVES	OUTCOMES	BASELINE
	providers • Tracking participation in all project activities • Planning for sustainability	• East LA community schools are sustainable after the grant period	• Partners produce a viable sustainability plan by end of year 4.	N/A

(2) Design of project is appropriate to, and will address, needs of target population

AR (d)(i) Student, family and school community. The project will serve schools in East Los Angeles—which is not in the city of Los Angeles, but an unincorporated area of L.A. County that is east of downtown L.A. As the table below shows, the schools in East L.A. Community Schools (ELACS) enroll students who are primarily Latino and low-income. These school communities are poorer and more Latino than the district overall.

Table 4. School Demographics

School	Enroll	Af Amer	Asian	Latino	White	Oth	% FRPL	% EL
Torres East L.A. Performing Arts Magnet	409	25	1	373	7	3	88%	9%
Torres East L.A. Renaissance Academy	392	1	2	387	2	0	89%	17%
Torres Engineering & Technology Academy	397	0	2	393	0	2	90%	19%
Torres Humanitas Acad. of Art and Technology	415	1	0	408	4	2	93%	16%
Torres Social Justice Leadership Academy	346	1	0	342	2	1	92%	12%
Belvedere MS	1,022	2	1	1,011	7	1	93%	18%
Griffith STEAM Magnet MS	1,459	11	5	1,431	8	4	91%	14%
Belvedere Elem	741	1	0	735	4	1	91%	46%

School	Enroll	Af Amer	Asian	Latino	White	Oth	% FRPL	% EL
Ford Blvd. Elem	1,068	0	0	1,044	22	2	87%	41%
ELACS Total	6,249	1%	0%	98%	1%	0%	90%	23%
LAUSD		8%	4%	74%	10%	4%	79%	23%

Torres High was the first new high school to be built in East L.A. in 85 years when it opened in fall 2010. Years of community advocacy convinced the district to build the campus to relieve overcrowding in large, comprehensive high schools in the neighborhood. Five semiautonomous schools operate on the campus with a number of shared resources and programs. Through LAUSD’s Public School Choice competition (2009-13), teacher-led groups, nonprofits and charter schools submitted applications to gain responsibility for the schools. With school-design assistance from LAEP, five teacher-led groups won the competition with career-themed academic plans for the Torres schools (performing arts, urban planning, engineering & technology, art & technology, and pre-law and criminal justice). Griffith Middle is a STEAM (science, technology, engineering, arts, math) magnet, and Belvedere Middle includes a media and music magnet.

East Los Angeles has been home to waves of immigrants since the 1880s, including Asians, Russians and Jews, and today is the heart of the Mexican-American community. This vibrant, culturally rich neighborhood has a history of political and social advocacy. Our project will build on community strengths and the desire of parents to ensure their children have better futures.

East L.A. families struggle with poverty, crime and gangs, underperforming schools, low educational attainment, and according to the school principals, trauma and stress related to neighborhood or family issues. East L.A. has 121,000 residents, most of them working class. The

population is 96% Latino, 2% white, 1% Asian and the remainder African American or other ethnicities. Forty percent of residents are foreign-born, 5 percentage points higher than all of L.A. County, and 41% of people age 5 and older speak English “less than very well,” vs. 25% in the county overall. L.A. County’s median family income of \$64,824 is much higher than East L.A.’s \$43,367, while East L.A.’s average family size is higher—4.32 vs. 3.69. This results in one-third of East L.A. children living below the poverty line, compared to one-quarter in the county. (Data from U.S. Census, American Community Survey 2016)

The area also has a higher percentage of female-headed families with children under age 18 (18%) than the county (13%), and more of them are low-income—46% below poverty level—than these same families in the county overall (38%) (U.S. Census, ACS, 2016). Women raising children alone may be due to divorce, incarceration, domestic violence or personal option. In addition to being poorer than two-parent families, these women are twice as likely to be depressed as women in two-parent households (Child Trends analysis of National Health Interview Survey data 1998-2013). Studies by Child Trends found that half of low-income mothers in Maryland (Goldhagen, Sacks & Forry, 2013) and 36% in Minnesota (Chrisler, Blasberg, Forry & Tout, 2013) had depressive symptoms. The combination of poverty and maternal depression jeopardizes child development (Pettersson & Albers, 2003) and is connected to more incidents of behavioral problems in children (Child Trends, 2013).

While the percent of people age 16 or older in the labor force is about the same in both East L.A. and L.A. County (63% and 64%), the 8% unemployment rate in East L.A. was higher in 2016 than the 6% in L.A. County. Another factor influencing poverty and unemployment in East L.A. is low educational attainment. Half of East L.A. adults age 25 and older are not high school graduates and only 7% have a bachelor’s degree. In contrast, 22% of L.A. County residents lack

a high school degree and 31% have bachelor’s degrees. (Data from U.S. Census, American Community Survey 2016)

These data result in public schools with high percentages of low-income students and, in elementary schools, high percentages of English learners. Hardworking East L.A. parents want their children to attend college but lack the personal experience and knowledge to navigate the college system. Societal issues like children in foster care and the growing homeless population in L.A. manifest in our target schools, along with the academic challenges of helping students with disabilities learn and thrive. Several of the target schools enroll disproportionate percentages of special populations, as the table below illustrates.

Table 5. Special Populations Enrolled in Schools

School	Enroll	Foster	Home-less	With Disab.	% of Total
Torres East L.A. Performing Arts Magnet	409	3	8	61	18%
Torres East L.A. Renaissance Academy	392	2	21	73	24%
Torres Engineering & Technology Academy	397	2	19	63	21%
Torres Humanitas Academy of Art and Technology	415	3	4	62	17%
Torres Social Justice Leadership Academy	346	2	10	43	16%
Belvedere MS	1,022	3	11	153	16%
Griffith STEAM Magnet MS	1,459	5	14	194	15%
Belvedere Elem	741	7	12	107	17%
Ford Blvd. Elem	1,068	5	33	157	18%

School	Enroll	Foster	Home-less	With Disab.	% of Total
ELACS Total	6,249	0.5%	2.1%	14.6%	17.2%
LAUSD		0.7%	2.4%	12.5%	15.5%

Source: California Department of Education Dataquest (dq.cde.ca.gov)

Our community schools will integrate and coordinate services to reduce barriers to learning and improve well-being for all students.

AR (d)(ii) Needs assessment

Academic: Bersin, Kirst and Liu (“Reforming California School Finance,” 2008) noted that a “poverty concentration” of 50%+ eligible for the National School Lunch Program—which all nine schools greatly exceed—has a negative impact on academic achievement. These poverty-concentration effects include: 1) Families’ social welfare needs consume more of educators’ time. 2) Families are more likely to suffer severe economic stress. 3) Peers lack vocabulary skills, so there are not good language models, particularly for English learners. 4) Peers tend to have lower aspirations. 5) Parents are often less involved in the school and tend to not hold teachers accountable.

These schools’ extremely high poverty concentrations are clearly impacting achievement. Table 6 shows performance by grades 3-8 and 11 in our target schools on 2017 Smarter Balanced tests in English language arts and math. “Distance from Level 3,” a performance measure used by the California School Dashboard, means the number of points that the school’s mean scale score was above or below the score designated as meeting the standards. Even though the performance of LAUSD students in grades 3-8 overall is below the Level 3 standard in both subjects, our target elementary and middle schools fare worse, with higher negative Distance

from Met. Performance of grade 11 in the target high schools on the Torres campus, which has had a community school since 2011, is mixed, with Humanitas Academy of Arts and Technology exceeding LAUSD in both ELA and math Distance from Met, and East L.A. Renaissance exceeding in ELA, while Engineering & Technology students are noticeably behind LAUSD. The table also shows the percentage of students at each school that did not meet standards in ELA and math. The percentages not meeting ELA standards are high in the elementary schools, which have more than 40% English learners (see prior table), but improve in the middle and high schools as children learn English and are reclassified. However, in all but one target school 50% or more of students do not meet standards in math. Thus, even in an underperforming school district, students in our target schools are in higher need of academic assistance.

Table 6. Smarter Balanced Test Results 2017

School	Grades Tested	ELA Distance from Level 3	Math Distance from Level 3	Stds. Not Met ELA	Stds. Not Met Math
Belvedere Elementary	3-5	-76	-77	56%	54%
Ford Blvd. Elementary	3-5	-56	-70	49%	53%
<i>LAUSD ES & MS</i>	<i>3-8</i>	<i>-37</i>	<i>-60</i>	<i>39%</i>	<i>40%</i>
Belvedere Middle School	6-8	-61	-99	44%	54%
Griffith Middle School	6-8	-44	-95	38%	54%
<i>LAUSD ES & MS</i>	<i>3-8</i>	<i>-37</i>	<i>-60</i>	<i>36%</i>	<i>47%</i>
East L.A. Performing Arts Magnet	11	-5	-91	16%	50%
East L.A. Renaissance Academy	11	16	-100	13%	58%

School	Grades Tested	ELA Distance from Level 3	Math Distance from Level 3	Stds. Not Met ELA	Stds. Not Met Math
Engineering & Technology Academy	11	-87	-89	43%	50%
Humanitas Academy of Art and Technology	11	50	-67	8%	45%
Social Justice Leadership Academy	11	-6	-107	16%	58%
LAUSD HS	11	8.4	-81	21%	50%

Sources: Calif. Dept. of Education: Dataquest and California School Dashboard

A survey of principals in the target schools found inconsistent use of project- and inquiry-based learning. The elementary and middle schools use little to no project- and inquiry-based learning strategies. Two high schools are using interdisciplinary strategies with culminating projects, two high schools are working to add project- and inquiry-based instruction, and the fifth is a Linked Learning school with project-based learning units. This is significant because project- and inquiry-based learning are well-matched with the Common Core State Standards, which LAUSD rolled out from 2012-13 through 2014-15, and Next Generation Science Standards, which schools will begin fully implementing in 2018-19. Common Core emphasizes critical thinking and hands-on learning. NGSS integrates engineering into the standards and aims to develop deeper understanding of concepts and the ability to apply content knowledge. Project- and inquiry-based learning provide these, but the East L.A. target schools are not taking full advantage of these strategies to engage students and increase learning, largely because LAUSD has had limited resources for providing professional development to teachers.

School Transitions: The principals of Belvedere and Ford elementary estimate that in combined their schools enroll 185 children in kindergarten, which is 47% of the number who enrolled in fall 2017, who have not attended preschool or LAUSD's transitional kindergarten programs. LAUSD offers expanded transitional kindergarten for children who are 4 years old at the beginning of the school year but will turn 5 after Dec. 2 and are low-income, English learners or foster youth, as well as transitional kindergarten, the first year of a two-year kindergarten program. Belvedere and Ford offer both programs. A body of research has established the importance of preschool to academic achievement, as well as longitudinal outcomes like high school graduation, involvement in the criminal justice system and income. With nearly half of kindergarten students lacking this crucial experience, they need a bridge program for a more successful transition into elementary school.

Transition into the target middle schools is limited to representatives from the middle schools speaking to fifth-graders and parents, plus a visit by the fifth-graders to the middle schools. While these are components of middle school transition, the Association for Middle Level Education recommends that transition programs address social and procedural concerns and expectations, which impact academic performance, in order to enhance attendance and learning (2016). Thus, the middle schools need more extensive transition programs.

Transition into the Torres high schools varies by school. East L.A. Performing Arts has a robust two-week summer bridge that half of students attend, based on a model from Linked Learning and the Center for Powerful Public Schools model, that includes workshops on academic and behavior expectations and skills related to the school's performing arts and state technology career theme. Humanitas Academy also has a summer bridge focused on community building, expectations and social-emotional growth. On the other end of the spectrum, the other

three schools have inconsistent or nonexistent transition programs. Much like the transition into middle school, incoming grade 9 students need to learn the high school's academic expectations and make social connections (Hanover Research, 2017). The Torres schools need more consistent transition programs that cover similar, important topics.

In the transition from the Torres high schools into postsecondary institutions, the schools have some programs that focus on the tasks that students need to complete to enter college in the fall. However, these need to be more consistent and systematized and need to extend beyond graduation.

Postsecondary and Workforce Readiness

With career-themes and more personal small schools, plus a community-school coordinator organizing supportive services, the Torres schools are graduating students at a higher rate than LAUSD, although one Torres school is noticeably lower. (See table below.) Due to the schools' personalized, supportive approach, the cohort dropout rates, ranging from 5% to 10%, are well below LAUSD's 14%. However, LAUSD graduates do not have to complete with a C or better the so-called A-G courses required for eligibility by California's state universities. Unfortunately, not even half of graduates from three Torres schools met the requirements in 2016 for admission to California's UC and CSU university systems, meaning they are limited to attending two-year community colleges. Preliminary 2017 data indicate that the overall percentage of students eligible for UC and CSU universities may have dropped to 44%. Note: Official outcomes for the class of 2017 are not yet available from the California Department of Education.

Table 7. 2016 Four-Year Cohort Graduation Rate and Eligibility for State Universities

School	# Cohort	# Grads	% Grad	# Dropout	# Univ Elig	% Univ Elig
East L.A. Performing Arts Magnet	98	89	91%	8	38	43%
East L.A. Renaissance Academy	75	69	92%	5	27	40%
Engineering & Technology Acad.	88	69	78%	9	36	47%
Humanitas Acad. of Art & Tech	73	69	95%	4	44	64%
Social Justice Leadership Acad.	95	85	89%	6	44	51%
East LA FSCS total	429	381	89%	32	189	49%
LAUSD			77%			55%

Source: Source: California Department of Education’s Dataquest (dq.cde.ca.gov)

In 2018, according to school data, at least 82% of Torres seniors had been accepted and intended to enroll in postsecondary institutions, half in community colleges.

The California Department of Education developed a new college and career indicator that is part of the California School Dashboard to assess the likelihood of graduates being prepared for success after high school. The indicator provides multiple ways for students to be college and career ready that do not rely solely on completion of the college-prep courses. For example, if a student has completed the college-prep courses with a grade of C or better, he or she must also have one of these: 1) complete a Career Technical Education pathway with a C-minus or better in the capstone course, 2) score Level 3 “standard met” on the Smarter Balanced ELA or math test in grade 11 and at least Level 2 “standard nearly met” in the other, 3) complete one semester of dual enrollment with a passing grade, or 3) score 3 on one Advanced Placement exam or 4 on one International Baccalaureate exam. The other options to be college and career ready include

different combinations of CTE pathways, Smarter Balanced test results in grade 11, dual enrollment, or AP or IB tests. At present, the California School Dashboard has only one year of data for the class of 2016. The table below shows the mixed results for individual Torres schools:

Table 8. Class of 2016 College and Career Prepared – Calif. School Dashboard Indicator

School	# Cohort	% Prepared	% Approaching Prepared	Not Prepared
East L.A. Performing Arts Magnet	98	26%	34%	41%
East L.A. Renaissance Academy	75	28%	25%	47%
Engineering & Technology Acad.	88	17%	26%	53%
Humanitas Acad. of Art and Tech.	73	44%	21%	36%
Social Justice Leadership Acad.	95	30%	25%	45%
ELACS total	429	28%	27%	45%
LAUSD		41%	27%	33%

Source: Calif. Dept. of Education, California School Dashboard

As the table shows, more students in all the Torres schools need to move into the Prepared and Approaching Prepared categories, reducing the Not Prepared category. The messages and tasks associated with meeting these benchmarks need to begin in the transition program.

Physical: Physical safety and the perception of safety are issues in East L.A. In the late 1980s to early 2000s, the neighborhood was plagued by violent crime and gangs. Today, crime levels and gang activity have declined, but apprehensions and fears remain in residents’ memories. The L.A. County Sheriff’s Department’s East Los Angeles station patrols the unincorporated East L.A. area. While crime levels remain at historically low levels across Los Angeles city and county, from 2016 to 2017, unincorporated East L.A. had a 1% uptick in

violent crimes and a 4% decline in Part I (more serious) property crimes, for an overall decline of 2.6% in Part I crimes. At roughly 6.4 violent crimes per 1,000 population in 2016, the crime rate in East L.A. is lower than in the city of Los Angeles (7.2 violent crimes per 1,000). However, East L.A. violent crime rate is well above the national rate of 3.9 per 1,000 population. (Data from L.A. Sheriff's Department and FBI Uniform Crime Reporting)

According to the Torres community-school coordinator, Torres High and East L.A. in general have multiple rival gangs that clash and continue to try to recruit students. In addition, California revised its three strikes law in 2012 to impose life sentences only when the third conviction is a serious or violent crime. According to the coordinator, this increased gang recruitment at the high school. Since then, the school has experienced a rise in gang affiliation and more presence in the community.

Nonacademic:

Family Engagement: Parent and family participation varies by school. Two principals estimated 80% to 90% attend events such as performances, student-led conferences and open house. Other principals estimated that 3% of parents are involved on the campus or that 30 to 40 parents attended workshops on academic topics such as testing and Common Core standards. Each school has a parent center, staffed part-time by a parent known as a community representative in LAUSD, which pays their salaries. The community reps receive monthly training from LAUSD East, but most of the reps lack expertise in implementation of the training topics and in strategies for recruiting and building parent and family involvement in the schools.

Food Insecurity: *Key Indicators of Health*, a biennial report done by the L.A. County Department of Public Health, surveys residents of the county's eight Service Planning Areas, known as SPAs, on a variety of public health topics. East L.A. is in SPA 7. In 2017, 32% of SPA

7 households with incomes below 300% of federal poverty level were food insecure, which is higher than 29% for the county. SPA 7 was tied for the second highest incidence of food insecurity. The survey also found that 28% of SPA 7 households with incomes below 185% of federal poverty level participated in the Supplemental Nutrition Assistance Program, which is higher than the county's 25% and third highest of the all the SPAs. Because food insecurity raises stress and affects children's ability to learn, the Torres schools instituted a weekly food pantry with partner Food Finders. However, the elementary and middle schools, which also have families who are food insecure, do not have a similar program.

Housing Insecurity: Across Los Angeles County, rents have risen rapidly while incomes have lagged behind, producing a homeless crisis and housing insecurity. Two-thirds of housing in our target area is renter-occupied (U.S. Census, ACS, 2016). HUD considers 30% of income to be affordable. With a median family income in the target area of \$43,367 (U.S. Census, ACS, 2016), affordable housing would be \$1,084 per month. But the average rent in East L.A. as of July 2018 is \$1,357 for a one-bedroom, up from \$995 in 2015, and \$1,708 for a two-bedroom, up from \$1,337 in 2015 (RentCafé, rentcafe.com, 2018). Thus, rent for a one-bedroom apartment has increased 36% in 3.5 years. Tenants in unincorporated areas of L.A. County like East L.A. lack restrictions on rent increases and protections from evictions without cause, which L.A. city residents have. The L.A. County Board of Supervisors is considering temporary restrictions as a result of residents' advocacy. But for most families in our target area, rising rents that consume ever-increasing percentages of their incomes have increased stress and insecurity, which affects children's emotional and behavioral health.

Health: According to the California Office of Statewide Health Planning and Development, none of the census tracts where the schools are located contain a "medically underserved

population,” and only one was designated a “medically underserved area,” with a score of 55.8 on a scale in which 62 and below is the cutoff for designation as a MUA. None are named federal Health Professions Shortage Areas in dental health, though all but one are shortage areas in primary care (a high physician-to-population ratio) and mental health.

The medical provider for the schools is the Garfield Wellness Center, a school-based health center on the campus of Garfield High School. Via Care, a Federally Qualified Health Center, provides primary care and health services. All our target schools are from .6 to 2.5 miles away from the Garfield Wellness Center, or 3 to 8 minutes driving time.

LAUSD’s Student Health and Human Services Division, which is working closely with LAEP and the target schools on this project (see MOU), is responsible for coordinating on-campus health services. While the division is connecting dental, vision, mental health and other providers to the schools, the division’s organization facilitator for Local District East needs community-school coordinators at the schools to integrate resources, maintain regular delivery of health services, and build systems that everyone is invested in. For example, without participating in teaching and learning meetings, the division staff do not have a way to fully understand schools’ needs. Plus, the provider staff do not report to anyone at the schools—this is one of the reasons that LAUSD’s board adopted a community-school strategy. Thus, the schools are more in need of coordination, organization and systemization of health services than simply health service providers.

Mental health: When asked what their school’s most important health and wellness need was, all the principals of the target schools said mental health. Some excerpts: “Mental health and social-emotional are the biggest issues we as a school deal with on a regular basis.” “We have a huge need for mental health support of students and families and school is the most

effective place to provide this support as it reduces stigma and barriers like transportation and scheduling.” “Mental health – student behaviors are not appropriate or conducive to learning, including domestic issues.”

Mental Health Care in California found that 68.7% of the state’s adolescents who needed mental health services did not receive them in the prior year (Holt & Adams, 2013). The report’s findings about demographics and mental health care signal the need in our target area: Rates of serious emotional disturbance are higher for Latino and African American children (about 8%) than for white and Asian children (about 7%). Serious emotional disturbance is more prevalent in children at or below the poverty level (10%) than children at 300%+ of the poverty level (6%). However, Latino children were much less likely (22%) to receive mental health care than white (46%) or African American (42%) children.

The principals’ observations also are backed up by data from the L.A. County Department of Public Health’s 2017 *Key Indicators of Health* report. In SPA 7:

- Only 60.7% of adults receive the social and emotional support they need, the second-lowest of all the SPAs.
- The parents of 8.2% of children ages 3-17 tried to get them mental or behavioral health care in the past year, higher than 7.4% for county and third highest of the SPAs.
- 17.6% of adults binge drink, higher than 15.9% in the county and second highest of the SPAs. Across L.A. County, Latino males have highest percentage of binge drinking—28.5%—much higher than the second highest gender and race group, which is 16.9% of white males.
- 5.9% of adults misused prescription drugs in past year, slightly higher than 5.5% for L.A. County and third highest of the SPAs.

As mentioned earlier, a disproportionate number of families are headed by single females,

which may indicate divorce or incarceration of fathers, which negatively impact children emotionally. More female-headed households with children live in poverty in our target area than other families. In addition, single mothers with children have at an elevated risk of depression (see earlier).

Teachers and staff are on the receiving end of children’s emotional and behavioral traumas. Every principal of our target schools requested trauma-informed training for their faculty. Selected quotes: “Trauma related factors impact the instructional program; teachers need to learn how to address and support students.” “One school psychologist does not meet the needs of such a large [1,092] student body. In the past year we had 15 referrals for Suicidal Behavior.” “We have a large number of students dealing with the loss of a parent.” “We have many students who have mental health and socio-emotional issues at our school. The nurse and psychologist are overwhelmed. Having trauma-informed training will help all personnel work better with students who are affected by socio-emotional and mental health issues.”

Researchers from Pennsylvania State University analyzed research into teacher stress and concluded “...teaching has become one of the most stressful occupations, with alarmingly high rates of job dissatisfaction and turnover. This escalating crisis is affecting students’ educational outcomes, impacting teachers’ health, and costing U.S. schools billions of dollars each year” (Greenberg, Brown & Abenavoli, 2016). The teaching profession has the highest percentage of workers experiencing high daily stress—46%— tied with nurses (Gallup, 2014, *The State of American Schools*). When teachers cannot manage their own stress, their teaching suffers, and that has a negative impact on students’ achievement and well-being (Greenberg, et al., 2016.)

Particularly in low-income schools, many students have experienced multiple adverse childhood experiences, including abuse, neglect, witnessing domestic violence, substance abuse

in the home and other traumatizing experiences. Children who have experienced multiple adverse childhood experiences are more likely to have academic and social-emotional problems at school. As school staff interact with these children and deal with the educational and behavioral fallout from emotionally traumatic experiences, staff often experience compassion fatigue and burnout. Thus, in addition to more mental health resources, the principals indicated a need for their faculty to learn trauma-informed approaches to deal with students and wellness strategies for self-care.

B. QUALITY OF THE PROJECT SERVICES (up to 25 points).

(1) Likely impact of the services on the intended recipients of those services.

ELACS will create community schools at two elementary schools and two middle schools and will significantly enhance the community schools at five small high schools that share a campus. The schools form a feeder pattern, which will create a continuum of coordinated, integrated services that address the highest unmet needs in the school communities. Community-school coordinators at the schools plus a family engagement coordinator and college & career coordinator will build systems, coordinate services and partners, assist schools in attracting resources to fill gaps in service, and build capacity in the schools to sustain services after the grant period.

Community Schools: An Evidence-Based Strategy for Equitable School Improvement, identifies four pillars of community schools that reinforce each other (Oakes, Maier & Daniel, 2017). ELACS will include all four. Also, Oakes, et al. concluded that evidence from research shows that well-implemented community schools with these four features contribute to school improvement in underperforming, high-poverty schools, like those in East L.A.

1. *Integrated student supports:* Community-school coordinators on each campus will

organize and coordinate student supports, in partnership with Local District East’s organization facilitator for Student Health and Human Services. The coordinators will join each school’s Instructional Leadership Team to ensure integration of supports with instruction and students’ academic needs. Also, the coordinators will be members of each school’s Coordination of Services Team, or COST, which includes school support staff, e.g., school nurse, pupil services and attendance counselor, psychiatric social worker, etc., and key providers, e.g., mental health or restorative justice provider, etc. In monthly meetings, the COST team will develop or enhance a system to coordinate support services and an effective referral system for students, identified by teachers or other adults on campus, that connects students to the right services. Through COST, a coordinator or team member will coordinate and integrate services provided by community-based organizations with those provided by the school’s specialized instructional support personnel.

2. Expanded learning time and opportunities: As part of pipeline service b. High-quality school and out-of-school programs, teachers who have received professional development in project- and inquiry-based instruction will design community projects with CSULA professors and graduate students as content experts. Community projects will expand learning time and involve community members to provide students with real-world learning and community problem solving. Also, pipeline service c. Support for a child’s transition, will create summer transition programs. LAUSD has committed its Beyond the Bell division, the coordinator of after-school and summer programs, to collaborate with ELACS to develop the transition plans, afterschool activities and summer learning that align with the project goals.

3. Family and community engagement: Family and community engagement is throughout the project. In pipeline service d. Family and community engagement, Families in Schools will

train parent leaders over three summers in leadership, parent engagement and recruitment and other skills. During the school year, a family engagement coordinator will coach the parent leader who runs each school's parent center to build their capacity to lead the school's parent council. To provide relevant, engaging activities for families and parents, the parent council will identify family needs based on data and plan parent and family activities and educational options that address these needs. Also, pipeline service b. High quality school and out-of-school programs includes community projects designed by teachers to reflect project- and inquiry-based learning strategies that will involve community members, including CSULA professors and graduate students. Pipeline service e. postsecondary and workforce, will involve CSULA students as college and career mentors to high school students. Plus, several postsecondary services will be directed at parents. Pipeline service g. Social, health, mental health will create food pantries at the elementary and middle schools, modeled on the one on the high school campus, to reduce food insecurity for families.

4. Collaborative leadership and practice: Collaboration and shared responsibility will occur in all project services. As discussed, each campus will have a community-school coordinator to manage the complex collaborative work of the school and connections to the community. The community-school coordinators will meet in their own collaborative group for professional learning. One lesson learned, described earlier, is that a general collaborative body is less effective than one for each project service. The community-school coordinators, family engagement coordinator and college liaison will be responsible for developing collective trust and shared responsibility in their respective collaborative groups. As described in more detail in service descriptions below and the management plan, each school's Instructional Leadership Team will collaborate on teacher professional development and related community projects, with

CSULA. A transitions workgroup will collaborate on transitions into new school levels. Parent councils will collaborate on family and community engagement. A college and career workgroup at Torres will organize resources across the five small schools and involve CSULA and East L.A. College. Each school’s Resilient School Workgroup will involve school and community providers who support health and wellness on campus, as well as school staff and students. In addition, all principals, coordinators and key project staff will meet as a feeder pattern with LAEP at least four times per year to build trust, solve common problems and develop strategies across ETK-12 to address them.

With all four pillars, ELACS is more likely to produce positive outcomes for students and families (Oakes, et al., 2017). Also, Oakes, et al. demonstrate that on their own, each of the four pillars meets ESSA evidence standards.

AR (d)(iv) Pipeline services: The partners will deliver five pipeline services:

- | | |
|---|------------|
| b) High-quality school and out-of-school-time programs and strategies | Additional |
| c) Support for a child's transition... | Additional |
| d) Family and community engagement and supports... | Existing |
| e) Activities that support postsecondary and workforce readiness | Existing |
| g) Social, health, nutrition, and mental health services and supports | Existing |

Table 9 illustrates by school level, how each pipeline service will change services at the schools:

Table 9: Addition and Enhancement of Services by School Level

Service	High School	Middle School	Elementary Sch
b. High-quality school	Add PD in project- & inquiry-based strategies and community projects in schools without them	Same	Same
c. Transition	Add transition program to three schools that lack one	Add transition program that adheres to more best practices	Add transition program for children lacking preschool or ETK
d. Family engagement	Improve effectiveness of family engagement by working w/parent coord.	Same	Same
e. Postsecondary & workplace	Build on program for grades 11 & 12 by adding postsecondary and career emphasis in grades 9 & 10	Community-school coordinator builds up college-going culture and career exploration	Same as middle school
g. Social, health, nutrition, mental health	<ul style="list-style-type: none"> • Improve existing system so all schools are consistent & integrated • Add trauma-informed PD 	<ul style="list-style-type: none"> • Add mental health, dental & vision services and create food bank (following HS model) • Add trauma-informed PD 	<ul style="list-style-type: none"> • Same as middle school • Add trauma-informed PD

Pipeline Service Descriptions

b) High-quality school and out-of-school-time programs.

LAEP will provide professional development to teachers in designing and implementing project- and inquiry-based learning strategies. Each year, LAEP's teaching and learning coach will collaborate with schools' Instructional Leadership Teams to design PD that matches faculty needs and deliver 20 hours of professional development. The coach will assist teachers in learning the 5E Instructional Model, developed by Biological Science Curriculum Study and widely used in K-16 education: teacher designs lesson to Engage students, students Explore the environment or materials, teacher Explains additional information students need, students Elaborate with new understanding they have gained from the teacher, Evaluation by teacher and self-evaluation. Also, teachers will learn the Claim, Evidence, Reasoning Framework for assessment. In all the standards, students are asked to state a claim, prove or disprove the claim with evidence, and explain their reasoning, making this framework appropriate in all subjects.

Each year, the schools that receive professional development will design community projects using project- and inquiry-based learning, the 5E Instructional Model, and Claim, Evidence, Reasoning Framework. Teachers will work with professors or graduate students from CSULA as experts to expand content knowledge. ELACS will pay a stipend to a liaison at CSULA to match the needs of the school, as determined by the Instructional Leadership Team, with an appropriate professor or graduate student. Projects will 1) be responsive to community priorities, e.g., safe passage to school, environmental justice, clean water, gang violence, community asset mapping, housing designs; 2) be student-designed rather than prescriptive; 3) have planning integrated into the curriculum; 4) culminate in an event with students presenting their findings or recommendations to community members and other interested parties.

The professional development and community projects will roll out to the schools years 1-4:

Year 1: 20 hours of professional development split between the two elementary schools. Two community projects, one per school in the spring semester. (Note: FSCS project year begins in October, which precludes fall semester projects.)

Year 2: 20 hours of professional development split between the two elementary schools, because year 1 of FSCS is short vs. the school year. Four community projects, one per elementary school per semester.

Year 3: 20 hours of professional development split between the two middle schools. Eight community projects, one per semester at two elementary and two middle schools.

Year 4: 20 hours of professional development delivered jointly to teachers from the high schools. High schools are last because some of them are using these strategies. Five career-themed community projects, one per high school, plus eight community projects, one per semester at two elementary and two middle schools. 13 total projects.

Year 5: 20 hours of project- and inquiry-based learning refresher for all project team leaders plus training for new teachers. Projects are the same as year 4.

At the end of ELACS, team leaders at each school will have the expertise to sustain project- and inquiry-based learning strategies at their schools and ongoing connections to professors.

A. Selected: We selected service b. to meet the need for more project- and inquiry-based strategies in the target schools as a way to increase student engagement in learning while teaching the Common Core and NGSS standards. As described by the principals, use of project- and inquiry-based learning is not widespread, even though these are proven, effective strategies. Also, project-based learning lends itself to projects that enable students to address community issues and involve community members. We selected the 5E Instructional Model because it is a

well-regarded inquiry-based model that is widely used in math and science. 5E is aligned with NGSS, which is being fully implemented in LAUSD in 2018-19 but without much district-provided PD, and with Common Core math, in which students are underperforming on Smarter Balance tests. Also, the 5E model is easily used in subjects like English and social studies.

B. Improve achievement: All the ELACS schools struggle with math achievement on standardized tests. Half or more of the students in eight of the nine schools scored “standard not met” on the 2017 Smarter Balanced math test; 45% of students were in the “not met” category in the ninth school. However, 58% of elementary and 68% of middle school students passed their math courses with a C or better. This may indicate that teachers are emphasizing foundational math skills while students are being assessed on higher-level math skills. One of the purposes of project- and inquiry-based learning is to develop higher-level skills. Edutopia’s review of research into project-based learning cites studies indicating that the strategy improves problem-solving and collaboration, retention of content, engagement in learning and performance on standardized tests (Strobel & van Barneveld, 2009; Walker & Leary, 2009). A 2016 review of 15 years of literature found that principles used in project-based learning are aligned with deeper learning, higher-level thinking and interpersonal skills (Condliffe, Visser, Bangser, Drohojowska & Saco, 2016). Inquiry-based approaches enable students to learn 21st-century skills like teamwork, problem-solving and the ability to apply knowledge in other lessons; active learning has significant impact on student achievement (Barron & Darling-Hammond, 2008).

C. Addresses objectives & outcomes: Our rationale is that improving teachers’ skills and use of project- and inquiry-based learning will develop students’ higher-level thinking skills and improve achievement. This pipeline service addresses the objective “Children are achieving academically” and its related outcomes to improve the average student score on the Smarter

Balanced assessments. Research indicates that project- and inquiry-based learning develops deeper thinking skills, which are assessed on Smarter Balanced tests, especially in math.

c) Support for a child's transition

ELACS will provide transition programs into kindergarten, middle school, high school, and postsecondary. For elementary and secondary, transition programs will focus on social and emotional transition, campus familiarity, school culture, climate and norms, resources and supports from the school and partners, and beneficial study skills, as well as parent transition support. Each school will create a transitions workgroup of administrators, teachers, staff, parents and, in some cases, students, to collaborate on transition planning, with assistance from the community-school coordinator and the participation of LAUSD Beyond the Bell. The transitions workgroups will collaborate to transition students in and out of school levels. Planning for transition programs will be done during the 2018-19 school year so delivery can begin in summer 2019 for elementary and secondary transitions. Postsecondary transition will begin during spring semester 2019.

Kindergarten: ELACS will offer a two-week program before school starts for children transitioning into kindergarten who have no prior experience in preschool, expanded transitional kindergarten or transitional kindergarten. The parent bridge will emphasize supporting children's learning, e.g., reading with the child, educational activities for the home. LAEP's early childhood staff, who have extensive experience in preparing children for school, will deliver the program, with support from school staff. The program will be modeled on similar kindergarten transition programs in LAEP's South L.A. FSCS project.

Middle school: To augment the school visits and presentations from middle schools at elementary schools, ELACS will provide a one-week program before school starts targeted

primarily at students who struggled academically in elementary school. In addition to the topics above, the transition program will introduce the topic of college readiness. The community-school coordinator will recruit mentors from the rising eighth-grade class to mentor the incoming sixth-graders through their first year in middle school.

High school: For the three small schools on the Torres campus that do not have robust transition programs, ELACS will offer a one-week program prior to the school year for all entering ninth-graders. In addition to the topics listed above, high school transition will emphasize college-prep courses required for California’s public universities and LAUSD graduation requirements. Also, students will learn how they can earn “local preference” at CSULA, a very popular campus, if they meet the minimum Cal State LA freshmen admission requirements, which includes grades in the A-G college prep courses. During the transition week, students will work with an organization on a community project aligned with their career theme, e.g., an environmental justice organization for Social Justice Leadership Academy. The community-school coordinator will recruit mentors from among the rising junior and senior classes to mentor incoming students through their ninth-grade year. Mentors will write personal notes and phone the incoming students to encourage them to attend the transition program.

Postsecondary: ELACS will build a more robust transition program to postsecondary, with particular emphasis on partners CSULA and East L.A. College. The university and college are 1.7 and 1.3 miles away from Torres, respectively, and CSULA gives local preference in admission to Torres students and transfer students from the college. The transition program will begin on May 1 Decision Day. Until that time, seniors will be receiving postsecondary services through pipeline service e. From years of assisting Torres students in the college process, LAEP has identified several stumbling blocks that this transition program will alleviate: saving a

deposit to submit with student's statement of intent to register; registering early for the university or college's summer bridge program (4- to 5-week programs that continue through freshman year to combat low persistence rates); taking college placement exams seriously to avoid remedial courses; signing up early for housing and saving a housing deposit; and emotional trauma, especially for first-generation college-goers who are leaving home that requires mental health supports. Also, the transition program will connect seniors to Torres graduates who are attending the same postsecondary institution they intend to enter. After high school graduation, the community-school coordinator and college & career workgroup will provide services to address "summer melt," accepted students who plan to enroll but who "melt" during the summer and don't show up for college. The college & career workgroup, led by the Torres coordinator, will provide personal support in the Torres community center during the summer; text, email and phone to remind graduates of due dates, e.g., submitting final transcripts; schedule meet-and-greets for Torres graduates and their parents with Torres alumni at colleges; and connect seniors to the Torres alumni Facebook page. The coordinator and workgroup will also will arrange hand-offs from their services to specific staff at CSULA and East L.A. College. In the class of 2018, of the 36% of Torres students going to Cal States, 61% of them intend to enroll in CSULA—the most of any CSU. Half of the class is going to community colleges, 84% of them to East L.A. College. Thus, these direct hand-offs to establish personal relationships at CSULA and East L.A. College will benefit 64% of Torres graduates.

The community school coordinator will contact and monitor the progress of Torres graduates in college using the Torres alumni Facebook page, texts and emails. Graduates will receive check-ins twice per year. When problems arise, the coordinator will offer encouragement and help graduates find assistance at their university or college. This strategy, though informal, has

already been successful with Torres graduates, whose small-school experience builds strong personal connections with faculty and staff.

A. Selected: In fall 2017, about 47% of kindergarten students who enrolled in the target elementary schools lacked preschool or expanded transitional kindergarten experience. Transition programs into the middle schools are limited and do not provide the experiences that will address social and procedural concerns and expectations, as recommended by the Association for Middle Level Education. Three Torres schools have inconsistent or nonexistent transition programs, but incoming ninth-graders need to learn the high school's academic expectations and make social connections (Hanover Research, 2017). The Torres schools have some programs that focus on postsecondary transition. However, these need to be more consistent and systematized and need to extend beyond graduation.

B. Improve achievement: Children who make new friends and understand the expectations in kindergarten are more likely to have positive outcomes socially, emotionally and academically (Harvard Family Research Project, Family Involvement Network of Educators, 2015). The Association for Middle Level Education recommends that transition programs address social and procedural concerns and expectations, which impact academic performance, in order to enhance attendance and learning (2016). Similar to middle school transition, high school transition needs to address students' anxieties about academic and school procedures and their social and emotional needs, which improves academic performance (Cauley & Jovanovich, 2006). The middle and high school transitions in this project will address these issues, including providing mentors to navigate choppy social waters in a new school. In postsecondary transition, low-cost strategies like contacts from counselors (ELACS will use a community-school coordinator who has assisted students through the college application process), peer mentoring (ELACS will use

Torres alumni in the same universities), text messages and social media can prevent summer melt so high school graduates, especially first-generation college-goers, enroll in the fall (Castleman & Page, 2014).

C. Addresses objectives & outcomes: Our rationale is that elementary and secondary transition programs that ease the social, emotional and procedural transitions will produce higher achievement. In postsecondary transitions, our rationale is that ensuring seniors and new graduates meet deadlines, stay motivated and make social connections will increase enrollment in college. This pipeline service addresses two objectives: 1) “Children are prepared for kindergarten, middle and high school” and related outcomes to increase percentage of incoming kindergarteners who score “Kindergarten Ready” on the Kindergarten Observation Form, increase the percentage of fifth-graders passing ELA and math, and increase the percentage of eighth-graders who pass English and math with a C or better. Kindergarten, middle and high school transition programs can put students on the right track to succeed academically. 2) “Students transition into postsecondary education and careers,” and the outcome to increase the percentage of seniors who enter postsecondary education. Postsecondary transition programs keep students on track to enroll in college.

d) Family and community engagement and supports

ELACS will hire a family engagement coordinator to work with the schools’ parent centers and build capacity in parent leaders. Families in Schools will provide 12 hours of training for the LAUSD community representatives (paid by the district, formerly called parent center leaders) and active parents leaders in the summer in years 1-3. In FIS training, parents will learn research-based strategies and best practices for engaging parents, how to strengthen their center’s welcoming environment, and strategies to improve outreach, recruitment and retention of parents.

During the school year, the family engagement coordinator will coach each community rep twice per month, using a curriculum that builds on FIS training, which LAEP developed as part of its South L.A. FSCS 2014. Topics include: technology, leadership, public speaking, facilitation, conflict management, recruitment, adaptability and using data. The family engagement coordinator also will facilitate quarterly meetings of all the community reps from the ELACS schools to plan, problem-solve and share resources and successful strategies.

Through FIS training and coaching from the family engagement coordinator, community reps will increase their capacity to form and lead a parent council. Torres High already has a parent council, which will be a model for those at the elementary and middle schools. The parent councils will assess the needs of parents, families and the community, in part using data from LAUSD's School Experience Survey, and collaboratively identify activities and resources to address them. Parent councils will select monthly themes and schedule workshops and activities. Examples are college and career readiness, health and wellness, tracking student's success (report cards and LAUSD Parent Access Support System Portal).

Each school will have a parent council by the end of year 1, and the councils will meet eight times per year in years 2-5. By end of the grant, community reps will have the capacity to lead parent councils and parent centers.

A. Selected: Parent engagement is crucial for student success, but the ELACS schools have varying levels of family engagement, numbers of parent volunteers and activity in the parent centers. Also, although LAUSD employs the community reps, they aren't receiving enough support. Local District East has only four parent-educator coaches for 131 K-12 schools, meaning community reps receive little intensive, personal coaching. Local District East provides monthly training to the community reps that they are supposed to implement in their schools, but

LAEP's experience is that the reps need more skill-building to do the implementation, which they will receive from the family engagement coordinator.

B. Improve achievement: According to the U.S. Department of Education, a wide body of research illustrates the power of parents' involvement in their children's education: higher grades and standardized test scores, as well as lower dropout rates (Partners in Education, A Dual Capacity-Building Framework for Family-School Partnerships, 2013).

C. Addresses objectives & outcomes: Our rationale is that improving the skills of community representatives will enable them to engage more parents in school activities and increase the knowledge they need to support their children's education. This service addresses the objective "Parents are actively engaged in children's education" and three outcomes: increase in the percentage of parents and family members who participate and increases in agreement with two items on the School Engagement Survey of parents: "I feel welcome to participate at this school," and "This school encourages me to participate in organized parent groups."

e) Activities that support postsecondary and workforce readiness

At the elementary and middle schools, the community-school coordinators will work with faculty and administrators to expose students to a broad spectrum of career fields, pulling from the breadth of LAEP partners and academic and trade areas of study at CSULA and East LA College. Coordinators will organize career days, guest speakers and more to inspire students.

ELACS will build on the college and career activities at the Torres high schools by involving CSULA students in mentoring ninth- and 10th-graders and deepening relationships with CSULA and East L.A. College. Due to limited resources, Torres' most intensive college and career activities are in grades 11 and 12. With FSCS funds, CSULA's Pathways Program will hire a college & career coordinator, who will join the college & career workgroup. Led by the

community-school coordinator, the workgroup will also include the Torres college counselor and academic counselor, students, and partners providing college-access and application support.

The college & career coordinator will recruit and train undergraduates to mentor Torres freshmen and sophomores, and to assist in college-access services and postsecondary transition. CSULA requires students to complete 3 units of a service-learning experience as part of their undergraduate requirements. Service-learning at CSULA is integrated into a course syllabus, related to a learning outcome, and includes preparation, supervision and reflection, ensuring Torres students will receive quality mentoring. Each CSULA student will commit to one semester of mentoring five Torres students at least six times per semester.

The number of CSULA mentors will increase from 20 in year 1 spring semester to 96 total in year 5, split between ninth and 10th grade. Initially, the mentors will work with the highest need students not on track in in ninth and 10th grade; these students will likely be receiving additional, comprehensive supports coordinated by the community-school coordinator and Coordination of Services Team. As more mentors are available, will expand to include struggling ninth- and 10th-graders and then to C-students on the cusp in years 3-5.

Table 10. CSULA Undergrad Mentoring Torres Students Per Year

	Year 1		Year 2		Year 3		Year 4		Year 5	
Grade & Sem.	# Ment	# St								
9th Fall			10	50	16	80	20	100	24	120
9th Spr	10	50	10	50	16	80	20	100	24	120
10th Fall			10	50	16	80	20	100	24	120
10th Spr	10	50	10	50	16	80	20	100	24	120

	Year 1		Year 2		Year 3		Year 4		Year 5	
Total	20	100	40	200	72	320	80	400	96	480
% Torres Gr 9 + 10		9%		19%		30%		37%		45%

Mentors will assist ninth-graders in making a personal plan to achieve postsecondary education or training using the Focus 2 Career planning tool that CSULA uses. Focus 2 provides a variety of assessments, e.g., personality, interests, and values, and then lists careers that match results. The tool offers rich information on the careers listed: a database of majors related to the careers, including majors offered at CSULA, and a decision-making and action planning tool of steps to take in high school. Ninth-graders who are not mentored will work with their advisory-period teacher or the Torres college counselor to make their plan. Mentors, advisory teachers and the Torres college counselor will also emphasize the importance of passing the A-G courses required for California public universities with a C or better, as well as the importance of grades in A-G courses to receiving local preference to enter CSULA. Mentors will provide students who are not on track with information on tutoring or credit recovery options.

Mentors working with 10th-graders will review the student’s progress toward graduation and refine the personal plan. If students are not on track, the mentors will provide information on tutoring or credit recovery options. Also, mentors will explain financial planning for college. Tenth-graders who are not mentored will cover these topics with their advisory teacher or the college counselor. College presentations for all Torres students begin in grade 10.

In junior and senior years, students will receive assistance in postsecondary preparation from Torres’ existing program, that includes the college counselor, academic counselor and community-school coordinator, plus CSULA’s college & career coordinator. LAUSD recently

approved funding for all students to take the PSAT in grade 10 and SAT in grade 11. Junior year supports focus on signing up to take the SAT and ACT, checks of grade point average and A-G course completion, college presentations, visits from college and university representatives, visits by students to universities, career panels and panels of Torres alumni who are in college. Juniors create lists of the colleges they may apply to.

In senior year, CSULA's college & career coordinator will focus on assisting students who are eligible to attend Cal State universities. The community-school coordinator will be the liaison to East L.A. College and work with students aiming to attend two-year colleges, plus the smaller number of students eligible for University of California campuses. Also, the community-school coordinator will continue to coordinate assistance from UCLA's Bruin Ambassadors, who are undergraduate students trained to advise and assist students applying to any of the UC campuses.

Senior Night for parents and students in fall semester includes college-application topics: due dates, application fees, letters of recommendation, personal statements for UC applications, the importance of keeping grades up, financial aid, and saving to pay a deposit to hold students' place when accepted. Other fall semester activities are reminders delivered via texts, the school website and senior advisory periods on application deadlines for UCs and CSUs, beginning FAFSA and Dream Act financial aid applications, and ACT and SAT test dates.

Senior year spring semester assistance includes a workshop and check-ins to ensure completion of FAFSA and Dream Act financial aid forms; assisting students with completing supplemental applications (common reasons are parents living in another country, parents who don't file tax returns); review of acceptance letters and financial aid packages in advisory periods and after school to include parents. On Decision Day May 1, students enter the postsecondary transition program described in c. above.

As nonfederal match, LAEP's college and career pathways coordinator will continue to provide workplace readiness services at Torres. Each Torres school decides whether its juniors or seniors will participate in the program. If students complete all components, they earn a workplace readiness certificate that is aligned with the L.A. Chamber of Commerce's work readiness certificate and HIRE LA's Youth. The components are 1) Résumé-writing workshop to translate social and academic experiences into marketable skills; 2) Interviewing workshop to learn how to use their academic and social experiences to frame their answers; 3) Mock interviews with business professionals that simulate hiring interviews; and 4) Networking session, after mock interviews, with business professionals to gain confidence in talking about their career goals and aspirations.

So students learn about a variety of careers, the high schools' career-themed industry partners expose Torres students to careers in that area. The community school coordinator will increase opportunities for internships, job shadowing and career connections.

A. Selected: Torres has been successful in increasing four-year graduation rates above LAUSD's, but less than half of students complete the A-G courses with a C or better required for California's four-year universities, and 45% of the class of 2016 was "not prepared" for college and career using the criteria from the California School Dashboard.

B. Improve achievement: Use of the Focus 2 Career planning tool will give students a postsecondary goal and a plan matched to their interests, generated by the five valid, reliable assessments in Focus 2 Career, that will motivate them to do better in their classes. Mentors will provide them with a college role model, most likely from their neighborhood. A meta-analysis of evaluations of mentoring programs found that mentoring improves academic outcomes, as well as behavioral and social-emotional outcomes, and that mentoring by older peers and mentoring

in groups were as effective as mentoring by adults and one-one-one mentoring (DuBois, Portillo, Rhodes, Silverthorn & Valentine, 2011). Mentors and the existing college-access services will clarify and emphasize the importance of earning a C in A-G courses. Students can easily get confused because LAUSD will let them graduate from high school with a D in those courses.

In postsecondary achievement, not completing the A-G courses with a C or better increases the likelihood that students won't be prepared for college-level work if they enroll in community college. Only 16% of California community college students who are placed in remedial classes earn a certificate or associate degree in six years, and the delay in their education discourages them and leads to high dropout rates (Public Policy Institute of California, 2016).

C. Addresses objectives & outcomes: Providing more college and career services in grades 9 and 10 and enhancing services for grades 11 and 12, with the participation of CSULA and East L.A. College, will keep more students on track to college and career. This addresses our objective "Students are prepared for postsecondary education and careers." The related outcomes are increasing the four-year cohort graduation rate, decreasing the percent "not prepared" for college and career on the California School Dashboard (which includes A-G completion), increasing the percent who complete FAFSA by June, and increasing the percent earning workforce readiness certificates.

g) Social, health, nutrition, and mental health services

ELACS will organize and enhance existing social, health, nutrition and mental health services in collaboration with LAUSD's Student Health and Human Services Division via the Local District East organization facilitator. Students and families will continue to have access to medical services at the nearby Garfield Wellness Center if they do not have another resource for primary care.

ELACS has secured commitments from mental health, vision, dental and food providers (see attached letters and “appropriate partners” below) who work with one or more of the schools now and are willing to expand services to additional ELACS schools. For example, schools will receive additional mental health services from Enki Health & Research Services to address the extensive need for mental health services. The schools that lack vision or dental services will get them from Vision to Learn and dental providers that work with L.A. Trust for Children’s Health, e.g., School of Dentistry at University of Southern California. Food Finders, which provides a weekly food pantry on the Torres campus, will open weekly food pantries on the other four campuses to reduced food insecurity.

The community-school coordinators will belong to the Coordination of Services Teams, or COST, that meet monthly. The teams include the school nurse, pupil services and attendance counselor, psychiatric social worker, etc., and key providers, e.g., mental health or restorative justice provider, etc. Torres has one COST team for all five high schools that focuses on how health and wellness partners can support each of the schools. The COST team reviews data and monitors school and neighborhood trends to identify needs and coordinates services to maximize resources and avoid duplication.

Led or co-led by the community-school coordinator, each school will form a Resilient School Workgroup to conduct a needs assessment and asset mapping, identify unmet needs, build a referral system, and recommend trauma-informed and wellness strategies for teachers. The workgroup will include an administrator, teacher, staff member, students and providers who support health and wellness on the campus. After assessing school needs in year 1, the workgroup will design and implement a schoolwide wellness project in fall semester 2019 with FSCS funds to kick off wellness activities. Project could be e.g., upgrade the teacher lounge,

print a manual of the school's new policies and practices related to trauma-informed resiliency practices, purchase yoga mats for ongoing wellness activities.

LAEP, a pioneer in training school staff and educators to create trauma-informed schools, will provide trauma-informed professional development to school staff. LAEP's resiliency & trauma coach, funded by FSCS, will provide 320 hours of support over the 40-week school year, or eight hours per week. The coach will facilitate meetings of school leadership teams on trauma topics and deliver professional development. Trauma-informed PD will roll out, beginning with the middle schools, which have the largest enrollments, in year 1, followed by the high schools in year 2 and the elementary schools in year 3. School staff will learn the definition and implications of emotional trauma, discuss sample strategies, learn applications to use in the school and classrooms, and learn strategies to support their own emotional wellness.

As their schools receive trauma-informed training, the Resilient School Workgroups will align school systems and policies with best practices in trauma-informed schools.

In years 4-5, the coach will provide additional training and coaching to 2-3 members of each school's Resilient School Workgroup so they gain expertise and become trauma leads to sustain this work in their schools.

A. Selected: In surveys conducted by LAEP, the principals of the target schools indicated the types of services that would most benefit their schools. The gaps in health and wellness services were evident, especially in mental health and trauma-informed strategies. In addition, analysis of community data substantiated the principals' assessment of their students' and families' needs.

B. Improve achievement: Unhealthy students are at higher risk for failing, being retained a grade and dropping out (Shaw, Gomes & Polotskaia, 2015). Schools can improve student learning by providing health services at school and creating safe, positive school climates

(Michael, Merlo, Basch, March, Wentzel & Wechsler, 2015). The connection between health and academic achievement indicates a need for a comprehensive, coordinated approach to school health (Basch, 2011). Teacher stress lowers teaching performance and achievement for students (Greenberg, Brown & Abenavoli, 2016).

C. Addresses objectives & outcomes: By increasing mental health, nutrition, vision and dental services, students will overcome barriers to learning. Providing trauma-informed professional development to teachers will relieve their stress and improve their wellness, their interactions with students and school climate. Better teacher-student relationships and an improved school climate will reduce negative outcomes and increase positive ones for students. These activities connect to our objective “Children and families are physically and emotionally well” and two related outcomes: 1) decrease the percentage of students who are chronically absent; and 2) Decrease the annual adjusted grade 9-12 dropout rate. Both may be due to reasons related to health, behavioral issues, mental health or school climate (e.g., lack of caring adults, bullying, etc.) By improving these factors, we aim to reduce absenteeism and dropout.

AR (d)(v) Full-time coordinator: Each elementary and middle school will add a full-time community-school coordinator and the high schools on the Torres campus will share a coordinator, as they do now. Sharing the coordinator is justified because together, the Torres schools enroll 1,959 students, which is much less than nearby Garfield High (2,531), similar to Bravo Medical Magnet High (1,861) in East L.A., and slightly more than Griffith Middle (1,459). Thus the combined enrollment of the Torres schools is comparable to comprehensive high and middle schools, which would be required to have one coordinator. Also, one coordinator for Torres is justified by the schools’ many shared facilities and service providers. While each school has a distinctive career theme that necessitates unique industry partners, the coordinator

manages or coordinates the activities and partners that are common across the schools. Examples are college and career services, dental and vision services providers, mental health services, food pantry, after-school provider, gang-prevention services, orientations for incoming students, and peer mentor programs. Each school has its own parent representatives, but they all work with the coordinator. The schools also share a nurse, library, athletic facilities and community center, where the coordinator and after-school provider have their offices. With so much coordination among schools that share a campus, a single coordinator is fully justified.

Funding sources: Each school will provide nonfederal match to partially fund its community-school coordinator, with the balance paid by the FSCS grant. The four larger comprehensive middle and elementary schools will contribute 25% of their coordinators' salaries. Each small high school will contribute about 8.5% of their shared coordinator's salary, or 42% of the total.

Professional development: The community-school coordinators will manage and coordinate the pipeline services. LAEP, which has 10 community-school coordinators in schools, already has a robust professional development plan for the coordinators.

Initial training is three days and includes an orientation to LAEP, overview of community schools, review of data and the state of the coordinator's school, and a day of shadowing a coordinator at a school serving the same grades to understand day-to-day duties. In initial training, coordinators learn about several key elements of LAEP that will assist them in their jobs, e.g., mission and values, six core elements of the school transformation model, implementation of the IC Map for assessing fidelity to the school transformation model. Also, they will learn details about community schools: e.g., national standards, community-school framework and conducting needs assessment. Plus, they will learn how to develop initial goals using data from the LAUSD School Experience Survey and School Climate Assessment Instrument. The director

of community schools conducts the orientation and professional development and partners with the school principal to introduce the new coordinator to the school.

After the initial PD, the coordinator meets with his or her immediate supervisor at LAEP twice a month for the first three months to monitor goals and projects, address questions, and identify additional training the coordinator needs. After the first three months, the coordinator meets with the supervisor once a month. In addition to these check-ins, they meet with a mentor coordinator from another school once a month. The mentor coordinator is a senior coordinator with 2+ years experience who provides advice on challenges and day-to-day tasks.

After the initial training, the coordinators will receive ongoing professional development:

1. Monthly one-on-one check-ins with community-school director for updates on three-month work plans and six-month goals; improving leadership, organizational and communication skills; developing habits in trust, support and confidentiality.
2. Monthly community-school coordinator network with LAEP coordinators to address work challenges following consultancy protocols, identify successful strategies, discuss relevant education theory and practice, and increase understanding of community schools.
3. Monthly Transform Schools community of practice with all LAEP Transform Schools staff—teaching & learning and community schools—to share knowledge, identify needs and challenges, develop interdependence, and coordinate academic and nonacademic services.
4. Three-month work plans aligned with the ELACS plan, school plan and the goals of the Instructional Leadership Team, developed with community-school coordinators and supervisors three to four times per year to clarify and prioritize school needs and assets, assess progress toward six-month goals, receive advice on approaches and strategies relevant to the school needs.

5. Twice-yearly six-month goal setting, aligned with the the ELACS plan, school plan and the goals of the Instructional Leadership Team, with community-school coordinators and supervisors to align community-school strategies with the school's needs; observe trends in academic and social-emotional data to determine areas of greatest need; report complete and incomplete goals.
6. Twice-yearly all-staff retreats with LAEP staff for staff cohesion; reflection on operations, personnel and clients; technical skill development, and buy-in to organizational mission, vision and philosophy.
7. Annual meeting of the Los Angeles Community School Coordinator Network, which was created by LAEP, to share best practices in community schools countywide; develop knowledge and skills; and understand different approaches to community schools.

Plans for joint utilization and management of school facilities: The nine schools, which are enthusiastic participants in ELACS, have committed to providing on-campus space for the parent centers, community-school coordinators and all services that will be provided at the schools. Because the community-school coordinators will be part of the school leadership, they will participate in discussions and decisions about the operation of the school and facility. LAUSD's Student Health and Human Services Division will process the approvals that enable project partners and service providers to provide services on campus. LAUSD's Beyond the Bell, which coordinates the provision of after-school and summer programs in school facilities, has agreed to collaborate with LAEP and the schools to develop on-campus summer transition plans and summer learning activities that further the goals of the schools and project. These commitments are detailed in the attached MOU.

(2) Services involve the collaboration of appropriate partners for maximizing effectiveness

AR (a) Description of the eligible entity: Mission: LAEP collaborates to cultivate responsive and equitable strategies that foster the wellbeing and success of educators, students, children and families. LAEP's vision is empowering learning communities that transform lives. Founded in 1984, LAEP was the first educational-transformation organization in Los Angeles and among those at the forefront of the movement nationwide. Over the decades, our cutting-edge efforts in small learning communities, pilot schools, interdisciplinary curriculum and inquiry-based teaching have evolved into recognized best practices. Also, LAEP is the local leader in developing community schools and is an influential partner in the state and national movements. In addition, LAEP is a pioneer in training school staff and educators to create trauma-informed schools. LAEP works in two focus areas: Transform Schools and Early Childhood. In Transform Schools, LAEP provides intensive services to a group of partner schools that have committed to implementing our model and its six core elements: high-quality instruction, teacher leadership and collaboration, college and career prepared, parents as partners, youth empowerment, educational equity. In Early Childhood, LAEP holistically prepares low-income children ages 0-3 for preschool. In 2016-17, LAEP's Transform Schools and Early Childhood programs served 759 educators and 14,105 children plus family members in underserved communities across Los Angeles County.

LAEP is a well-qualified lead agency due to its extensive experience creating community schools in Los Angeles. LAEP has received two prior FSCS grants to create successful community schools in the underserved northeast San Fernando Valley and South Los Angeles. LAEP has helped develop community schools in elementary, middle and high schools, and has created two K-12 feeder patterns linking community schools in South Los Angeles. LAEP is

adept at training and supervising community-school coordinators who work at school campuses. LAEP uses a collaborative, inclusive approach, which aligns exactly with the community school strategy. LAEP believes in bottom-up solutions that represent the ideas of students, school staff, families and community members.

In addition to being the lead agency, LAEP will provide teacher professional development in project- and inquiry-based learning. Since its founding, LAEP has been an effective provider of professional development to teachers in LAUSD and elsewhere. LAEP also will provide professional development to school staff on trauma-informed school topics. LAEP's groundbreaking work in this area caused Kaiser Permanente in 2016-17 to select LAEP to lead a national pilot project with Kaiser Permanente: Resilience in School Environments (RISE). The project will transform 20 schools in southern and northern California, Georgia and Denver to become trauma-informed and resilient.

LAEP will be a partner in developing transition programs and particularly in implementing the kindergarten transition. In its South L.A. FSCS project, LAEP worked with two elementary schools to provide kindergarten academies to incoming students who did not attend preschool or transitional kindergarten. Also in the South L.A. FSCS, LAEP's community-school coordinators developed a bridge program for students entering middle school. LAEP's assistant director of Transform Schools, formerly the community-school coordinator at Torres High, has experience designing engaging transition programs into high school and postsecondary, as well as a very effective college & career program. Also in the South L.A. FSCS, LAEP developed a very successful family engagement program using the strategies proposed for ELACS.

The commitments of key partners are detailed in the attached MOU and additional partners have provided attached letters of commitment.

CSULA is a partner in postsecondary and workforce and high-quality school and out-of-school programs. As the CSU that offers Torres students local preference, the university is an important partner for postsecondary success. CSULA is a four-year public university in East L.A. Founded in 1947, the university enrolls more than 27,000 students. In fall 2016, students were 61% Latino, 14% Asian American, 8% white, 4% African American, 5% other and 8% international—reflecting the diversity of L.A. The student body includes many low-income and first-generation students. In a study published in *The New York Times*, CSULA was ranked No. 1 for upward mobility of its students. The study of more than 2,000 colleges and universities from 1999 to 2013 found that CSULA has propelled a higher percentage of students from the bottom fifth of income into the top fifth of U.S. earners. The university's Pathways Program and its GO East LA division aim to foster long-term educational and career success for East L.A. students—the college & career coordinator funded by FSCS will be located in this program to put East L.A. students on the path to college and success. The CSULA Graduation Initiative 2025 is an ambitious initiative to increase graduation rates for all CSU students while eliminating opportunity and achievement gaps. CSULA offers incoming freshmen a yearlong developmental transition to university life for first-generation college freshmen to increase persistence. CSULA faculty, who will partner as content experts with K-12 faculty to design project-based learning, are committed to teaching and scholarship. Their achievements in their academic fields of specialization make them eminently qualified to teach students who possess a variety of academic interests.

LAUSD is the nation's second-largest school district, enrolling 588,697 K-12 students, 30,274 students in other programs and 18,681 children in early education. The district is divided into six local districts headed by local district superintendents, including our partner, Local

District East. The district has committed its Student Health & Human Services Division to collaborate to fill gaps in health and wellness services on the ELACS campuses and its Beyond the Bell after-school division to assist in children's transitions. As discussed earlier, LAUSD has adopted a districtwide strategy to create community schools.

Our partner schools are appropriate partners because they meet the definition of schools eligible for a schoolwide program (see Absolute Priority P. 5).

Families in Schools is a nationally recognized leader in parent engagement. FIS partners with more than 400 schools and organizations in the state and nation to help families fulfill their role as their child's first teacher. FIS builds confidence and skills in parents who live in low-income, underserved communities, including leadership and advocacy skills.

East L.A. College is a two-year community college that prepares students for four-year institutions and offers occupational programs to prepare students for careers in two years or less. Established in 1945, the college enrolls more than 20,000 students. East L.A. College is a partner with CSULA in GO East L.A. Roughly half of Torres graduates who attend college enter a community college, and 84% of them select East L.A. College. Thus, including East L.A. College as a partner will assist Torres students in successfully transitioning to college and pursuing their goals. East L.A. College offers an extended orientation for first-year students through GO East LA for first-generation college-goers like many Torres students, as well as a first-year experience providing academic and social enrichment for first-year students to increase retention and student success.

Additional partners will help fill the gaps for ELACS students in social, health, nutrition and mental health services: Hillside (mental health), LA Trust for Children's Health (dental), Enki Health & Research Services (mental health), Gang Reduction & Youth Development, or GRYD

(gang reduction and case management for youth at high risk), Vision to Learn (eye exams and glasses), and Food Finders (food pantry).

C. ADEQUACY OF RESOURCES (up to 15 points).

(1) Relevance & demonstrated commitment of each partner to implementation & success

AR (b) A memorandum of understanding The commitments of the key partners—LAEP, LAUSD, LAUSD Local District East, LAUSD Student Health and Human Services, the nine partner schools, CSULA Pathways Program and Families in Schools—are detailed in the attached MOU, which confirms their intent to participate in collaborative meetings and evaluation, contribute nonfederal match and collaborate in evaluation, as well as commitment to the mission, goals, scope and target population. The MOU names a responsible person at each partner organization to coordinate the organization’s efforts and to take responsibility for compliance with federal and local regulations. Other partners have demonstrated commitment and described the services they will provide in letters of commitment in the attachments.

The relevance of the partners is explained in the service descriptions above.

AR (c) Description of the capacity of the eligible entity: LAEP has nearly 30 years’ experience building community schools in the northeast San Fernando Valley and South L.A. As lead agency for community schools on nine campuses, LAEP has shown that it is adept at building large-scale collaboratives that help increase student achievement. LAEP’s community-school model was featured as a case study in *The Role of Community Schools In Place-Based Initiatives* (Potapchuk, 2013). From 2008 to 2013, LAEP was lead agency for a multischool FSCS grant in the northeast San Fernando Valley called Valley Neighborhood Collaborative, or VNC. Also, with private funds, LAEP launched community schools in South L.A. at Fremont High (2009), Edison (2009) and Bethune (2010). In LAEP’s 2014 FSCS project in South L.A.,

the latter two middle schools are receiving significant service enhancements, and three elementary schools have become community schools. The schools in the FSCS-funded VNC and South L.A (Bethune and Edison middle and Fremont high schools) achieved strong gains in key outcomes, often outpacing LAUSD overall. Four of the VNC schools still consider themselves community schools because of their integration of partners and extensive engagement strategies, though only one currently has funding for a full-time coordinator. As the high schools on the Torres High campus and their community school matured, they dramatically increased four-year cohort graduation rates from 73% (average) for the class of 2013 to 89% for the class of 2016.

Based on the original five campuses and 6,800 students in our South L.A. FSCS (concluding in 2019), which added three small schools enrolling 1,600 students on the Diego Rivera campus, LAEP has the demonstrated capacity to provide pipeline services (see “description of the eligible entity” in the prior section) at five campuses enrolling 6,249 students.

AR (d)(vii) Sustaining programs and services: ELACS plans to increase the capacity in schools so they can sustain the work and gains of the project after the grant. LAEP’s community-school coordinators’ approach to sustainability is Year 1– build out supports. Year 2 – refining and modeling supports for the school. Year 3 – working together. Year 4 – coordinators start letting go of the project. Year 5 – coordinators transfer responsibilities for projects to school staff. The coordinators will create systems, procedures and collaborative workgroups during the grant period that create a sustainable structure. Once school leaders understand the benefits of meeting collaboratively at their schools and as a feeder pattern during the grant period, they can sustain this collaboration. Also, during the grant period, all schools will update their school plans to include community-school attributes, which will enhance sustainability.

During the grant period, the schools will be paying portions of the coordinators’ salaries.

LAUSD has resolved to develop community schools across the district, which means funding the coordinator, but the source of funds is uncertain. Possibly the district can reallocate local control funding formula money to community schools. Or the parcel tax planned for the 2020 ballot may supply the needed funds.

In addition sustainable features are built into each pipeline service.

b. High-quality school and out-of-school programs: Teachers who are trained to design and deliver project- and inquiry-based learning will continue to enrich learning for their students. The team leads in each school will receive additional training in year 5 so they have the expertise to train new teachers, sustain the practice and continue to design projects that tackle community issues. Having established connections between teachers and CSULA faculty, they can continue to work together to design projects that engage students in higher-level thinking.

c. Child's transitions: The transition projects into kindergarten, middle and high schools can be sustained by the schools working with LAUSD's Beyond the Bell Division, which organizes summer school and summer enrichment. The MOU directs the division to actively support the East L.A. Community Schools and engage in building the pipeline infrastructure as a potential scalable design. Strengthening collaboration during the grant period with CSULA and East L.A. College will enable Torres staff to continue delivering postsecondary transition services. CSULA's Pathways Program and its GO East L.A. partner, East L.A. College, are eager to guide, enroll and support East L.A. students into their institutions.

d. Family and community engagement: Extensive training and one-on-one coaching during the grant period will build the capacity for community representatives (parents who run the parent centers) to recruit parent volunteers, develop programs and lead the parent council. The community reps will have the skills to train more parents as leaders, and the parent council will

become a learning community for parents to support each other. Also, the community reps will continue to receive ongoing monthly training and some assistance from the Parent and Community Engagement office in LAUSD East.

e. Postsecondary and workforce readiness: ELACS will establish a pipeline for CSULA students to complete their civic/service learning requirement by mentoring Torres students. The service-learning requirement is credit-bearing so CSULA students will have an incentive to continue mentoring. CSULA can continue making the Focus 2 Career tool available for mentors to use with Torres students in college and career planning. The Torres college counselors, academic counselors and faculty will have strengthened their working relationships with CSULA and East L.A. College, so they can continue these deep partnerships while they sustain the other elements of the postsecondary readiness program at Torres during the instructional day.

g. Social, health, nutrition, mental health: Each school's Resilient School Workgroup will have the skills to continue asset mapping, identifying gaps and recruiting service-providers to fill them. LAUSD's Student Health and Human Services will be a key ally in ensuring the provision of health and wellness services from external providers. The health-related partners who have committed to ELACS will continue providing services, as needed, at the schools. LAEP's trauma-informed schools training will develop 2-3 trauma leaders in each school who can sustain these strategies and train new teachers. During the grant period, the schools' Resilient School Workgroups will align policies and processes with the best practices in trauma-informed schools. These also will continue after the grant period to sustain improvements in school climate.

(2) Costs reasonable in relation to number of persons and anticipated results and benefits.

The number of unduplicated individuals to receive eligible services is 6,007 in year 1, for a cost per person of \$83. As the pipeline services expand, and infrastructure and systems are

established, the number served per year will grow to 6,856 in year 2, 7,705 in year 3, 8,554 in year 4 and 9,403 in year 5. In year 2, the cost per person drops to \$73, to \$65 in year 3, \$58 in year 4 and \$53 in year 5. Over five years, the average cost per person is \$65.

FSCS funds will be used to coordinate services at four comprehensive schools and five small high schools that collectively enrolled 6,249 students in 2017-18. The number of students, families and partners make this a very ambitious project. The project is able to set ambitious goals for numbers of people receiving the eligible services because the partners are contributing considerable match and are leveraging federal, state, local and private funding. We believe our budget outlines reasonable expenses to implement a coordinated project of this size and scope.

D. QUALITY OF THE MANAGEMENT PLAN (up to 20 points).

(1) Achieve objectives on time and within budget; responsibilities, timelines, and milestones

As LAEP learned in earlier FSCS projects, partner and school representatives are too busy to attend general meetings, like an overall project collaborative, school-level collaborative or resource council, that may or may not include discussion of their service or focus area. These kinds of structures reduced attendance and interest in the project. But when partners come together to strategically respond to an issue with which they are familiar and have resources to contribute, attendance is higher.

To address this, we will create work groups at each school that focus on concrete components of the project to ensure meetings are useful, don't waste participants' time and thus produce greater participation. Each school has unique needs that should be addressed by groups focused on the school. This structure also keeps people focused on a manageable number of objectives and activities that they can accomplish.

We also learned that building on existing structures—like the school's leadership structure—

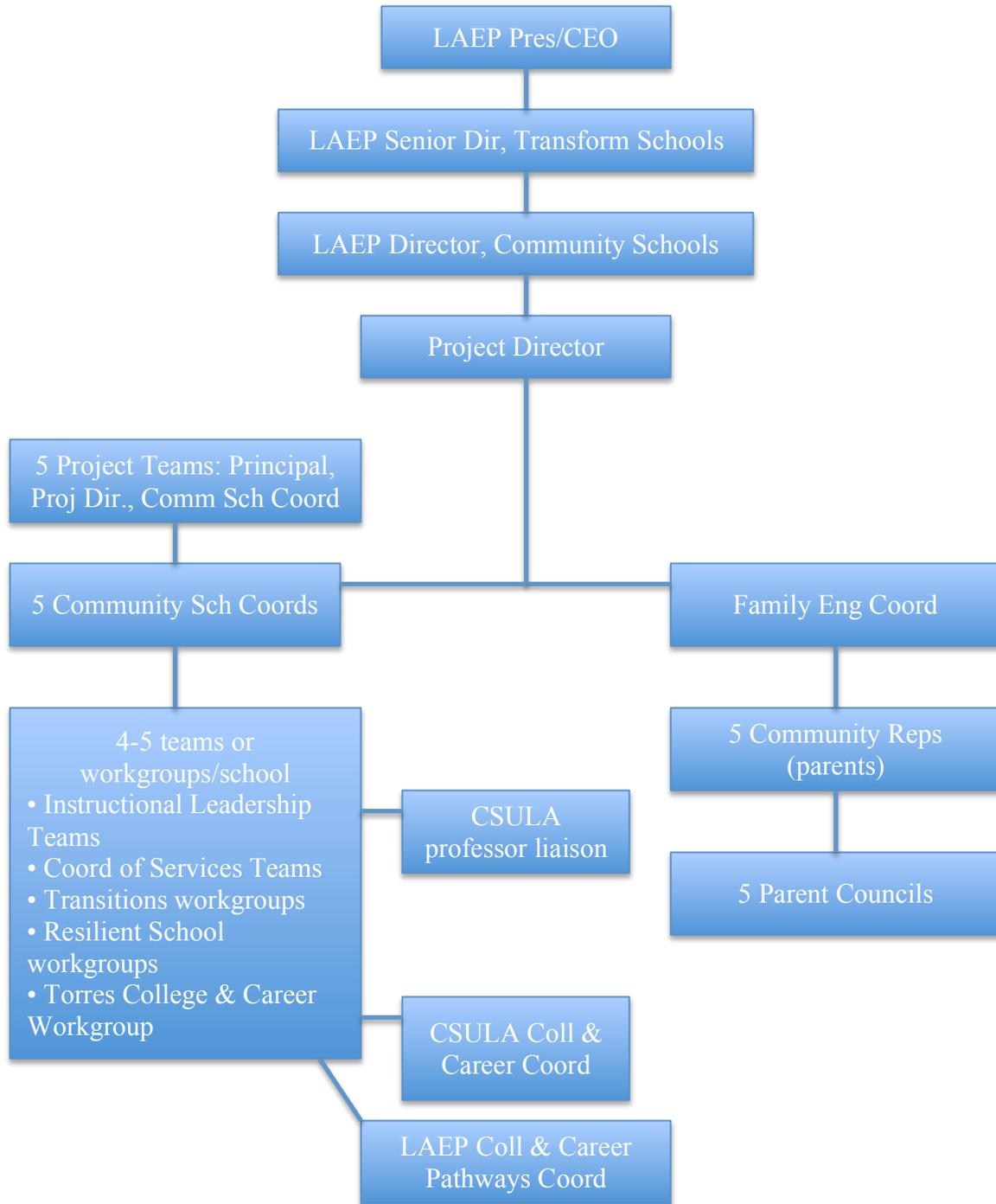
is more effective than creating new governance structures like a neighborhood collaborative or resource council. Extra governance structures pull focus from the schools. To meet school needs effectively and efficiently, the project needs to put schools at the project center and create workgroups that involve invested stakeholders to tackle specific problems.

After experimenting with several management configurations, LAEP has found this structure to be most effective and beneficial to partner schools. This is especially true in an enormous district like LAUSD and Local District East, where district leaders and local government officials don't have the capacity to focus on a relatively tiny piece of the L.A. community. Engaging truly local neighborhood leaders, business partners and nonprofits ensures that participants understand the community and have a vested interest in the project's success.

The project will be adequately managed so that it meets schools' needs, achieves objectives on time and within budget. As lead agency, LAEP will provide management within its own structure, which has been successful in overseeing community schools on nine campuses. This is possible because the project director, community school coordinators and family engagement coordinator are employed and supervised by LAEP. Because the community-school and family-engagement coordinators work at the schools and are on all the workgroups and teams, they can monitor how events and shifts in priorities at the school are impacting implementation of the community school and take action to eliminate roadblocks or share successful strategies.

See next page for visual depiction of reporting structure.

Reporting Structure for East L.A. Community Schools



School-level project management will be provided by each school’s project team: the project director, principal or assistant principal, and community school coordinator. Each school will have a work group, team or council focused on each of the five pipeline services. The workgroups will be accountable to the school’s project team, particularly the school leaders.

Table 11. Partners and Collaborative Groups by Pipeline Service

Pipeline Service	Lead	Partners	School-level Collaborative	Group Lead
b. High-quality school	LAEP	CSULA (profs & grad students), schools	Instructional Leadership Team	Principal
c. Child’s transitions	LAEP	Schools, LAUSD Beyond the Bell, LAEP early childhood, community reps (parents), CSULA, East L.A. College	<ul style="list-style-type: none"> • Transitions work group (new) • College & career workgroup for postsec transition 	Comm sch coordinators from both schools
d. Family engagement	LAEP	Families in Schools, schools	Parent council (some new, some exist)	Family eng coordinator
e. Postsec & workforce	LAEP	<ul style="list-style-type: none"> • High schools, CSULA (coll & career coord; mentors), East L.A. College. • Middle & elem comm. sch coordinators 	College & career workgroup	Comm sch coordinator
g. Social, health,	LAEP	Schools, LAUSD Student	• Resilient School	Comm sch

Pipeline Service	Lead	Partners	School-level Collaborative	Group Lead
nutrition, mental health		Health & Human Services, nonprofit service providers	Workgroup (new) • COST Team (some new, some exist)	coordinator

ELACS will maintain the connections between the partners through regular meetings (see Table 12). In our experience, these focused meetings and contacts are more effective and better attended than large gatherings. The project will build connections between the schools at feeder pattern meetings. In the South L.A. FSCS, the two K-12 feeder patterns have been extraordinarily successful. They meet monthly to examine data, analyze patterns and trends, and develop solutions, which has produced greater alignment in instruction and resource sharing.

Table 12. Collaborative Meetings List

Who Meets	How Often	About What
<u>Full project</u> : All principals, coordinators, partners	Once per year	Share data, celebrate success, make adjustments for next year
<u>Feeder pattern</u> : All principals, coordinators, key school staff	Twice per semester	Review overall project implementation in schools, review data, make adjustments
<u>Key partners</u> : LAEP, LAUSD, CSULA, Families in Schools	Twice per year	Review project implementation, project data, make adjustments
<u>School-level project leaders</u> : Project director & principals	One-on-one quarterly	Review school implementation, solve problems, make adjustments

Who Meets	How Often	About What
<u>CSULA project team:</u> Project director, CSULA Pathways, CSULA professor liaison	Quarterly	Review implementation of inquiry- and project-based learning and college & career services, review data, make adjustments
<u>Health team:</u> Project director, LAUSD LD East organization facilitator for Student Health & Human Services, health & social service partners	Quarterly	Review implementation of health and social services, review referral system, review data, make adjustments

The **community-school coordinators** will link the project director, service providers, school leaders and stakeholders at each school. The coordinators will become part of the leadership of the school, as members of each school’s Instructional Leadership Team, which insures that all FSCS community-school work will be fully integrated into instruction and the operation of the school and the facility. The coordinator will develop annual, semiannual and quarterly workplans that align with the ELACS plan, instructional plans and school needs. The coordinator will be the daily facilitator of services on the campus. The coordinator will organize services in concert with the Instructional Leadership Team, school staff, family-engagement coordinator, community rep (parent leader) and partners. In the COST team, he coordinator will identify and organize existing services on campus to increase access and avoid duplication. This position will facilitate communication, including a monthly electronic newsletter and annual resource guide; oversee data reporting by the providers, students and parents; and be responsible for compliance with the evaluation plan. The coordinator will be responsible for knowing the service providers, school

staff, students and families and focusing them on a shared mission that all students be successful. As described, in professional development for community-school coordinators, all the coordinators meet regularly one-on-one with the project director, as a group, and with LAEP teaching & learning staff who work with the schools.

Each **principal** or a designated assistant principal will be a member of their school's FSCS project team. The principal will retain complete authority over the school and will work closely with the community-school coordinator and the Instructional Leadership Team to prioritize needs and plan activities that are consistent with the school plan. The principal must approve the coordinator's work plan each year so that activities align with the school plan. The principal will arrange for space on campus for the coordinator. The principal will help develop links between the school's academic program, student support staff, workgroups, Parent Center and Parent Council.

Teachers and school staff will be involved in implementation of pipeline services and activities by participating in workgroups and identifying needs and gaps at Instructional Leadership Team and staff meetings. Teachers will build personal relationships with the community-school coordinator and offer feedback regularly.

Partners will help develop and implement activities of the workgroups they belong to; collect and provide the data identified in the evaluation plan; participate in ongoing assessment; work collaboratively; and fulfill project commitments. Each partner has identified adequate resources, including non-federal match, to provide services during the grant term.

Parents, Students and Community Members will be active on workgroups, the Parent Council and Parent Center, in community projects and in providing feedback on service quality and needs. They will help solve problems. They will be peer leaders and voices of the

community. The family engagement coordinator and community rep (leader of the parent center and council) will strive to increase the number of parents active at each school and to broaden the viewpoints on what is and is not working on the campus. Also, they will be champions who are critical for sustaining ELACS work beyond the grant period.

Table 13 illustrates the major activities, responsibilities and timeframes. CSC = community school coordinator. C&CC = college & career coordinator

****Activities in bold continue in subsequent years in the same timeframe.****

Table 13: Timeline

Activity	Responsible	Timeframe
Year 1 – 2018-19		
Hire & train CSCs	Proj director	Oct-Nov 19
Hire & train C&CC	CSULA Pathways	Oct-Nov 19
Identify CSULA professor liaison	CSULA Pathways	Oct-Nov 19
Recruit & train CSULA undergrads as mentors	C&CC	Fall 18, ongoing
Torres gr 11-12 receive postsecond prep	CSC, C&CC, counsel	Fall 18, ongoing
Torres gr 11-12 workforce workshops, interv	CSC, LAEP career	Fall 18, ongoing
Trauma-informed PD at middle schs	Res & trauma coach	Fall 18-Spr 19
Elem teachers receive PD in PBL & IBL	Teach & learn coach	Jan-Mar 19
Professors or grad students plan with teachers	ILTs, prof liaison	Spring 19
Workgroups form and begin meeting	CSCs	Spring 19
Hire family engagement coord	Proj director	Mar 19
CSULA undergrads mentor Torres gr 9-10	CSC, C&CC	Spring 19
Plan K, middle & high school transitions	CSCs, schools, LAEP	Spring 19

Activity	Responsible	Timeframe
	early child, Beyond the Bell	
Community reps (parents) get 2x/mo. coaching	Fam eng coord	Apr 19, ongoing
2 PBL community projects at elem schools	CSCs, T&L coach	Apr-May 19
Postsecondary transition	CSC, C&CC, CSULA, East LA CC	May-Sep 19
Implement K, middle & high school transitions	CSCs, schools, LAEP early child, Beyond the Bell	Summer 19
Training for community reps (parents)	Fam in Schs	Summer 19
Resilient sch workgroup finishes needs assessment; implements wellness project	CSCs	Sum-Fall 19
Parent councils begin meeting 8x/yr	Fam eng coord	Fall 19, ongoing
CSULA undergrads mentor Torres gr 9-10		Fall 19
Total people served 6,007		
Year 2 – 2019-20		
Professors or grad students plan with teachers	ILTs, prof liaison	Fall 19 & Spr 20
Elem teachers receive PD in PBL & IBL	Teach & learn coach	Fall 19 & Spr 20
4 PBL community projects at elem schools	CSCs, T&L coach	Fall 19 & Spr 20
Trauma-informed PD at high schs	Res & trauma coach	Fall 19-Spr 20
Training for community reps (parents)	Fam in Schs	Summer 20
Total people served 6,856		

Activity	Responsible	Timeframe
Year 3 – 2020-21		
Middle sch teachers receive PD in PBL & IBL	Teach & learn coach	Fall 20 & Spr 21
8 PBL community projects at ES & MS	CSCs, T&L coach	Fall 20 & Spr 21
Trauma-informed PD at elem schs	Res & trauma coach	Fall 20-Spr 21
Training for community reps (parents)	Fam in Schs	Summer 21
Total people served 7,705		
Year 4 – 2021-22		
High sch teachers receive PD in PBL & IBL	Teach & learn coach	Fall 21 & Spr 22
Trauma-inf. coaching for sch trauma leads	Res & trauma coach	Fall 21-Spr 22
5 PBL community projects at HS	CSCs, T&L coach	Spr 22
Sustainability plan complete	LAEP, partners	Summer 2022
Total people served 8,554		
Year 5 – 2022-23		
PBL & IBL refresher for team leaders	Teach & learn coach	Fall 21 & Spr 22
Total people served 9,403		

(2) Time commitments of project director and key project personnel are adequate.

Project Director Cristina Patricio (85%; 80% paid by grant, 5% foundation grant) will provide management and supervision; manage and oversee the coordinators and family-engagement coordinator; coordinate project teams at each school; ensure compliance; ensure consistent implementation of community-school principles; manage relationships with partners. Responsible for ensuring coordinators align community school work with schools' academic

plans. In 2011, Cristina was the first community-school coordinator at the Torres high schools, which she developed into an effective community school with comprehensive, coordinated systems and services for students, families and the community. Due to her success, she was promoted to senior community-school coordinator to train and mentor other coordinators. She knows the East L.A. community well because she grew up there, lives there, and attended East L.A. College. She has a master's and bachelor's in Chicana/o studies from Cal State Northridge. Bilingual in English and Spanish. The 85% time allocation is adequate because LAEP's director of community schools, who oversees LAEP's community-school coordinators on all other campuses, will also provide oversight and training.

Torres Community-School Coordinator Hugo Lujan Jr., (100%; 58% grant; 42% cash match from five small high schools) was the community-school coordinator at Fremont High in South L.A. during the 2017-18 school year, and became the Torres coordinator in July 2018. He has considerable experience and understanding of East L.A. because he was a community organizer in the community for East Yard Communities for Environmental Justice for five-and-a-half years prior to joining LAEP. He has a BA in Spanish literature from UC Santa Cruz and is bilingual in Spanish and English.

Four community-school coordinators (100%, 75% paid by grant; 25% cash match from schools – to be hired). Duties described on P. 67. Qualifications: bachelor's, preferably in related field (education, social work); 3+ years' experience in programs that support children's academic success through parent engagement, family support and community-school collaboration. Previous school-based or teaching experience a plus. Excellent communication and organizational skills; strong interpersonal skills; preferably bilingual in English and Spanish.

Family-engagement coordinator (100%) will build parent engagement strategies, cultivate

parent leadership, strengthen relationships between parents and school staff. The position will be filled halfway through year 1 so that the community-school coordinators can begin building an infrastructure for parents to connect with. Qualifications: BA required, preferably in a related field (e.g., education, social work). 3+ years experience in programs that support children's academic success via parent engagement, family support and community-school collaboration. Previous school-based and teaching experience a plus. Bilingual English-Spanish preferred.

College & career coordinator (100% – to be hired by CSULA) will develop pathways for Torres high school students into CSULA. and other Cal State universities in collaboration with the Torres community-school coordinator, school counselors, teachers and staff. Also, this position will be a member of the college & career workgroup to develop sustainable systems of support for students and families in college access, college application and postsecondary transition. The position will recruit and train CSULA students, who are fulfilling their service-learning requirement, in mentoring strategies and use of the Focus 2 Career tool with Torres ninth- and 10th-graders. Qualifications: BA required (education, counselor or social work preferred). 3+ years' experience working in programs that support children's academic success through college counseling, curriculum development, and building a strategic college-going culture. Previous teaching or college counseling experience a plus. Bilingual English-Spanish preferred.

Additional staff, who are not key project personnel, include the Project assistant: (50% – to be hired) who will assist with data collection and input and provide admin support. Teaching & Learning Coach Lauren Jean McCabe (10%; amounts paid by grant and by nonfederal match vary by year) will provide professional development to teachers in project- and inquiry-based learning strategies. More than 10 years' experience coaching and delivering professional

development, master's in educational administration and National Board teacher certification. Resiliency & Trauma Coach Judith Fernandez (15% paid by grant) will provide professional development and coaching in trauma-informed schools strategies. She has more than 12 years' experience as a trauma-informed coach, school wellness director, school administrator and teacher. Master's in Latin American studies from Cal State L.A.

NPO Solutions is the external evaluator. Please see section E. Project Evaluation for more.

The time of four key people **will be provided as nonfederal match** to the project:

LAEP College and Career Pathways Coordinator Matthew Moor (25%) will coordinate résumé-writing workshops, interviewing skills workshops, mock interviews and networking sessions for one grade level per year at all five high schools on the Torres campus, leading to workplace certificates for participating students. He joined LAEP in 2017 with experience and a passion for helping fellow first-generation college-goers enroll and complete college. Bachelor's from UC San Diego.

LAEP Director of Community Schools Gustavo Morales (15% in-kind) will supervise the project director and provide training and guidance to community-school coordinators. He joined LAEP as a community-school coordinator in 2010 and became director in 2014. He supports 20 partner schools in East Los Angeles, South Los Angeles and the Northeast San Fernando Valley. He has a B.A. in political science from San Diego State University.

LAEP Senior Director Transform Schools Xiomara Mateo-Gaxiola, Ed.D. (10% in-kind) will provide supervision and guidance to the project. She joined LAEP as an educational consultant in 2014 and became senior director in 2016. She was on the team that develop LAEP's trauma-informed practices training. She has doctorate from USC in urban school leadership.

LAEP President & CEO Ellen Pais (5% in-kind) will provide supervision and oversight to

the project. She became president & CEO of LAEP in January 2012, after seven years as senior director of LAEP's Connecting Communities programs. Under her leadership as senior director and CEO, LAEP has implemented two federally funded FSCS projects. She has 30 years' experience in community building, community relations and the law. She was the driving force behind LAEP's expansion and development of community collaboratives and community schools. She is on the steering committee of the National Coalition for Community Schools and provides technical assistance regarding community schools. She has a J.D. from American University, Washington College of Law, and a B.A. from UC Berkeley.

E. QUALITY OF THE PROJECT EVALUATION (up to 25 points).

(1) Methods of evaluation are thorough, feasible & appropriate

AR (d)(vi) Evaluation based on attainment of the performance objectives and outcomes

The proposed evaluation will assess both outcome (quantitative) and process (qualitative) measures. Quantitative outcomes will measure the impact of the FSCS program activities on student achievement and school performance indicators aligned to the project's three goals: 1) Students in the target schools succeed academically; 2) Children in the target schools are safe, healthy, and supported by engaged parents; and 3) Sustainable community schools will improve the coordination, integration, and accessibility of services. Qualitative process measures will provide the context in which to understand how and why the FSCS program implementation is producing observed, measurable results.

The key research questions for the project encompass both process (To what extent has implementation resulted in integrated, coordinated approaches to service delivery across schools and partners?) and outcome (To what extent are these implementation successes correlated with quantitative outcome measures?) measures. In the longer term we will also assess the

sustainability of the project (What evidence exists of systems change or reallocation of school/partner resources to continue providing the most effective grant services at sunset of funding?).

The quantitative outcome measures identified (see Quality of Project Design) are aligned to project goals and objectives. The chief aim of FSCS is to address the barriers to learning through a holistic set of services that are integrated and coordinated to maximize the benefits for students and their families. The evaluator will use a host of objective, proxy measures (listed in the tables below) to assess progress towards that goal. We have identified the data sources for these measures including data tied to program participation, student achievement, college and career readiness, transitions into school levels, student wellness, pupil attendance, family engagement and satisfaction, and sustainability.

Quantitative measures will be used to track the longitudinal progress of students in a K-12 feeder pattern in East Los Angeles comprised of two elementary (Belvedere and Ford Boulevard), two middle (Belvedere and Griffiths), and five small high schools located on the Torres High School campus. The grant will serve all students at the nine schools at all grade levels. The project will utilize an online database to document FSCS “dosage” rates. LAEP’s current FSCS grant in South Los Angeles assembles data from site-based Community Schools Coordinators (CSCs) documenting student, family, and community participation in various grant services. A Project Assistant who is a full-time LAEP employee in its headquarters compiles these site-based data into a database of monthly participation by category of service. In effect, LAEP’s database provides data on the duplicated and unduplicated counts of involvement in the various grant services, which allow accurate reporting tied to Annual Performance Report requirements.

(2) Objective performance measures related to intended outcomes; produce quantitative and qualitative data

The primary evaluation method will involve analyzing and tracking the longitudinal quantitative progress of students, families, and community members at the nine schools in a K-12 feeder pattern in East Los Angeles. Using data obtained from public sources and our own documentation, the evaluation will track changes in academic performance for students overall, and disaggregated for relevant subgroups (e.g., race/ethnicity, gender, and socio-economic status, English Learners, Students with Disabilities, and foster care youth).

As shown in Table 14 below, we have identified sources for all quantitative outcomes from a variety of district, state, and other governmental sources. We also propose to collect quantitative survey data through the LAUSD School Experience Survey (students and parents).

Lastly, our design includes a focus on qualitative data collection via annual site visits to schools. Through targeted interviews and focus groups, we aim to collect a rich source of contextual data to explain how FSCS is being implemented and why it might explain what we see in quantitative outcome data. Rather than meeting by stakeholder group, we intend to organize focus groups by topic (e.g., project- and inquiry-based professional development and community projects, academic transitions, parent/family engagement, college and career readiness, health and wellness, etc.). Based on our current FSCS grant in South Los Angeles, we have found this type of qualitative data collection to allow schools to provide participants with the most knowledge about FSCS implementation, as well as providing the basis for in-depth exploration of implementation accomplishments, challenges, and next steps. We augment these focus groups with targeted interviews with key project personnel including the Project Director and Family Engagement Coordinator.

The evaluation site visits (one-day visits per school) will be scheduled annually in the Spring (Apr-May) annually to allow us to explore issues and concerns raised in the Fall administration of the LAUSD School Experience Survey. Qualitative data will examine key themes and issues, triangulating data from the quantitative outcomes. In this way, we will have a rigorous basis for reaching conclusions and presenting findings on the impact of FSCS to our various stakeholders and constituencies.

Most of the quantitative data measures are annual metrics that will be compared to baseline and tracked year-to-year (i.e., compared to baseline and/or prior year). For measures with multiple interval data (e.g., course grades) we plan to draw on the last measure in a given school year. Grant service participation data will be collected monthly but reported as an annual aggregate.

Table 14: FSCS Evaluation Plan Matrix

<i>Objective 1: Children are achieving academically</i>	
<i>Quantitative Outcome Target</i>	<i>Data Sources</i>
<ul style="list-style-type: none"> Average student score on the Smarter Balanced English/Language Arts Assessment will increase 5 scale score points annually. Average student score on the Smarter Balanced Mathematics Assessment will increase 4 scale score points annually. 	Smarter Balanced Assessment scores (California Department of Education) for grades 3-8 and 11 (i.e., all grade levels tested). Average scale score provides the average “Distance from Met Standard” used in California to hold schools accountable under ESSA.
<ul style="list-style-type: none"> Increase by 1% annually the percentage of students attending school 96% or higher (i.e., 	LAUSD data from school-level databases (MyData and MISIS)

missing seven or fewer school days)	
<i>Objective 2: Children are prepared for Kindergarten, Middle, and High School</i>	
<i>Quantitative Outcome Target</i>	<i>Data Sources</i>
<ul style="list-style-type: none"> • Increase by 2 percentage points annually the percentage of transitional Kindergarten participants who score "Kindergarten Ready" 	Kindergarten Observation Form
<ul style="list-style-type: none"> • Increase by 1 percentage point annually the percentage of 5th graders earning a 3 or 4 (Met or Exceed Standard) in Reading, Writing, and Mathematics on their Elementary Report Card 	LAUSD data from school-level databases (MyData and MISIS)
<ul style="list-style-type: none"> • Increase by 1 percentage point annually the percentage of 8th graders passing English (English 8) with C or better. 	LAUSD data from school-level databases (MyData and MISIS)
<ul style="list-style-type: none"> • Increase by 1 percentage point annually the percentage of 8th graders passing Mathematics (Grade 8 Math) with C or better. 	LAUSD data from school-level databases (MyData and MISIS)
<ul style="list-style-type: none"> • Increase by 1 percentage point annually the percentage of seniors who enroll in postsecondary education 	<p>School-level data (high schools) on UC and CSU enrollment (UC and CSU Chancellor's Offices).</p> <p>Supplemented with college pathways records (e.g., college applications) collected at the high school level.</p>

<i>Objective 3: Students are prepared for postsecondary education and careers</i>	
<i>Quantitative Outcome Target</i>	<i>Data Sources</i>
<ul style="list-style-type: none"> Increase by 1 percentage point annually the 4-year cohort high school graduation rate (up to 95%) 	CA Dashboard, California Department of Education
<ul style="list-style-type: none"> Decrease by 2 percentage points annually the percentage of high school students deemed “Not College and Career Prepared”¹ 	CA Dashboard, California Department of Education
<ul style="list-style-type: none"> Increase by 1 percentage point annually the percentage of seniors who complete the FAFSA by June (up to 80%) 	U.S. Dept. of Education, Federal Student Aid
<ul style="list-style-type: none"> Increase by 2 percentage points annually the percentage of students earning a workforce readiness certificate by graduation (up to 85%) 	LAEP Records
<i>Objective 4: Parents are actively engaged in their child’s education</i>	
<i>Quantitative Outcome Target</i>	<i>Data Sources</i>
<ul style="list-style-type: none"> Increase by 2 percentage points annually the percentage of parents/family members who participate in any school activity. 	LAEP Database

¹ California’s new ESSA accountability plan includes a College and Career Indicator (CCI) that reports the percentage of high school graduates who meet the criteria for “prepared”, “approaching”, and “not prepared” in terms of college and career readiness. Students can meet the criteria through multiple pathways based on standardized test scores, AP exam scores, passing concurrent (college level) courses in high school, and completing a three-course Career Technical Education pathway while in high school.

<ul style="list-style-type: none"> Increase by 1 percentage point annually the percentage of parent survey respondents who agree with “I feel welcome to participate at this school” (up to 93%) 	LAUSD School Experience Survey
<ul style="list-style-type: none"> Increase by 1 percentage point annually the percentage of parent survey respondents who agree with “This school encourages me to participate in organized parent groups,.” (up to 90%) 	LAUSD School Experience Survey
<i>Objective 5: Children and families are physically and emotionally well</i>	
<i>Quantitative Outcome Target</i>	<i>Data Sources</i>
<ul style="list-style-type: none"> Decrease by 0.5 percentage points per year the students who are chronically absent 	CA Dashboard, California Department of Education
<ul style="list-style-type: none"> Decrease by 0.25 percentage points annually the annual adjusted 9-12 drop out rate (down to 1%) 	Dataquest, California Department of Education
<i>Objective 6: East LA students and families have access to coordinated, integrated, and sustainable services</i>	
<i>Quantitative Outcome Target</i>	<i>Data Sources</i>
<ul style="list-style-type: none"> Increase by 10 percentage points per year percentage of students who received grant services during each year of the grant 	LAEP Database
<ul style="list-style-type: none"> Increase by 2 percentage points per year the 	LAEP Database

percentage of parents and family members who received grant services during each year of the grant	
<ul style="list-style-type: none"> Increase by 100 per year the number of community members who received services received grant services during each year of the grant 	LAEP Database

As shown in Table 15 below, we have set goals for the number and percentage of students, family members, and community members who will participate in at least one grant service or program annually (i.e., unduplicated count). These targets increase over the time of the grant and ensure that a significant proportion of each constituency is involved.

Table 15: Annual Performance Measure Targets by Year

Participants	Baseline	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Student %	N/A	35%	45%	55%	65%	75%
Student #	N/A	2,187	2,812	3,437	4,062	4,687
Parent %	58%*	60%	62%	64%	66%	68%
Parent #	3,600*	3,720	3,844	3,968	4,092	4,216
Community #	N/A	100	200	300	400	500
Total Number	N/A	6,007	6,856	7,705	8,554	9,403

*Principals’ estimates of parents who participate in any school activity

We have also set an objective for East LA students and families have access to coordinated, integrated, and sustainable services. Toward this end, we are asking partner schools to develop a sustainability plan by the end of Year 4 of the grant. These plans will include actions and

milestones for how each school will reallocate resources in an incremental fashion to incorporate those aspects of grant services that are most successful into day-to-day operations. For example, successful parent outreach programs under the grant will need to address local school capacity to build systems of parent outreach and coordination that can be sustained over time. Similarly, schools will need to think about lessons learned in the area of college and career readiness and reallocate or prioritize guidance and counseling staff accordingly.

Based on lessons learned from implementation of an earlier FSCS grant in South Los Angeles, LAEP is committed to data-driven continuous improvement. We will share the results of the data quarterly with site-based community-school coordinators to guide and modify project implementation based on observed trends in the outcome data. In addition, we will convene school leadership teams for the entire K-12 feeder pattern to share evaluation data, focusing on key data findings. Schools will see results for the partnership as a whole, as well as their school's data as a point of comparison. Target outcomes and results will be made publically available on LAEP website with notice to local school communities and LAUSD Local District East (which supervises schools and principals in the targeted Torres K-12 feeder pattern). These networking and dissemination sessions allow schools to learn from one another and brainstorm ways to surmount any obstacles as they arise. Moreover, the project evaluator will meet regularly with the Project Director and designated LAEP staff to discuss how best to modify and shape program implementation in light of measurable outcomes and qualitative data collection. The evaluator will also work closely with LAEP staff to prepare Annual Performance Reports (Fall) and Ad Hoc reporting (Spring) as required.

Our proposed evaluator for this project is NPO Solutions, a locally-based consulting firm with extensive experience in program evaluation in public education settings. NPO Solutions is

our current evaluator for the FSCS grant in South Los Angeles and possesses more than 25 years of experience conducting evaluation involving school instructional reforms (Comprehensive School Reform Demonstration project), college and career readiness (GEAR UP and Career Academies), integrated social and academic support programs (21st Century Learning Centers), and mental and physical health (Safe Schools/Healthy Students). In addition, they have worked with LAUSD in many state and federal grants and, as such, are familiar with district data collection protocols, district organization and governance, and district data sources.

Competitive Preference Priority 2—Broadly Representative Consortiums

ELACS has assembled a consortium that is broadly representative, with partners from public K-12 education, public higher education, local government, and diverse agencies from the nonprofit sector. More important, these are the appropriate partners to deliver the pipeline services that the partner schools need. The key partners signing the MOU include 1) a large, high-need LEA and local district where the schools are located, 2) key divisions of the LEA that coordinate health and human services and after-school and summer activities, 3) two elementary, two middle and five high schools, 4) a state university, 5) an education nonprofit, 6) a parent-engagement and -training nonprofit. In addition, the consortium is even broader with the inclusion of partners not funded with FSCS funds that submitted letters of commitment to provide services: a state community college, a gang-reduction program of the Los Angeles mayor's office, two mental-health nonprofits, a vision services nonprofit, food distribution nonprofit, and a nonprofit that provides primary care medical services, dental, vision and mental care in schools.

Our letters of support also reflect broad support from the local congressperson, business community, president of the LAUSD board of education, and the national coalition that advocates for community schools.

In addition, the collaborations built into the project design will involve even more people and increase broad representation, including principals, administrators, teachers, school staff, parents, students, nonprofit service-providers, and community members.

Competitive Preference Priority 3—History of Effectiveness

Key members of the consortium have a long history of effective collaboration.

LAUSD and LAEP have collaborated for decades to transform schools, increase student achievement and build collaborations to create community schools. Most relevant is the partnership among LAEP, LAUSD, Local District East and the Torres high schools to create effective community schools that graduate high percentages of students. With LAEP’s support, the schools opened in 2010, the LAEP community school joined in 2011 and the first graduating class was in 2012. CSULA and East Los Angeles College have recently collaborated with LAUSD and LAEP’s community-school coordinator at Torres High on the GO East L.A. project to increase college awareness, preparation and completion. Over five years (2015-16 most recent full results available from CDE), the schools have dramatically increased their effectiveness with support from LAUSD and LAEP.

Table 16. Growth in Key Outcomes at Torres High Schools Since First Graduating Class

Indicator of Effectiveness	2011-12	2012-13	2013-14	2014-15	2015-16	5-Yr Change
Growth in 4-Year Cohort Graduation	77%	74%	80%	87%	89%	12%
Decline in Dropout	16%	19%	14%	9%	7%	-9%
Growth in Eligibility for UC & CSU	20%	30%	53%	50%	49%	29%

LAEP has partnered with Families in Schools on numerous initiatives including school readiness at four elementary schools, parenting workshops and engagement partnerships.

LAEP has collaborated with Torres to improve additional measures of effectiveness. Over

five years, the percentage of seniors completing the FAFSA financial aid application rose from 60% to 66%. The percentage of students earning workplace readiness certificates before graduating rose from 49% to 73%, making them eligible for jobs programs run by the L.A. Chamber of Commerce and the L.A. mayor’s Hire LA’s Youth program.

Competitive Preference Priority 4—Evidence-Based Activities, Strategies, or Interventions

Our project is supported by promising evidence. The What Works Clearinghouse Practice Guide titled *Organizing Instruction and Study to Improve Student Learning* includes a recommendation to “Help students build explanations by asking and answering deep questions.” The recommendation has a strong level of evidence for improving K-12 students’ academic performance.

This recommendation is aligned with our activities in pipeline service (b) High-quality school and out-of-school programs. The project will provide professional development to K-12 teachers over five years in inquiry-based. Teachers will learn to use the 5E Instruction Model, which is a method to support inquiry-based teaching. This professional development will build teachers’ skills to use the strategy recommended in the WWC practice guide to encourage deeper learning and raise achievement. The table below illustrates the full alignment of inquiry-based learning strategies with the practice guide.

Table 17. Alignment of Inquiry-Based Learning with WWC Practice Guide

Practice Guide	Inquiry-Based Learning
[Use this strategy] when students have acquired a basic set of knowledge about a particular topic of study.	Teacher gains an understanding of the students’ prior knowledge and identifies any knowledge gaps.
Teachers encourage students to “think aloud”	Teachers demonstrate how to participate by,

in speaking or writing their explanations as they study the material.	e.g., facilitating a brainstorming session
Students present their explanations.	Students must defend or present their conclusion
Students get feedback by observing good explanations of peers, teachers, technology, etc.	Teachers allot time for classwide reflection to discuss challenges and discoveries. Teachers discuss students' conclusions and fill in knowledge gaps and supplement findings
Teachers ask questions that elicit explanations: why, why-not, how, what-if, how does X compare to Y, and what is the evidence for X?	Inquiry focuses on investigating an open question or problem
Teachers ask questions that challenge students' prior beliefs and assumptions to promote intensive and deeper reasoning	Teachers move students into realms of critical thinking and understanding. Students use evidence-based reasoning and creative problem-solving to reach a conclusion

Sources: Guido, *All About Inquiry-Based Learning: Definition, Benefits and Strategies*, 2017