



**AWARDS FOR INNOVATION IN HIGHER EDUCATION APPLICATION PACKAGE  
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**Contact Information**

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**Application Abstract:** UCLA is innovatively addressing the most critical issue of our era – how to reshape California's K-20 public education systems, making them a more effective pipeline to college and career success in a digital, global era. California's young people deserve educational opportunities that prepare them to thrive in the 21<sup>st</sup> Century job marketplace. Toward this goal, UCLA is working to create a series of *teaching schools* – UCLA K-12 partner schools that will serve much the same role as the *teaching hospital* system that transformed our nation's medical practices. By creating these *teaching schools*, UCLA is establishing for California an ecosystem of best practices shaped by scientific research and ongoing evaluation. These *teaching schools* are being designed to create, evaluate, and demonstrate innovative instructional strategies; to help shape stronger teacher education programs; to serve as sites for training future and current educational professionals; to increase the rate at which California's high school students graduate college-ready; to reduce the need for remedial coursework in college; and to inform educational policy.

**Assurance and Signature:** "I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application."

  
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Signed by: Gene Block, UCLA Chancellor

## Context

### ***1. Goals of the UCLA Teaching Schools Initiative***

UCLA Chancellor Gene Block set a clear goal when he assumed leadership in 2007 – to use the vast resources of one of the world’s top research universities toward solving the most critical issues facing California. UCLA’s Graduate School of Education & Information Studies set to work launching a series of innovative approaches aimed at stronger K-12 pathways to college and career, with a clear focus on California’s underserved children. Our goal was to develop a *teaching school* model, starting with the development of a K-12 school located in an underserved community where the knowledge generated by a cadre of UCLA’s top experts working side by side with expert K-12 teachers and leaders could inform innovative K-12 classroom practices and where an ongoing and strategic research/improvement cycle could serve as a resource for public schools throughout California who are faced with the challenges of successfully educating today’s children and youth. Equity, excellence, ethics, and engagement are the principles animating the work of UCLA’s Teaching Schools Initiative.

Four goals define the work of this ambitious and comprehensive Teaching Schools Initiative:

1. Partner with the Los Angeles Unified School District, local high-need communities, and other UC campuses to create and sustain a set of innovative Teaching Schools that leverage change throughout California;
2. Strengthen teacher preparation by advancing a residency model of learning across a set of Teaching Schools;
3. Create, evaluate, and demonstrate innovative K-12 instructional strategies and programs within these schools that prepare all students to graduate from high school college and career ready;
4. Increase the number of underrepresented minority students that:
  - a. Graduate from high school college and career ready;
  - b. Enroll in two and four-year colleges;
  - c. Transfer from two to four year colleges;
  - d. Graduate from four-year colleges.

These four goals were initiated in 2007 through a broad-based public education partnership. The first teaching school, UCLA Community School, opened in 2009 in one of California’s most high poverty, densely populated neighborhoods and now, five years later, is becoming a model of best quality public education for students traditionally underrepresented in the state’s higher education system. The second teaching school site is currently in the planning stages, with a proposed 2016 opening in South Los Angeles.

## ***2. Statistical Profile of Students Served (2 pages maximum)***

The UCLA Teaching Schools Initiative aims to serve students traditionally underrepresented in the UC/CSU system. For this reason, the UCLA Community School was situated within Pico Union-Koreatown—a densely populated, high-poverty neighborhood in central Los Angeles. About two-thirds (68%) of residents in this neighborhood are foreign-born, primarily from Mexico, Central America, and Korea. The school opened in 2009 as K-5. In 2010, it expanded to K-11. In 2012, it grew to K-12 and in June 2013 the first seniors graduated. The school currently serves approximately 1,000 students living in the neighborhood around the school. Before the school opened, these students were bussed to schools throughout the Los Angeles basin because of the shortage of seats in this underserved neighborhood. Many students were on a bus from an hour to an hour and a half, each way. Many of these students reported that they previously felt forgotten in the public school system, felt alone in their struggle to learn, and felt that no one cared about their success so they had given up on school. Many lacked a vision for the possibilities ahead of them. Our goal was to change all of that.

When UCLA Community School opened, we welcomed students from more than 62 feeder schools throughout Los Angeles; all lived in the neighborhood around the school and could now walk to school. In 2014, the student population was predominantly Latino (80%) and Asian (14%), with a small population of Pacific Islander (3%), African-American (2%), and White/Other (1%) students. Most (81%) of the students are economically disadvantaged and about half (49%) are English Language Learners. The school's special education program serves 8% of students and another 8% of students are classified as gifted. Across all students, there is a 15% transiency rate—which means that in a school of 1,000 students, about 150 are entering or leaving throughout the year.

Transiency, poverty, language, and immigration are among the many factors that affect the ability of our students to graduate from high school and go on to earn a bachelor's degree. Extensive research documents the effect of these factors, including immigrant origin status (Portes and Rumbaut, 2006), unauthorized status (Suarez-Orozco et al., 2011), family separations (Suarez-Orozco, Bang and Kim, 2011) and deportations (Brabeck and Xu, 2010). An analysis of the district's at-risk data in 2010-11 revealed that 42% of Lower School students and 72% of Upper School students had exhibited factors (e.g., low grades, truancy, disruptive behavior) that put them at risk of falling behind in school and not graduating. Patterns of underachievement were most prevalent in student cohorts who entered UCLA Community School as high school students and who needed intensive learning supports to graduate.

We see our work at UCLA Community School as a case study of how to develop a better pathway to college for populations of students who are mostly first generation, English Language Learners. These children are daily challenged with the formidable task of learning English, learning Academic English, learning the culture of their new land, and learning subject matter content – all concurrently. We wanted to explore how we as educators could do a better job of meeting their needs and supporting their resiliency and success. Because we are documenting and measuring all aspects of this work, what we are learning can inform policy, practices, and systems moving forward. We believe, for example, that providing increased and

specialized supports for undocumented students is crucial to ensuring college-going among this vulnerable population (Perez et al., 2009). We also believe that the role of language in schooling is foundational to student success (Bialystock et al., 2009) and, as such, created an innovative dual language program that builds on students' linguistic strengths and prepares them to be biliterate and competitive in our increasingly global society.

UCLA Community School serves as a site where UCLA Education faculty can do research on the many factors associated with school success among underrepresented minority students. For instance, UCLA Education Professor Patricia Gandara was funded by the Eva Longoria Foundation to identify and document resiliency factors for young Latinas. The results of that study are informing practice as we move forward. UCLA Education Professor Daniel Solórzano is an expert on college-going among Latinos and the educational challenges facing this group (e.g., Solórzano, Villalpando & Oseguera, 2005). His work is informing practice as well.

Looking ahead at 2015-16, we are eager to establish a new UCLA Community School campus in South Los Angeles as part of our Teaching Schools Initiative. This will be an opportunity to focus our resources on an area where we as Californians are failing a large segment of our youth – young men of color. Black and Latino males are conspicuously overrepresented on most indicators associated with risk and academic failure. The majority of the students at this new UCLA Community School in South Los Angeles will be African American. For this new challenge, we will utilize the knowledge of experts such as UCLA Education Professor Tyrone Howard, a co-founder of the UCLA Black Male Institute, who is a leading expert on how we can create better pathways to college and career for these young people (Howard, 2013).

The statistics are quite shocking: more than half of Black males do not earn high school diplomas in four years (Allensworth, 2004). Black males are more likely than any other group to be suspended and expelled from school (Noguera, 2014). School dropout levels for Black males were heavily concentrated and most severe in Los Angeles, New York, Detroit, and Chicago, which failed to graduate between half and three quarters of their Black males. This graduation gap is the result of a multitude of factors, but is primarily due to the high concentration of poor and minority students in low-performing high schools located primarily in urban centers across the country (Noguera, 2014). The consequences of not graduating from high school have enormous ramifications on multiple levels. In an economy where living wage work increasingly requires a college degree or significant post-secondary training, dropping out of high school has negative individual, economic, and social consequences. This is even more problematic in the city of Los Angeles, which has historically been a global leader in innovation, technology, and highly skilled labor. Young people in Los Angeles who do not have adequate educational training face bleak prospects for career opportunities. As we work to build a pathway to college for this demographic, we are grateful to have the high level of expertise and knowledge resources to take on the work of developing a new UCLA Community School in South Los Angeles as a priority initiative for UCLA. What we learn from this Teaching Schools Initiative will become a model for urban schools throughout California and nationally, will inform teacher education programs, and can be shared with policy leaders as we work together to enact new and better approaches.

## Innovations

### **3. Pre-2014 Innovations in Policy and Practice (2 pages maximum)**

School Development Policy: In 2007, UCLA partnered with Los Angeles Unified School District, United Teachers Los Angeles, and a broad-based coalition of community groups to advocate for the Belmont Pilot Schools Agreement—an innovative policy arrangement that supports the creation of small, autonomous schools called *pilot schools* (Martinez & Quartz, 2012). Similar to charter schools, pilot schools have autonomy over staffing, budget, curriculum, instruction, assessment, but are full members of the school district and teachers' union. While many universities were starting charter schools, UCLA felt it was essential to invest our resources within the public education system that the majority of low-income families rely on for their child's success. The UCLA Community School Pilot School proposal was approved in the fall of 2007 as one of ten original pilot schools. Today, there are 48 pilot schools across LAUSD—strong evidence of the impact of UCLA's investment in school development policy (<http://pilotschools.lausd.net>). Although the number of pilot schools has expanded, there are a myriad of challenges associated with sustaining school-level autonomy and innovation. For example, we have learned the importance of developing high-quality performance assessments to document the innovative nature of student learning and to counter district pressure to use standardized assessments. Working with UCLA's National Center for Research on Evaluation, Standards, and Student Testing (CRESST), supported by the AT&T Foundation, we have pioneered a set of content literacy performance assessments aligned with the Common Core State Standards. (Samples and the results of these assessments demonstrate student learning and are included in the Five Year Report in Appendix B.)

Teacher Education Policy and Practice: Essential to UCLA's Teaching Schools Initiative is an innovative approach to teacher education that we developed in 2009 as one of 28 federally-funded Urban Teacher Residency programs. This program—UCLA IMPACT, Inspiring Minds through a Professional Alliance of Community Teachers (<http://uclaimpact.org>)—was created in partnership with UCLA's Center X, the Los Angeles Unified School District (LAUSD), and the Center for Powerful Public Schools. With the goal of preparing highly qualified community teachers and urban school teacher-leaders, IMPACT is an 18-month teacher residency program in the high-need subject areas of math, science, and early childhood education and elementary. Participants receive a \$10,000 stipend plus field support for the first three years of teaching and are required to repay the stipend if they do not fulfill the expectation to teach for three years in a high-need school. Residents, working in cohort teams, engage in foundational coursework at UCLA and a yearlong residency with mentor teachers. UCLA Community School serves as the anchor residency site for this innovative program—an ideal setting for collaboration among novice and mentors teachers (most of whom are UCLA alumni), all supported by UCLA teacher educators and research faculty. The program's core principles are aligned with the school's commitment to social justice, bi-lingualism, culturally-relevant pedagogy and many other practices designed to prepare all students to succeed in college.

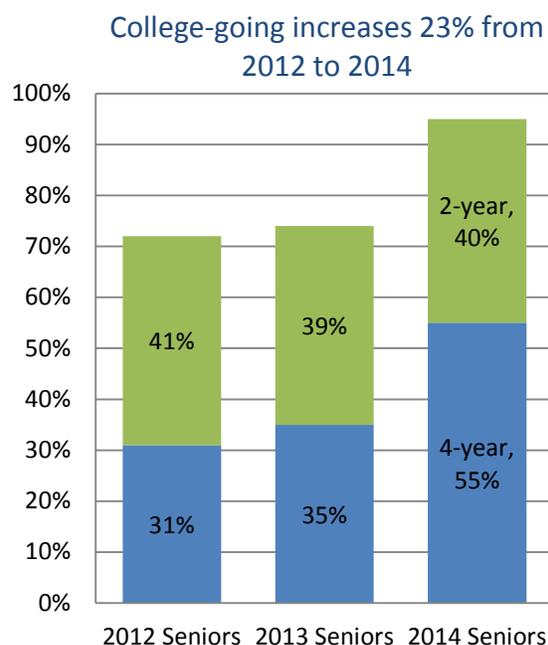
Instructional Practices: With autonomy to innovate and a strong professional teaching culture, UCLA Community School has pioneered several innovative educational practices. The following are just a few (see the Five Year Report in Appendix B for more details):

- *K-12 Model*: Students typically enroll in three schools—elementary, middle, and high school—and each transition presents risks. This is one reason we decided to create a K-12 school—to wrap our arms around a set of students from the age of 5 to 18, get to know their families, siblings, strengths and needs. Only 1% of public schools in California are K-12. As a system, we are quick to compartmentalize education into grades, levels, ability groups, and other administrative categories to manage the work of schools, yet it is the human dimension of schooling, the lasting relationships, the mentors, their expectations and support, that make the difference. Our higher than average persistence and graduation data are strong evidence that the K-12 model is effective.
- *Bilingual Education*: The school has created an innovative balanced bi-literacy program that does not subtract or transition students out of their home language (as in most bilingual classrooms) but rather develops, over time, students who are at least bilingual and bi-literate upon graduation from high school as we believe that to be of great value in a global era.
- *Project-based Learning*: Upper School students participate in an innovative seminar series designed, in partnership with UCLA, to be engaging and to spark relevant learning experiences focused around projects and activities related to students' interests. For example, students in the Engineering Seminar built a rover and terrain to test it on while also learning about different careers in this field. Another seminar, STEM to Stern, engaged students in learning about wind velocity and sailing—an activity they practiced on weekends at UCLA's Marine Aquatic Center.
- *Internships*: In 12<sup>th</sup> grade, students use the insights they have developed in seminar to choose a ten-week internship that is supported by social studies teachers through an Applied Economics course—as well as 31 organizations at UCLA and across the city of Los Angeles (e.g., UCLA Center for Latino Health and Culture, Korean Immigrants Workers Association, Public Counsel, AIDS Project LA). Many students use this experience as the basis for their college essay and often secure letters of recommendation and other forms of social capital to support their college journey.
- *College-going Culture*: Support for college begins in Kindergarten and the school was founded with a strong commitment to college for all. Innovative practices that support this culture include an advisory program, college visits, and the internship program. Prior to 2014, however, the school relied on a volunteer college counselor and lacked many of the resources needed to support students' college dreams. Despite limited capacity in this area, college going rates increased from 2012 to 2013.

#### 4. 2014 Innovations in Policy and Practice

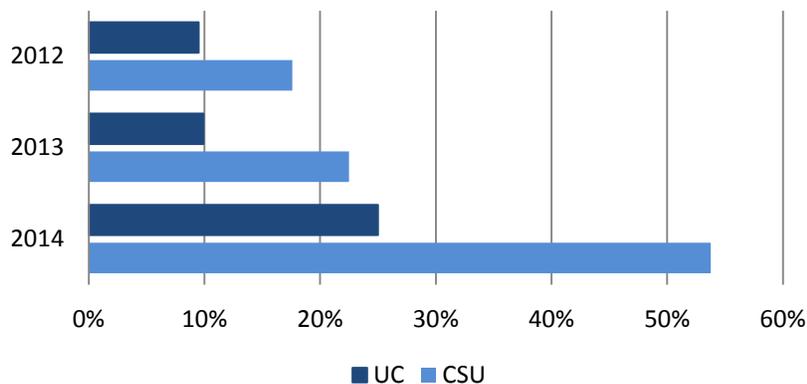
College-going Culture: The Spring of 2014 was a turning point for the UCLA Community School. The first cohort of students who entered in 9<sup>th</sup> grade in 2010 were receiving college admissions decisions and preparing to graduate. As mentioned in Section 3, the school had relied on a volunteer college counselor to support students’ applications, yet teachers and others felt confident—after four years together and countless long hours and weekends of advising and support—that students’ transcripts, essays, test scores, and applications were in good shape.

Each spring, high school seniors are interviewed to capture their post-secondary plan. From 2012 to 2014, the percentage of students admitted to one or more four-year colleges increased 24%. Overall, these college-going data compare favorably to statewide data provided by the California Postsecondary Education Commission by United States Congressional District. The school resides in District 34; in 2009 4% of that district’s high school graduates entered a UC campus, 9% entered a CSU campus, and 21% entered a community college. Moreover, research on college-going among California students whose families are low-income and not college graduates (only 6% of UCLA-CS parents report they are college grads) found that only 5% of these students attended a UC and 13% a CSU or similar college (Terriquez & Florian, 2013). Given these comparisons, it is quite stunning that 95% of the Class of 2014 were



heading to college, including 55% to a four-year college, 25% to a UC and five students to UCLA.

Senior class admission to UC and CSU campuses increases from 2012 to 2014



The school reflected on these data in May of 2014 and decided to take a bold step and allocate funding from their general state funds to a dedicated college counselor. Although this might not sound like an innovative move, it was contentious within the K-12 context because the

allocation meant keeping class sizes high in the upper elementary grades. The school’s Shared

Governing Council made this difficult decision based on a strong belief that the school's college going culture needed to become more systemic, focused on Kindergarten through 12<sup>th</sup> grade, and less dependent on the long hours and heroic efforts of dedicated teachers. This is a radical idea within the current culture of school reform that places the burden of student success on individual teachers instead of situating the challenge of supporting students within a larger socio-political context. By making the decision to forgo class size reduction in favor of a dedicated college counseling professional, the school was opting for sustainability—recognizing that the Class of 2014 results would not be replicated without a change in working conditions for teachers.

*Professionalism and Working Conditions:* In March 2014, the school had its first full accreditation visit from the Western Association of Schools and Colleges. It was an extraordinary success, with WASC committee members lauding the school for its innovation: “a brave experiment in redesigning the structure of the traditional school,” wrote one member in the final report. The only major area for growth identified by the committee was sustainability. Based on observations and meetings with all stakeholders, including several UCLA faculty and leaders, the committee could tell that this was a demanding place to work and that its future depended on a more tractable approach to work. The school's leadership team took this recommendation to heart and put in place changes in the summer and fall of 2014 to rein in the workload and expectations. These changes included a Summer Fellowship Program for teachers interested in pursuing program development and research during their break (see Appendix C for list of projects). Projects were realistic, bounded, compensated, and presented to the faculty in August; for example, two math teachers worked over the summer to create an online tutoring system in partnership with UCLA Engineering, a K-1 teacher assembled a parent resource directory, and an elementary lead teacher worked with UCLA Education faculty to develop the school's Korean Language Development Program. In prior years, all teachers felt some pressure to plan and work over the summer months. The new program set a tone that respected teachers' need to take a break while supporting those who wanted to contribute to the school's development during the summer. Building on the success of this program, the number of committees and action teams at the school was reduced in the fall of 2014 and the work done by those committees was re-framed in terms that would ensure its sustainability.

UCLA has worked hard to establish and support a professional culture of teaching at the UCLA Community School. Teachers are acknowledged as knowledgeable professionals who work side by side with UCLA faculty. UCLA-CS faculty and staff are like a family and are highly committed to students' success. In 2011, UC Berkeley researchers conducted a study on teacher collaboration and school cohesion across 10 LAUSD pilot schools and found that UCLA-CS had the highest level of collective responsibility among its faculty (Fuller, Waite, Miller & Iribarra, 2013). Teachers observe, document, and critique each other's practice as part of their annual Professional Learning Plan. In the Lower School, professional learning was further supported by the Costen Art of Teaching Program, which prepares UCLA-CS teachers to be peer mentors. The faculty has a higher than average retention rate (95% in 2013), which is especially noteworthy given the district-wide fiscal crisis and Reduction in Force (RIF) from 2010-2012 that threatened the school's stability. In addition, research on teacher turnover in LAUSD has documented that

teachers in new start-up schools serving high proportions of low-income students are much more likely to leave than in regular public schools (Newton, Rivero, Fuller & Dauter, 2011). UCLA-CS teachers are beating the attrition odds, fueled by a strong passion for social justice and belief in the power of public education to advance equity and social change. This work ethic and many long hours have launched UCLA-CS; however, everyone agrees that the school's future will require a more sustainable approach to work. Many teachers are starting families of their own and facing the need to find more balance in their lives. The strong foundation they have all built together should serve them well.

*Measuring Teaching Quality:* A significant innovation that took hold in 2014 was a systematic effort to capture and measure the quality of teaching at the school and at other IMPACT residency sites. Based on the trusting professional culture noted above, the school staff was poised to advance an alternative multiple measures approach to teacher evaluation that would both exercise the school's autonomy over assessment while informing the broader district effort to revamp its professional evaluation and talent management efforts. The school created an initial teacher evaluation pilot cohort of six teachers and UCLA supported data collection and analysis of teaching quality based on a variety of measures, including student surveys, teaching artifacts, instructional logs, and observations. Teachers then used these data to reflect on their progress and identify areas of strength and need. This is a significant innovation given the pilot school policy context in which teachers are offered an elect-to-work agreement on an annual basis. Essentially, teachers at the UCLA Community School have bravely constructed a system that fairly evaluates the quality of their practice to determine whether they should remain at the school. This system is now in its second pilot year but has had promising early results, as documented in the attached Center X Research, Practice, and Policy Brief (see Appendix C).

The same approach to measuring teaching quality was used across the IMPACT program to understand the extent to which resident teachers were mastering the skills and knowledge they would need to be powerful educators. As outlined in the attached "Impact of IMPACT" infographic (see Appendix C), the residency program was very successful in educating new teachers, as measured by a variety of tools adopted to capture four dimensions of quality teaching: academic rigor, content discourse, equitable access to content, and classroom ecology. The current national reform effort calls on states to evaluate teacher education programs based on a set of performance measures: teacher retention and multiple measures of teacher effectiveness, including how well K-12 students do in the classrooms of newly minted teachers. This last provision has set off a maelstrom of controversy, similar to the teacher evaluation debates. The approach taken by IMPACT at the UCLA Community School and other sites across Los Angeles offers a more nuanced perspective of what it means to prepare teachers to be effective in urban schools. For the past five years, a UCLA research team has studied the experience and teaching quality of 158 residents, working with 109 mentors across 32 urban schools and communities (Quartz, et al., 2014). Residency programs are growing in popularity, seen as a hybrid or "third space" that blends the best of university and field-based learning. This model differs from traditional coursework and student teaching because the responsibility for teaching quality is shared by the teacher education program and partner schools, which are both held accountable for graduates' impact on K-12 student

learning and effectiveness in the classroom. Capturing this impact, however, is not at all straightforward. It demands embracing the complexity of learning and teaching practice. UCLA's Teaching Schools Initiative is doing just that—using rigorous, multiple measures to capture and demonstrate the powerful teaching and learning that prepare all students for college and beyond.

*Advancing Improvement Science:* Foundational to the school's alternative teacher evaluation system is the Professional Learning Plan—a collaborative effort (in grade level or department teams) to identify each year an area of growth, establish actions to improve practice, collect data on the implementation and outcomes of changes in practice, and engage in a cycle of continual improvement. Prior to 2014, only one team at the school, the science department, engaged in an authentic cycle of improvement, guided by the work and expertise of UCLA Education Professor Louis Gomez, a national leader in the growing application of improvement science to educational problems (Bryk, Gomez & Grunow, 2011). In the fall of 2014, this effort broadened to include all eight of the teaching teams at the school. Early results are promising and challenging traditional notions of educational intervention for struggling students. This improvement work is being carefully documented and the 2012-2014 experience of the science department is currently being shared at professional conferences, including the March 2014 Carnegie Foundation Summit on Improvement in Education.

*Creating a Computer Science Pathway:* In 2014, the school received seed funding to deepen its STEM coursework, and a Google RISE grant to support girls in computing. These innovations in practice are significant and timely given the widespread advocacy of groups such as [www.code.org](http://www.code.org) and others to advance computational thinking across the curriculum. This is one of many instructional innovations that are helping advance the third goal of UCLA's Teaching Schools Initiative: to create, evaluate, and demonstrate innovative K-12 instructional strategies and programs that prepare all students to graduate from high school college and career ready. Currently, LAUSD is seeking to broaden participation in computer science. As extensive research has demonstrated (Margolis, 2008), relatively few African American and Latino/a students receive the kind of institutional encouragement, educational opportunities, and preparation needed for them to choose computer science as a field of study and profession. To address this pressing problem, we are engaging researchers and practitioners with a strong track record of K-12 innovation in setting the stage for best practice implementation district-wide and tracking student outcomes over time to determine the impact of computer science education on students' college and/or career trajectory. UCLA Education Senior Researcher Jane Margolis, a national leader in computer science education, is working closely with the school to introduce a pathway of CS courses at the secondary level (specifically including Exploring Computer Science, Introduction to Data Science, and AP Computer Science Principles) that are aligned with opportunities for computing at the elementary and middle school levels. This work will also be aligned with a model pre-service teaching computer science course, in partnership with the UCLA Teacher Education Program math and science cohort of pre-service teachers.

*Cognitively-Guided Mathematics:* For the past five years, UCLA professors Megan Franke and Jody Priselac have worked alongside Lower and Upper School math teachers to encourage students to talk about mathematics. Students learn how to problem solve and think mathematically in communities of practice that encourage collaboration and argumentation, as well as a sense of discovery and passion. Students routinely talk about the strategies they use to solve math problems. They are also assessed on the range of strategies they use and quality of their problem solving. While mastering content and passing a test are important for student success in the short-term, a student’s ability to communicate the process and reasoning behind his or her answer is essential for creating curious, engaged, and lifelong learners as well as provides for a competitive workforce in the 21st Century. This work to strengthen mathematics instruction is now being extended to include the new Introduction to Data Science course, referenced above, which has just received approval as a “C” credit that students can take instead of Algebra 2. This is a significant curricular innovation that the Teaching Schools Initiative is embracing.

*Re-envisioning Technology:* UCLA Education experts have been working with technology sector experts and teachers at the UCLA Community School to re-envision what education in a one-on-one tablet era looks like and how we can use this emerging technology to truly engage young people as self-directed, passionate learners. Over the past year, we have had a team developing a new focus on the emerging one on one tablet classroom – we feel we have a responsibility to be at the forefront of shaping how teachers can most effectively use these tools, especially as tools for English Language Learners and children with learning disabilities. We are also developing methods for fully preparing new teachers to manage this tablet classroom environment from day one on the job. We are working to prepare teachers who can inspire children’s belief in themselves as engineers of their own futures. Toward this goal, UCLA Education leaders have begun visiting and studying the work of K-12 schools that are already innovators in this one on one tablet environment and have reached out to Apple Computers so that we can tap into their extensive corporate expertise around the breadth and depth of possibilities being opened to our classroom teachers through this next generation educational tool.

Each of these thoughtful yet ambitious innovations is core to the work of schooling. We believe strongly that transforming schools requires investing in teachers and the quality of their practice and learning. In the hands of a strong and trusting professional faculty, instructional innovations, such as 1:1 tablets to leverage computational thinking, flourish.

## **5. *Future Innovations in Policy and Practice***

After January 9, 2015, UCLA will be focusing resources on two main changes. First, while continually improving the work at UCLA Community School, we will also begin to implement college transfer and graduation supports for the Class of 2014. In partnership with UCLA's Higher Education Research Institute, we will track this cohort of students to understand our progress towards Goals 4b, 4c, and 4d—all related to increasing the number of underrepresented minority students who graduate from a four-year college (more details provided in Sections 11 and 12).

We will also partner with UCLA's Center for Community College Partnerships ([www.cccp.ucla.edu](http://www.cccp.ucla.edu)) to provide direct support for the 40% of the Class of 2014 who planned to attend community college and later transfer to a four-year college. The Center works closely with the UCLA Office of Undergraduate Admissions, the Community College Transfer Recruitment staff, and other campus departments to help coordinate UCLA's transfer strategic plans with community colleges. One of their signature programs is the CCCP Scholars Program that aims to motivate, inform, and prepare students to transfer from a California community college to a selective Top Tier Research institution such as UCLA. Students in the program have access to summer and year-long academic preparatory transfer programs which guide students through the community college experience, the application and admissions process, research and pre-graduate opportunities and career exploration. (See program details in Appendix D).

The second main change we are planning is the opening of a new UCLA Community School campus in South Los Angeles. This new school will expand UCLA's ability to impact educational practices and outcomes for the African American community, with the goal of increasing the number of Black students who graduate UC and CSU ready, enroll in college, transfer, and ultimately graduate on-time from a four-year college (Goal 4). Given the original UCLA Community School's track record of tripling the neighborhood college-going rate, we are confident that a new campus will realize similar results.

While we are planning to replicate the success of the UCLA Community School, we are also very mindful that the innovations that lead to this success will need to be adapted to the very different context in South Los Angeles. This neighborhood is predominantly African-American and has a high concentration of foster youth. Another important factor in South Los Angeles is the predominance of charter schools in the area and the community's divestment from its local public schools. Charter management organizations such as KIPP and the Alliance for College-Ready Public Schools are expanding their campuses and actively recruiting families away from schools that have defined education and community membership for a century. With the LAUSD Superintendent, we have identified one such school that was built in the 1920s for more than 1,000 middle school students and is now operating at about a third of its capacity. We are currently assessing how best to transform this site into a K-12 school, in partnership with the local community, with the goal of restoring the faith of parents and students in public education and re-energizing their historic school building with 1,000 students again. Our proposal for this transformation is due at the end of January to the LAUSD Superintendent. We

are confident based on conversations to date that it will be approved and changes to the site will commence in the fall of 2015 (see Appendix A for letters of support).

The attached one-page description of this new school (see Appendix D) has been used at UCLA faculty meetings to generate interest and engagement around this new Teaching School site. Teacher education faculty are very familiar with the neighborhood and its history, having supported novice teachers there since Center X was founded in 1995 with a mission to prepare urban teachers to succeed in high-poverty, underserved communities.

The overarching purpose of this UCLA Teaching Schools Initiative is to serve as a resource for public school systems throughout California as we work together to reshape our educational systems to be more relevant for today's digital, global era. Our ongoing mission will be to develop practices, test them, continue to learn from what works and what doesn't, document and share effective practices, and continually inform policy leaders about knowledge gained.

## **6. Reducing the Cost of College**

We believe that ultimately our work will reduce the average cost to a bachelor's degree by working at the K-12 level to strengthen teaching and learning, resulting in a new generation of youth who are prepared from day one to thrive in their college studies with reduced need for remediation. As the National Conference of State Legislatures reports, approximately 28 to 40 percent of first time undergraduates enroll in at least one remedial course. In California, 60% of first-time freshman admitted to the CSU are not proficient in English and/or Math need to take remediation courses. It's surprising to many students entering college when they fail placement tests and must enroll in remedial courses. The cost and time needed for remedial courses discourages our most disadvantaged youth and leads many to drop out of college.

The Alliance for Excellent Education suggests that reducing the need for remediation could generate an extra \$3.7 billion annually from decreased spending on the delivery of remedial education and increased tax revenue from students who graduate with a bachelor's degree. If California increased its overall graduation rate to 90 percent, the economic benefits from these 98,000 additional graduates would likely include as much as:

- \$1.4 billion in increased annual earnings and \$122 in annual state and local tax revenues;
- 11,650 new jobs and a \$2 billion increase in the gross state product; and
- \$3.5 billion in increased home sales and \$171 million in increased auto sales.

The UCLA Teaching Schools Initiative seeks to avoid remedial education through better preparation of underrepresented students in the K-12 system. For example, the school's English department worked with the UCLA Writing Project and the National Center for Research on Evaluation, Standards, and Student Testing to pioneer a common assessment in grades 7-12 that is aligned with the University of California's Analytical Writing Placement Exam (<https://www.awpe.org>). The school's goal is to ensure that every senior graduate with a proficient score on this assessment, preparing all students to enter a UC campus prepared to meet the Entry Level Writing Requirement—steering clear of the remediation track that derails so many promising youth.

By providing the systems where university faculty can collaborate strongly with K-12 teachers and leaders to shape educational practices that will focus on our most disadvantaged youth, by developing ongoing and formative evaluation methods that inform daily instructional practices, and by demonstrating a school where our youth become self-directed, passionate learners who are managing their own pathway to college and career success, we believe that UCLA is serving as an innovator for California's future.

## **7. Addressing Risks and Tradeoffs**

One of our concerns as we launched this *teaching schools* initiative in 2009 with the opening of UCLA Community School was the challenge of replicating our work within other public schools that don't have the ongoing resources of UCLA or another university funneled their way. The Partnership Team is mindful of this challenge in all of our work and one of the ways we are mitigating this is to keep it at the forefront of the vision and embedded within ongoing strategy sessions.

For instance, UCLA received a gift of \$500,000 from The Dream Fund (support from Philanthropist Kirk Kerkorian) to create a new model of STEM Teaching and Learning at UCLA Community School. As we embarked on this work, UCLA Education leaders, faculty and researchers in STEM areas and UCLA Community School leaders and STEM area faculty and were invited to a full-day summer retreat to develop the framework for this project. To start the activities, break-out groups representing both K-12 and higher education met to envision what an innovative and more effective STEM teaching and learning program could look like. The results of these conversations were inspiring and enlightening.

These ideas were brought back to the larger group and then participants engaged in a really thoughtful discussion of what could be done at UCLA Community School with a \$500,000 gift vs. what was replicable without external funding. From that work grew a new vision of "redefining basics" as we look at the skills and learning experiences needed by all students in the 21<sup>st</sup> Century. Much of the funding was then focused on the need to support release time for UCLA Community School K-12 faculty so that they were able to meet regularly with UCLA faculty to plan, innovative, implement, reflect on practices, observe each other, share what was working and what wasn't, and participate in an improvement cycle. Funding also supported ongoing professional development activities, visits to other schools where innovative practices were happening, and the development of assessment tools that could be shared elsewhere.

In terms of potential risks to the students we serve, we are constantly mindful of the challenges most of our student population faces daily living in a dense, high-poverty, violent, transient neighborhood. We work daily with a wide network of social service providers, mental health professionals, law enforcement, and parent groups to help support students and families. Of particular note, we estimate that approximately a third of our students are undocumented. Given the particular vulnerability associated with legal status, we take special care to inform students of their rights, ensure their privacy, and support their pathway to college.

## **Sustainability**

### **8. Key Strengths and Assets**

When UCLA Community School opened in 2009 as the first UCLA teaching school, UCLA Chancellor Gene Block noted the school's impact would extend far beyond a single neighborhood. As a partnership school and research site, UCLA Community School provides an exceptional opportunity to develop new knowledge about successful practices for educators and policymakers everywhere. The strong support for this project starts with Chancellor Block and extends throughout the UCLA campus. Dean of Education and Information Studies Marcelo Suárez-Orozco was recruited from NYU and joined UCLA because he believed so strongly in the importance of this teaching school model as a way to address the urgent need for reshaping K-12 for the 21<sup>st</sup> Century.

The teaching schools model, as advanced by the UCLA IMPACT program, was featured in a recent six-part PBS series on the power of urban teacher residencies. Dean Suárez-Orozco, UCLA Education faculty, LAUSD leaders, and community partners such as the Center for Powerful Public Schools were featured in this series which documented how IMPACT is leading innovative changes in teacher education across Los Angeles. Center X re-posted this series along and published a set of research papers and teaching resources in its online journal, the Center XChange, in November 2014. (See [www.centerxchange.org](http://www.centerxchange.org)). This issue includes evidence that supports UCLA's innovative practices to measure and ensure teaching quality, both of teacher education students and practicing teachers at the UCLA Community School. This work will continue, sustained by a new five year federal grant awarded in the fall of 2014 to UCLA, LAUSD, and the Center for Powerful Public Schools (see letters of support in Appendix A).

UCLA recognizes the institutional commitment and resources required to sustain the UCLA Community School and open the new campus in South Los Angeles. As outlined in the attached memo from Dean Suárez-Orozco to the Provost (see Appendix F), we are in the process of securing a dedicated campus unit to oversee these two schools as well as four additional LAUSD partnership schools. As this memo proposes, the new unit would have secured university funding to support five full-time staff members. Based on this memo, the Provost invited the Dean to submit a full budget for the new center. A decision on this new unit is pending, but all signs are positive.

This new partnership schools unit would cement UCLA's long-term commitment to engaged scholarship and research-based innovations. The UCLA Community School maintains an active program of systematic inquiry that informs the school's practice; evaluates its progress; and creates generalizable knowledge about schooling. All research conducted at the school has a built-in feedback loop that supports cycles of inquiry and data use. Teachers and UCLA researchers work together to investigate practice and solve problems associated with a wide range of topics including assessment development, technology use, high-leverage instructional

strategies, course development, family engagement, and many others. Here are two examples of research partnerships:

- Assessing Mathematical Reasoning and Developing Structures for Differentiated Instruction (Co-led by Andre Feng & Io McNaughton, UCLA Community School faculty, and Megan Franke & Jody Priselac, UCLA faculty; supported by a UCLA Center X Teacher Initiated Inquiry Grant and the UCLA Dream Fund)
- Supporting Assessment Autonomy: How Can Teachers Develop Student Assessment Systems to Advance New School Visions? (Co-led by Karen Hunter Quartz & Jarod Kawasaki, UCLA researchers, and Daniel Sotelo & Kimberly Merino, UCLA Community School faculty; supported by the Spencer Foundation)

Over the past five years, more than 30 research studies have been conducted at the school (see Appendix B). The findings from these studies are used by the school's Research and Accountability Committee to strengthen the school's program and disseminate best practices—aimed at our goal of creating, evaluating, and demonstrating innovative K-12 instructional strategies and programs that prepare all students to graduate from high school college and career ready.

These advances in engaged scholarship help re-envision the relationship between public schools and universities—as partners in solving the collective problems facing the public. In this pursuit, LAUSD and UCLA are part of an international movement of schools and universities using their resources and intellectual capital to improve education together (Harkavy et al., 2013). Across the nation, the University of Chicago and the University of Pennsylvania have been leading this movement for decades. Across California, in 2007, UCLA-CS and UCLA helped establish the UC Network of University-assisted Community Schools with The Preuss School and UC San Diego, Cal Prep and UC Berkeley, and West Sacramento Early College Prep and UC Davis. Together, we are joining forces to ensure that more low-income students of color are prepared to succeed in the University of California (Mehan et al., 2010).

To coordinate and sustain the partnership between UCLA and LAUSD, UCLA Education & Information Studies Dean Marcelo Suárez-Orozco and UCLA Community School Principal Leyda Garcia meet monthly with a team of UCLA faculty and staff and UCLA Community School leaders who are deeply engaged in shaping and monitoring the work of the school. This team ensures the partnership is vital, productive, and sustainable. They help nurture professional learning partnerships between UCLA and school faculty, support problem-solving as well as accountability-focused research, and maintain an active agenda of bridging activities between UCLA and the Community School campus.

### **9. A Broad and Deep Engagement Strategy**

UCLA has a long track record of engaging a wide variety of stakeholders to effect change and advance innovation. This track record shapes the Teaching Schools Initiative and will ensure its impact and effectiveness for many years. At the state level, we have been collaborating for nine years with other UC campuses that have university-assisted community schools on or near their campuses (see Appendix G). This network of schools has been a source of strength and collegial support and is now poised to expand beyond the original four campuses (UCLA, UCSD, UCB, UCD).

We also have extensive experience working within LAUSD schools and in collaboration with district leaders to effect change. For example, our Computer Science Pathway innovations have resulted in dramatic increases in the computer science courses offered by the district and the enrollment rates amongst females and traditionally underrepresented racial groups (<http://www.exploringcs.org/about/our-partnership-history>). The engagement strategy of this project and many others at UCLA is to work on all facets of innovation—from conceptual development to implementation and professional learning—all guided by continual research and evaluation.

Community partnerships are also vital to this work. In addition to several grassroots organizations that work at the school (e.g., Families in Schools, Central American Resource Center), we collaborate closely with the Center for Powerful Public Schools (<http://powerfuled.org>) on the IMPACT residency program. A leader in career and technical education and Linked Learning, the Center brings substantial expertise to our teacher education work through their curricular innovation and business partnerships.

Within our own campus, the engagement supporting the Teaching Schools Initiative has been both broad and deep. Over the past five years, UCLA faculty, students, and staff have contributed more than 40,000 hours of service at the school. Each year, about 200 Bruins engage with the school in a variety of capacities: tutors, professional development, guest lecturers, researchers, college mentors, internship supervisors, and many others. This engagement has extended far beyond the Education department to include more than 26 UCLA units, including: Anderson School of Management; Center X; CSE/CRESST; Center for History in Schools; Institute for American Cultures; School of Arts and Architecture; UCLA UniCamp; Center for Community Learning; David Geffen School of Medicine & Ronald Reagan Medical Center; School of Public Health; Psychology Department; Semel Institute and Department of Family Medicine; UCLA College Division of Life Sciences; Henry Samueli School of Engineering and Applied Sciences; California NanoSystems Institute; Cesar E. Chávez Department of Chicana & Chicano Studies; Office of Government and Community Relations; UCLA Career Center.

The UCLA Teaching Schools Initiative has deep roots that will ensure its sustainability for years to come.

## **10. Ensuring Fiscal Sustainability**

UCLA believes this project is vital to its mission and a priority project moving forward. The opportunity to use the extensive knowledge resources of this university to shape K-12 educational practice is of importance to all stakeholders at the university. Therefore, core costs in support of this project are embedded within the base budget of the UCLA Graduate School of Education & Information Studies and a proposal is advancing to shift some of this funding to core university funds (see memo in Appendix F).

Funding for innovation in teacher education is provided by the U.S. Department of Education, as part of its Teacher Quality Partnership Initiative. This funding was recently renewed for an additional five years and offsets the costs of running the program as well as providing stipends for students.

Other costs are being supported through a continuing fundraising effort. UCLA and LAUSD signed an MOU regarding UCLA Community School that includes the stipulation that UCLA will do the fundraising for UCLA Community School and that the UCLA Foundation will serve as the fiscal agent for those funds, to be expended on behalf of UCLA Community School as designated by the donor. UCLA alumni are asked to support the school annually through an ongoing *Friends of UCLA Community School* funding campaign. Both Los Angeles philanthropists and national philanthropists are being asked to contribute as we work to develop a coalition of key stakeholders who are investing in the future of 21<sup>st</sup> Century education. External funding to date has been received from a wide range of philanthropic partners who believe in our work and we expect that support will continue.

The following are some of the foundations and corporations that have invested with us: AT&T Foundation, Bedford Endowment, California Community Foundation, Carol and James Collins Foundation, The Cotsen Foundation, The Dream Fund at UCLA, Friends of UCLA Community School, The Sam and Rose Gilbert Trust, Google RISE, The Harold A. and Lois Haytin Foundation, Hearst Foundations, JL Foundation, The Paul A. Klinger Trust, Estate of Barbara Meyer, Silicon Valley Community Foundation, Lisa and Matthew Sonsini Fund, Spencer Foundation, The Sudikoff Family Foundation, The Patricia and Christopher Weil Family Foundation, The Wolfen Family Foundation, UCLA Spark, UCLA Unicamp, the US Department of Education.

## Evaluation

### 11. Approach to Evaluating Progress

UCLA is providing the resources to fund a Director of Research, Dr. Karen Hunter Quartz, to provide the essential research and evaluation leadership for the UCLA Teaching Schools Initiative. Dr. Quartz is a well-known leader in California and nationally in areas such as new school development, small schools, community-based school reform, teacher effectiveness, urban teacher education, urban teacher retention and career development, and data-driven inquiry and change. She works closely with UCLA Education faculty as well as the teachers and leaders at UCLA Community School to develop innovative methods for integrating research into the culture of the school community as they work to constantly strengthen and improve practice (see Section 7 and Appendix B). Using both qualitative and quantitative methods, a wide range of data is collected on a regular basis to track the Initiative’s progress. The table below articulates the outcomes measures associated with each of the Initiative’s goals.

Goals	Measures
1. Partner with the Los Angeles Unified School District, local high-need communities, and other UC campuses to create and sustain a set of innovative Teaching Schools that leverage change throughout California	<ul style="list-style-type: none"> <li>• # of teaching schools created</li> <li>• sustainability of schools measured by annual teacher retention rate, survey data on working conditions, UCLA engagement data</li> <li>• state-wide impact captured by visitors to schools, new school coaching, etc.</li> </ul>
2. Strengthen teacher preparation by advancing a residency model of learning across a set of Teaching Schools	<ul style="list-style-type: none"> <li>• # of new teachers prepared</li> <li>• teaching quality of candidates as captured by multiple measures</li> </ul>
3. Create, evaluate, and demonstrate innovative K-12 instructional strategies and programs within these schools that prepare all students to graduate from high school college and career ready	<ul style="list-style-type: none"> <li>• synthesis of research on the effectiveness of innovative K-12 strategies</li> <li>• Common Core Performance Assessments in English, Science, Social Studies, and Math</li> <li>• % students on track to graduate A-G ready</li> <li>• longitudinal student survey on readiness</li> </ul>
4. Increase the number of underrepresented minority students that: <ol style="list-style-type: none"> <li>a. Graduate from high school college and career ready;</li> <li>b. Enroll in two and four-year colleges;</li> <li>c. Transfer from two to four year colleges;</li> <li>d. Graduate from four-year colleges.</li> </ol>	<ul style="list-style-type: none"> <li>• 4-year cohort graduation rate</li> <li>• % seniors completing an internship</li> <li>• % seniors admitted to a two and four year college in May</li> <li>• % graduates who enroll in a two and four year college in September</li> <li>• % of two-year college students who transfer to a four-year college</li> </ul>

	<ul style="list-style-type: none"> <li>• % of four-year college students who graduate on time</li> </ul>
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## 12. Target Outcomes

Using the quantitative measures described above, the following chart lists our baseline and target outcomes. A few of the measures require explanation. The number of teachers prepared by the IMPACT program includes teachers at the Teaching Schools sites as well as other partner sites throughout LAUSD. The graduation and A-G progression data is collected and reported annually by LAUSD in their School Report Cards. On both of these measures, the UCLA Community School exceeds the district average, despite the fact that the school serves a more diverse and economically disadvantaged population than the district as a whole. The increases in these measures are based on the assumption that student performance will improve over time. Data on internships is collected by the school annually; a senior must not have any courses to make up to qualify for an internship and so the projected increase on this measure is based on the assumption that fewer seniors will be credit deficient each year.

Quantitative Measure	2014-15	2015-16	2016-17	2017-18	2018-19
# of teaching schools created	1	1	2	2	2
sustainability of schools measured by annual teacher retention rate	90%	90%	90%	90%	90%
# of new teachers prepared	32	32	32	32	32
% students on track to graduate A-G ready in 10 <sup>th</sup> grade	50%	55%	60%	65%	70%
4-year cohort graduation rate	75%	77%	79%	81%	83%
% seniors completing an internship	75%	80%	85%	90%	95%
% seniors admitted/ planning to attend a two or four year college in May	95% 2yr=40% 4yr=55%	95% 2yr=35% 4yr=60%	95% 2yr=30% 4yr=65%	95% 2yr=25% 4yr=70%	95% 2yr=20% 4yr=75%
% graduates who enroll in a two or four year college in September	90%	90%	90%	90%	90%
% of two-year college students who transfer to a four-year college	n/a	55%	60%	65%	70%

% of four-year college students who graduate on time (including transfers)	n/a	n/a	n/a	75%	80%
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The school collects careful college application and admissions data and is in the process of extending this data collection through students’ college years, beginning with the Class of 2014, the school’s first four-year cohort. For this reason, outcome measures on transfer rates and graduation will be not be available until June of 2016 and 2018, respectively.

Alongside these quantitative targets, we will collect data using a variety of tools, including: teacher observations, artifacts, instructional logs (teaching quality); student surveys and interviews (college readiness and progression); student assessments (academic preparation); teacher workplace surveys and UCLA engagement hours (sustainability). In addition, research studies on the effectiveness of particular innovations are routine at the school and will be synthesized annually to inform progress and continual improvement. For example, Appendix H includes a recent research proposal to study how Teaching Schools prepare urban minority youth to persist and be successful in college. This study is underway with an initial cohort of UCLA Community School students and, if funded, will expand to track students throughout the UC Network of University-assisted Community Schools. Studies such as this one also inform the Initiative’s overall evaluation effort as they provide rigorous survey measures to track college students over time—measures that have been developed through UCLA’s Higher Education Research Institute to assess students’ perception of the institutional climate including cross-racial interactions, academic validation, access to support services, sense of belonging, and learning outcomes.

The UCLA Teaching Schools Initiative is at its core an innovative effort to integrate research and practice in ways that will transform public education. We remain steadfast in our commitment to the value and power of data to inform and hasten progress. We also take seriously our responsibility to be accountable to the citizens of California who have entrusted us to educate their children, young adults, and future teachers.

We hope to be selected for an Innovation Award as a way to honor this cutting-edge work that is aimed at increasing the number of students graduating from college by addressing their preparation for college in the K-12 sector. The award funding would become a California state investment in further developing, evaluating, and then sharing this work broadly.

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# **APPENDIX A: Letters of Support**

**MEMBERS OF THE BOARD**  
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**RAMON C. CORTINES**  
SUPERINTENDENT OF SCHOOLS

**MICHELLE KING**  
CHIEF DEPUTY SUPERINTENDENT OF SCHOOLS

**RUTH PÉREZ, Ed.D.**  
SENIOR DEPUTY SUPERINTENDENT

January 7, 2015

Mr. Michael Cohen  
California Department of Finance  
Education Systems Unit – Innovation Awards  
915 L Street, 7<sup>th</sup> Floor  
Sacramento, CA 95814

Dear Mr. Cohen:

I am honored to write a letter of support for the University of California, Los Angeles Awards for Innovation in Higher Education application, in recognition of their work in building strong, effective pathways to college and career through the establishment of K – 12 teaching schools that serve underrepresented communities in Los Angeles.

The LAUSD Intensive Support and Intervention Center (ISIC) serves 132 schools (including the UCLA Community School) and approximately 115,000 students throughout LAUSD. ISIC provides laser-like focus on instruction, and gives schools strong support in the areas of operations and parent/community engagement. We do this by investing our best thinking and resources in schools doing the most challenging and innovative work, and forging strong partnerships with like-minded educators and educational organizations. We partner with the UCLA Graduate School of Education and Information Studies and UCLA Center X to ensure all of our K-12 students have access to innovative, high quality teaching and leadership that transforms learning, raises student achievement, and opens pathways to college and career for LAUSD's most vulnerable students. As a result of our ongoing partnership, our schools are receiving high quality professional development by university-based content experts, beginning teacher and administrators from the UCLA Center X professional programs are receiving intensive support and coaching by accomplished faculty, and our students are engaged in a variety of enrichment activities provided by UCLA. As a result, our students have increased access to the knowledge, skills and experiences they need to be academically eligible and competitive for transitioning into higher education – and being successful once they get there.

With 5 years of experience and accomplishments at the UCLA Community School campus in Pico-Union/Koreatown, UCLA is now poised to extend its learning and engagement to a new public school campus within LAUSD. Our interim superintendent Ramon Cortines and UCLA Chancellor Gene Block support this new school development in a South Los Angeles community, and I am excited to serve as the key liaison for LAUSD in this exciting endeavor. Teaching schools that bring together and coordinate the knowledge and resources of public education across the state's educational system hold the promise for improving K-12 education, higher education and the next generation's readiness for the demands of the 21<sup>st</sup> century.

This award will recognize the work UCLA has already begun in supporting student success across the state's educational system; particularly students from low-income communities of color who have been historically underrepresented in post-secondary education. I look forward to continuing our collaborative work with UCLA, and to draw upon the successes and lessons learned to support UCLA in opening a new teaching school in South Los Angeles .

Sincerely,



Tommy Chang, Ed.D., Superintendent,  
Los Angeles Unified School District  
Intensive Support and Innovation Center



Los Angeles Unified School District  
3201 W 8<sup>th</sup> Street Los Angeles, CA 90005  
Phone: (213) 480-3750 Fax: (213) 480-3759

Ramon Cortines  
*Superintendent of Schools*  
Tommy Chang  
*Instructional Area Superintendent  
Intensive Support & Innovation Center*  
Don Wilson  
*Instructional Director*  
Leyda W. Garcia  
*Principal*

January 7, 2015

Mr. Michael Cohen  
California Department of Finance  
Education Systems Unit – Innovation Awards  
7<sup>th</sup> Floor  
915 L Street  
Sacramento, CA 95814

Dear Mr. Cohen:

I am honored to write a letter of support for the University of California, Los Angeles Awards for Innovation in Higher Education application, in recognition of their work in building strong, effective pathways to college and career through the establishment of K – 12 partner schools that serve underrepresented communities in Los Angeles. After just five years, our school, UCLA's first school of this kind, is now turning the tide of underachievement that has plagued our community for decades.

The UCLA Community School (UCLA-CS) is a K-12 LAUSD Pilot School located in the Koreatown neighborhood of Los Angeles. 85% of our 1005 students live at or below the poverty line and 51% are English Learners. In partnership with UCLA, we prepare students for college, career, and engaged citizenship. As a K-12 school, UCLA-CS promotes stable relationships with students, and eliminates disruptive transitions from one school to another. Our unique partnership with UCLA enables us to offer students enrichment activities at UCLA, and the opportunity to learn alongside university students and faculty working at the school. Student interest is also linked to Common Core Standards, Career and Technical Education, and A-G College preparatory requirements for entrance to the state's public colleges and universities – easing our students' transfer through California's P-20 public school system. Personalized multi-age dens (K-6) and divisions (7-12) keep students together with same core teacher for two years. K-6 dens are organized to support bilingualism and biculturalism among our English, Spanish and Korean speaking students.

Being a part of the UCLA community has provided our teachers with targeted support in providing research-based, high quality instruction and created a collaborative environment wherein all educators within the partnership take responsibility for the success of each student. At UCLA-CS ongoing, meaningful reflection, data use, and evaluation are the norm for improving student learning, educator quality, and university engagement.

This award will recognize the work UCLA has already begun in supporting student success across the state's educational system; particularly students from low-income communities of color who have been historically underrepresented in post-secondary education. We look forward to continuing our collaborative work with UCLA, and to draw upon our successes and lessons learned to support UCLA in opening our sister school in South Los Angeles.

Sincerely,

Leyda W. Garcia  
Principal

# Assembly California Legislature



**MIGUEL SANTIAGO**  
ASSEMBLYMEMBER, FIFTY-THIRD DISTRICT

January 8, 2015

Michael Cohen, Chair  
Committee on Awards for Innovation in Higher Education  
California Department of Finance  
915 L Street, 7<sup>th</sup> Floor  
Sacramento, CA 95814

As representative of the 53rd Assembly District and UCLA Alum, I am pleased to write this letter in support of UCLA's application for the Award on Innovation in Higher Education. As the representative who has most closely seen the overwhelming success of the UCLA Community School, I urge you to strongly consider the university's plan to expand its teaching school model into more areas of need throughout the greater Los Angeles area.

The UCLA Community School opened its doors in 2009 in the Pico/Union-Koreatown area of my district, which is one of California's most densely populated and impoverished regions. Many of the residents are recent immigrants to the United States whose children learned English as a second language. Before the opening of the UCLA Community School, many of my constituents reported concerns of alienation of their children who bussed to schools far away from home and were placed in remedial English classes, which only increased their learning curve as they adapted to life in the United States. As they progressed through the public school system, many students were deemed at-risk of not graduating on time or dropping out of school altogether.

The UCLA Community School revitalized the entire area by placing a high-quality K-5 school at walking distance for many of these students. Given UCLA's partnership with the Los Angeles Unified School District, the school was open to the public and allowed children of low-income families to attend at no cost to their families. Due to its high success rate, the school soon expanded to a K-12 school system and in 2014, 95% of the graduating senior class was college bound. This rate nearly triples the average graduation rate for nearby public high schools.

I strongly support UCLA's vision of launching ten more teaching schools throughout Los Angeles. This will positively impact ten more regions, will benefit many families and incorporate thousands of students in the city who will progress with UCLA's investment of large breadth of resources. If granted the Award for Innovation in Higher Education, the process of revitalizing public education in Los Angeles, especially for those who live in poverty and have been underserved by society, will accelerate and expand even further. The UCLA Community School will continue to be an integral part of our community for years to come.

Sincerely,

A handwritten signature in black ink that reads "Miguel Santiago".

MIGUEL SANTIAGO  
Assembly Member, 53rd District

STATE CAPITOL  
P.O. BOX 942849  
SACRAMENTO, CA 94249-0054  
(916) 319-2054  
FAX (916) 319-2154

DISTRICT OFFICE  
300 CORPORATE POINTE, SUITE 380  
CULVER CITY, CA 90230  
(310) 342-1070  
FAX (310) 342-1078

# Assembly California Legislature



**SEBASTIAN RIDLEY-THOMAS**  
ASSEMBLYMEMBER, FIFTY-FOURTH DISTRICT

**COMMITTEES**  
APPROPRIATIONS  
HEALTH  
LABOR AND EMPLOYMENT  
PUBLIC EMPLOYEES, RETIREMENT  
& SOCIAL SECURITY  
RULES

**SELECT COMMITTEES**  
CHAIR: MENTAL AND BEHAVIORAL  
HEALTH

January 9, 2015

Michael Cohen, Chair  
Committee on Awards for Innovation in Higher Education  
California Department of Finance  
915 L Street  
Sacramento, CA 95814

Mr. Cohen and Committee,

I write to you in overwhelming and strong support of UCLA's application for the Award on Innovation in Higher Education. As the representative who has most closely seen UCLA's continued commitment to improving Los Angeles, I urge you to strongly consider the university's plan to expand its teaching school model into more areas of need throughout the greater Los Angeles area.

The UCLA Community School opened its doors in 2009 in the Pico/Union-Koreatown District, which is one of California's most densely populated and impoverished regions. Many residents are recent immigrants to the United States whose children do not speak English at home. Before the opening of the UCLA Community School, many students in this region were bussed to schools far away from home, including some in my district that are up to an hour away each way on a bus. This distance from home only made adapting to life in the United States all the more difficult, and as they progressed through the public school system, with their parents unable to pay for better quality schooling, many students were deemed at-risk of not graduating on time or even dropping out of school altogether.

The UCLA Community School revitalized the entire area by placing a high-quality K-5 school within walking distance for many of these students. Most importantly, given UCLA's partnership with the Los Angeles Unified School District, the school was open to the public, meaning that low-income families who were unable to pay for a quality education for their children now had that option without paying a cent. The school soon expanded to a K-12 in 2012, and in the 2014 graduating class, 95% of the high school seniors are college bound, which nearly triples the of nearby public high schools. This is all while 94% of the 1000 enrolled students are either Asian or Latino and 80% come from low-income families.



This is why I so strongly support UCLA's vision of launching ten more teaching schools throughout Los Angeles. I have the great fortune of seeing this world-class university's tremendous commitment to the city up close as the representative whose district houses it. Granting UCLA the Award for Innovation in Higher Education would benefit not only the city, but California at large, now and for many years to come.

Sincerely,

A handwritten signature in blue ink, appearing to read "S. M. Ridley-Thomas".

**SEBASTIAN RIDLEY-THOMAS**  
California State Assemblymember  
Fifty-Fourth District

STATE CAPITOL  
ROOM 205  
SACRAMENTO, CA 95814  
TEL (916) 651-4024  
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DISTRICT OFFICE  
1808 W. SUNSET BLVD.  
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FAX (213) 483-9305

# California State Senate

STANDING COMMITTEE  
SENATE RULES  
CHAIR

SENATOR

**KEVIN DE LEÓN**

**PRESIDENT PRO TEMPORE**

TWENTY-FOURTH SENATE DISTRICT



January 8, 2015

Michael Cohen, Director  
Department of Finance  
Education Systems Unit – Innovation Awards  
915 L Street, 7<sup>th</sup> Floor  
Sacramento, CA 95814

Re: UCLA Community School Application for Innovation Awards

Dear Mr. Cohen:

I am writing to support UCLA's application for the Award on Innovation in Higher Education. UCLA is submitting an application on behalf of its Community School, which is a partnership between the UCLA Graduate School of Education, Los Angeles Unified School District (LAUSD), and the local community. The school operates in the heart of my Senate district and represents a strong collaboration between a world-class university and a K-12 school district with the purpose of providing a quality education to over 1,000 children on an annual basis.

Since 2009, the UCLA Community School has operated in the Pico/Union-Koreatown District of Los Angeles, which is one of California's most densely populated and impoverished regions. Many residents are recent immigrants to the United States whose children do not speak English at home. The importance of a strong education system is paramount to recent immigrants' future economic success. As such, many of my constituents want an educational option for their children that understand their unique language and social challenges. UCLA's Community School provides this option for children and their families by providing a high quality curriculum that ensures children learn academic standards, become bi-literate, which recognizes the importance of their culture, and understand the principles of democracy and social justice.

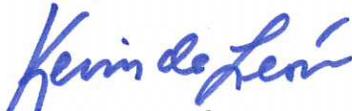
By establishing a quality school in an impoverished and underrepresented area of Los Angeles, UCLA has revitalized the community and made a strong statement of its long-term commitment to this community both as a neighborhood partner and state higher education institution. In partnership with LAUSD, the Community School is part of the existing school system and become a viable option for many low-income families within the district. The school has a track-record of student success. For example, 95 percent of the 2014 graduating class is college bound, which is three times better than the average for nearby public high schools.

Michael Cohen, Director  
January 8, 2015  
Page 2 of 2

The Governor's Awards of Innovation in Higher Education were implemented to reward and expand quality programs that implement the state's priorities in higher education, partner with other education segments (including school districts), and support students in their pursuit of a degree. UCLA's Community School is an example of a program that provides valuable services to K-12 school children, the community, and UCLA students. It combines the best of UCLA's Graduate School of Education in terms of human capital and curriculum knowledge with serving the community at large. I urge you to recognize the UCLA Community School for its achievements and encourage the expansion of this program to other areas of Los Angeles.

I appreciate your consideration for this application. If you have any questions, please do not hesitate to contact me directly at (916) 651-4024.

Sincerely,



**KEVIN DE LEÓN**  
**President pro Tempore**  
**Twenty-Fourth Senate District**



January 7, 2015

Mr. Michael Cohen  
California Department of Finance  
Education Systems Unit – Innovation Awards  
915 L Street, 7<sup>th</sup> Floor  
Sacramento, CA 95814

Dear Mr. Cohen:

As the executive director of Center for Powerful Public Schools I am delighted to write this letter of support for the University of California, Los Angeles Awards for Innovation in Higher Education application, to acknowledge their dedicated work in building strong, effective pathways to college and career through the establishment of K–12 teaching schools that serve underrepresented communities in Los Angeles.

Center for Powerful Public Schools builds the capacity of educators to create and sustain powerful public schools that ensure that every student is prepared for college, career and life. The Center creates and supports programs that improve learning and teaching in public schools by equipping teachers and administrators with the resources they need to ensure youth are prepared to meet the demands of the 21st century. We believe that powerful public schools are essential to an equitable society, economy and democracy.

The Center led the establishment of Pilot schools within the Los Angeles Unified School District (LAUSD), which allowed for the creation of the UCLA Community School (UCLA CS) and I was a member of the school's design team. Subsequently, I have been honored to provide guidance to the school's governing council, ensuring that the autonomies the school has are used to their maximum capacity. I was excited to learn of UCLA's plans to create a new school in South Los Angeles. I know firsthand the quality education that the current UCLA CS students experience and the fact that over 80% have gone on to college is a remarkable statistic for an urban public school.

For the past five years the Center has been a community partner in UCLA IMPACT, a Federal Department of Education Urban Teacher Residency grant that prepares pre-service teachers to work in underserved areas of Los Angeles. A hallmark of the program and the UCLA Community School is an unerring focus on equity and social justice. The lack of opportunity for many of our urban students must be addressed in order to ensure that more young people graduate high school prepared for college and career. The University of California, Los Angeles, has demonstrated both the ability to launch innovative programs and a commitment to urban youth.

This award will recognize the work UCLA has already begun in supporting student success across the state's educational system; particularly students from low-income communities of color who have been historically underrepresented in post-secondary education. I look forward to continuing our collaborative work with UCLA, and to draw upon the successes and lessons learned to support UCLA in opening a new teaching school in South Los Angeles.

Sincerely,

A handwritten signature in cursive script that reads "Jeanne Fauci".

Jeanne Fauci  
Executive Director



January 9, 2015

Committee on Awards for Innovation in Higher Education  
California Department of Finance  
Education Systems Unit  
915 L Street, 7<sup>th</sup> Floor  
Sacramento, CA 95814

Dear Committee Members,

I write to offer a letter of support to accompany the UCLA Graduate School of Education and Information Studies' application for Innovation Awards for Higher Education

The purpose of this UCLA program is to reshape California's K-20 public education system, making it a more effective pipeline to college and career success in a digital, global era. For the past year, UCLA has had a team of experts developing methods for fully preparing new teachers to integrate technology into the class curriculum through the use of tablets to increase student engagement, learning and success. Apple applauds these efforts, as they represent an innovative model for creating, evaluating and strengthening teacher preparation.

For more than 30 years, Apple has been the leader in educational technology products that empower teaching and learning. From schools to states, Apple has worked to promote improved student learning through innovative hardware and software technologies, professional development and professional services.

We look forward to working with you.

Sincerely,

A handwritten signature in cursive script that reads "Kelly Gardner".

Kelly Gardner  
Area Director



January 7, 2015

Committee on Awards for Innovation in Higher Education  
California Department of Finance  
Education Systems Unit  
915 L Street, 7th Floor  
Sacramento, CA 95814

Dear Committee Members,

On behalf of the Los Angeles Area Chamber of Commerce, we are pleased to support UCLA's innovation awards application to build on the success of their existing community school model.

Around the country, and particularly in Los Angeles, there is a growing recognition that placing a well-trained and motivated teacher in a supportive environment is one of the key ingredients to ensuring that every student receives an equitable education, one that prepares them for future success in college, and/or the 21<sup>st</sup> century workforce.

We believe that the UCLA teaching school in the Pico Union/Koreatown community represents an innovative model for creating, evaluating, and demonstrating innovative instructional strategies, and for strengthening teacher preparation. In addition, we believe that bringing the resources of a world-class university to bear on a K-12 public school campus creates a transformative experience for students.

With over 25 UCLA departments contributing to the success of the UCLA Community School, the school is well poised to make a significant difference in preparing students for success in college and careers.

I respectfully request your consideration of UCLA's proposal.

Sincerely,

A handwritten signature in black ink that reads "Gary Toebben".

Gary Toebben  
President & CEO

**APPENDIX B: Record  
of Actions & Impact  
Prior to 1/10/14**



# Five Years of Growing Together

Karen Hunter Quartz, UCLA-CS Research Director, 5/6/14

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In 2009, the UCLA Community School (UCLA-CS) opened its doors to 340 eager young minds. After decades of being bussed out of their community, students in Pico Union/Koreatown finally had the opportunity to walk to school. UCLA seized the opportunity to join with this vibrant community to transform the education of these students so they would *all* be prepared to succeed at four-year colleges and pursue self-directed, happy, and engaged lives. University, district, and community partners knew this ambitious goal would take their collective commitment, resources, and time to realize. Everyone recognized the considerable challenges of concentrated disadvantage (Wilson, 2009) that lead to underachievement, dropping out of school, and low college-going rates.

Now, almost five years later, the school has developed into a very special place, full of promise and hope. The halls of its historic site—one of the six Robert F. Kennedy Community Schools—are filled with one thousand students from Kindergarten through 12<sup>th</sup> grade speaking English, Spanish and Korean. Classrooms are active spaces where students work together, reflect, and learn, with the guidance and support of an exceptional faculty as well as a cadre of parents, staff and UCLA faculty, staff and students. Students also learn off campus as interns, artists, explorers, and activists—guided by the legacy of social justice represented on the library’s great mural.

The school’s journey to date is well-documented in a series of annual reports as well as 29 research studies, including several that engage teachers as researchers. In December 2013, the school produced a 322 page self-study accreditation report that details a set of goals and actions to guide the next five years and ensure continual improvement. On May 5, 2014, the school received full accreditation and continues to focus on its most pressing goals: improving literacy and college-going. While the school has made steady improvement in these areas, there is still more work to be done. This “Five Year” report is



## School Timeline

2003-2007	Pilot school policy groundwork established
2006-2007	UCLA feasibility study conducted; school design developed
Oct. 2007	LAUSD and the Pilot School Steering Committee approves K-12 school design
2007-09	School planning process
2009-10	K-5 grades open, with 340 students
2010-11	Grades 6-11 added, enrollment grows to 840 students who enter from 62 feeder schools
2011-12	School is fully enrolled, with 1,000 students K-12 and 41 teachers
2012-13	Founding principal promoted; new principal and AP come on board
2013-14	First four-year cohort set to graduate, college-going rate climbs

## Reports

UCLA-CS Annual Reports:  
<http://cs.gseis.ucla.edu/research/>

LAUSD School Survey Reports:  
<http://reportcardsurvey.lausd.net/>

LAUSD School Report Cards:  
<http://getreportcard.lausd.net/>

LAUSD Academic Growth Over Time Reports: <http://agt.lausd.net>

intended to complement the accountability reports released by the Los Angeles Unified School District (see sidebar), acknowledging areas for growth but highlighting the school's many strengths:

1. **A strong and democratic school culture;**
2. **The rigor and quality of student learning;**
3. **Progress on student outcome measures;**
4. **Advances in engaged scholarship.**

## 1. A Strong and Democratic School Culture

Social trust and strong relationships are vital moral resources for sustaining the challenging work of school improvement (Bryk, 2010). Over the past five years, the UCLA Community School has established an extraordinarily strong and democratic school culture that will sustain its ongoing work to improve student outcomes. Voices and stories bring to life the higher than average student, parent, teacher and staff survey responses on the quality of their experience at the school. Grecia, a high school senior, entered in 9<sup>th</sup> grade, shared the following comment with prospective families:

*"In middle school people noticed you because of the accomplishments you achieved or because of the trouble you caused. Here people notice you because of who you are. Everyone knows you and supports you."*

Claudia Garcia, who works in the main office and has four children who are students at the school, shares a similar sentiment:

*"UCLA-CS is a nurturing school, the students feel safe. I feel comfortable with the teachers and the instruction...it's a one-on-one feeling."*

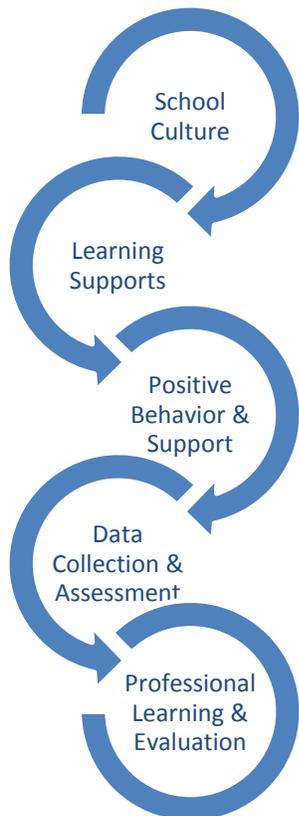
This one-on-one feeling was experienced poignantly this fall when a student at a nearby school, bullied about his sexual orientation, transferred to UCLA-CS because he had heard it was a safe space for LGBTQ students. The student was welcomed with open arms and is now flourishing. The social

worker commented to the principal that he had never seen a school respond so openly or positively. The special education inclusion program is driven by the same norms and is promoting inquiry and



changes across the district about how best to value and include all students in the life of the school.

### Teacher-led Action Teams



Over the past five years, the school has developed several innovative organizational structures to promote shared decision making. Providing oversight, the Shared Governance Board is co-chaired by school and UCLA leaders and includes all stakeholders. Teachers lead a series of action teams that advance and manage innovation based on the professional autonomies granted to pilot schools—earning the school recognition by Education|Evolving in their National Inventory of Schools with Collective Teacher Autonomy. Student leadership is also strong and growing, even in the lower grades. Parents engage in the life of the school in many ways and several parent leaders are establishing a strong foundation for collective action.

UCLA-CS faculty and staff are like a family and are highly committed to students’ success. In 2011, UC Berkeley researchers conducted a study on teacher collaboration and school cohesion across 10 LAUSD pilot schools and found that UCLA-CS had the highest level of collective responsibility among its faculty (Fuller,

Waite, Miller & Irribarra, 2013). Teachers observe, document, and critique each other’s practice as part of their annual Professional Learning Plan. In the Lower School, professional learning is further supported by the Costen Art of Teaching Program, which prepares UCLA-CS teachers to be peer mentors. The faculty has a higher than average retention rate (95% in 2013), which is especially noteworthy given the district-wide fiscal crisis and Reduction in Force (RIF) from 2010-2012 that threatened the school’s stability. In addition, research on teacher turnover in LAUSD has documented that teachers in new start-up schools serving high proportions of low-income students are much more likely to leave than in regular public schools (Newton, Rivero, Fuller & Dauter, 2011). UCLA-CS teachers are beating the attrition odds, fueled by a strong passion for social justice and belief in the power of public education to advance equity and social change. This work ethic and many long hours have launched UCLA-CS; however, everyone agrees that the school’s future will require a more sustainable approach to work. Many teachers are starting families of their own and facing the need to find more balance in their lives. The strong foundation they have all built together should serve them well.

### 2013-14 Demographics

	Students	Teachers
Latino/a	80%	51%
Asian	14%	29%
Black	2%	3%
Filipino	3%	0%
White/Other	1%	17%

### Faculty Experience and Accomplishments n=41

- % Bilingual = 88
- % Trilingual = 5
- Average years experience = 9.8
- % Master’s degree = 63
- % BCLAD credential = 51
- % National Board Certified = 17
- % UCLA alumni = 46

# 1. The Rigor and Quality of Student Learning

Progressive educators, from John Dewey to Deborah Meier, argue that schools should teach habits of mind and heart that allow children to develop as wise, caring and free adults. Learning to use one’s mind well—to think critically—is at the core of the new Common Core State Standards. It is also one of the key 21<sup>st</sup> century learning skills, along with collaboration, creativity, and grit. UCLA Community School



CC#1: self-directed & passionate learner

CC#2: master of academic content & skills

CC#3: bilingual, biliterate & multi-cultural

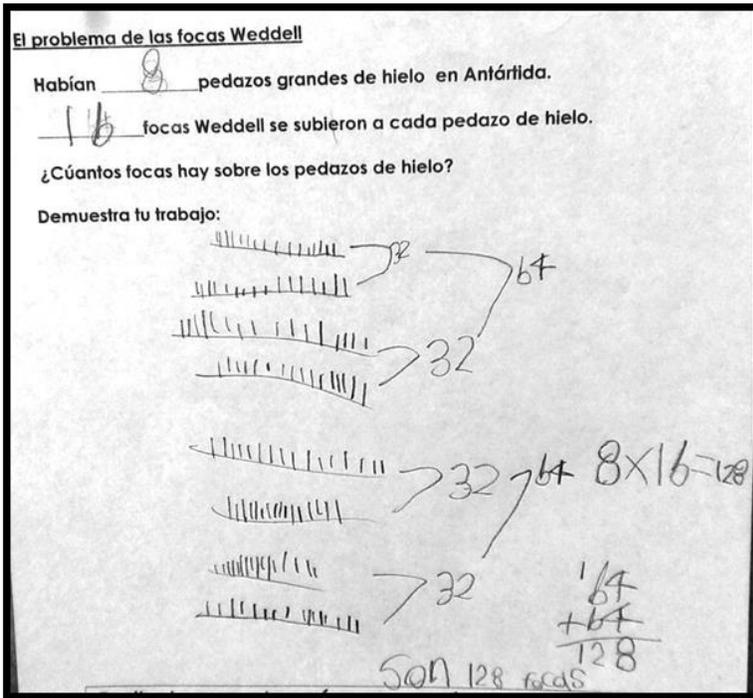
CC#4: active & critical participant in society

## UCLA-CS 4 Core Competencies

foregrounds these habits of “deeper learning” in four core competencies that drive curriculum, instruction and assessment. One way to understand whether and how students are developing these competencies is to look at the quality of student learning and work. Here are four examples.

### Example 1: Mathematical Problem-solving

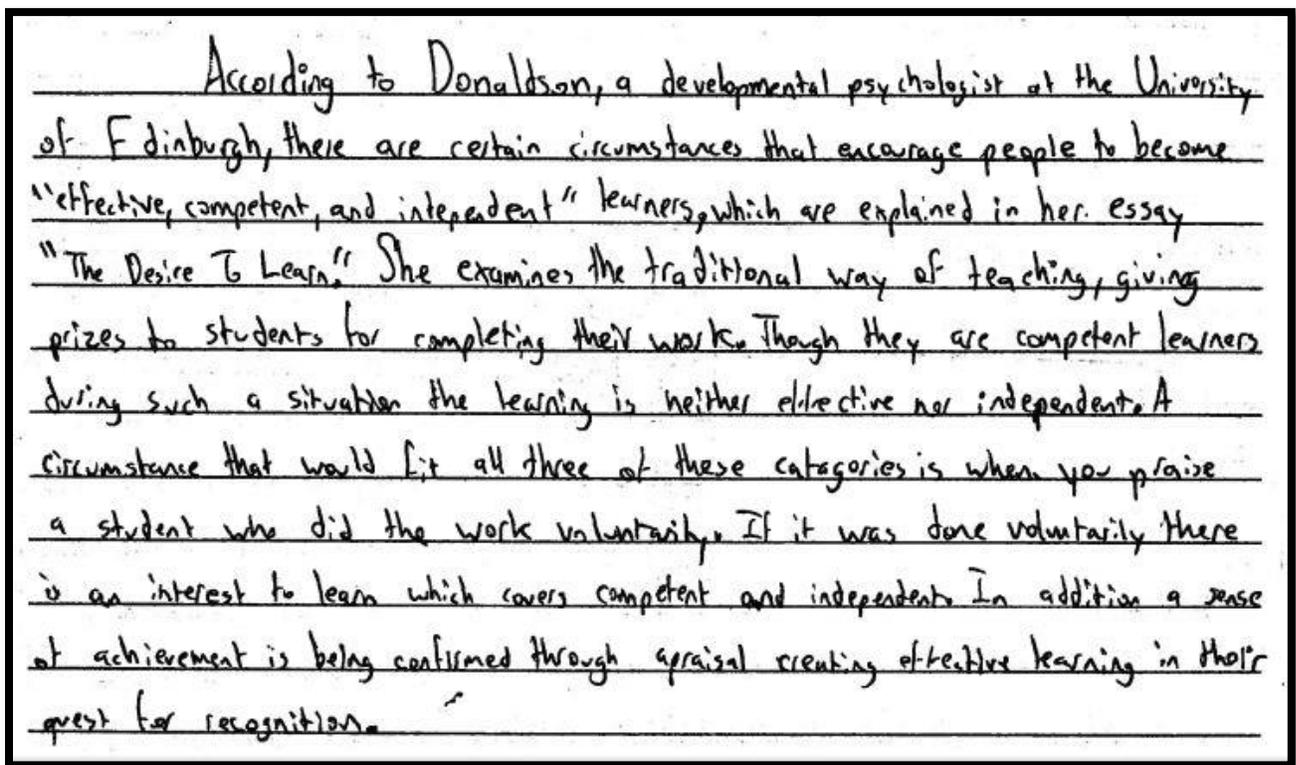
For the past five years, UCLA professors Megan Franke and Jody Priselac have worked alongside Lower and Upper School math teachers to encourage students to talk about mathematics. Students learn how to problem solve and think mathematically in communities of practice that encourage collaboration and argumentation, as well as a sense of discovery and passion. This student work sample was displayed in



Nancy Garcia’s Den 2 classroom, alongside different solutions to the same problem. Students routinely talk about the strategies they use to solve math problems. They are also assessed on the range of strategies they use and quality of their problem solving. While mastering content and passing a test are important for student success in the short-term, a student’s ability to communicate the process and reasoning behind his or her answer is essential for creating curious, engaged, and lifelong learners as well as provides for a competitive workforce in the 21st Century.

## Example 2: Analytical Writing

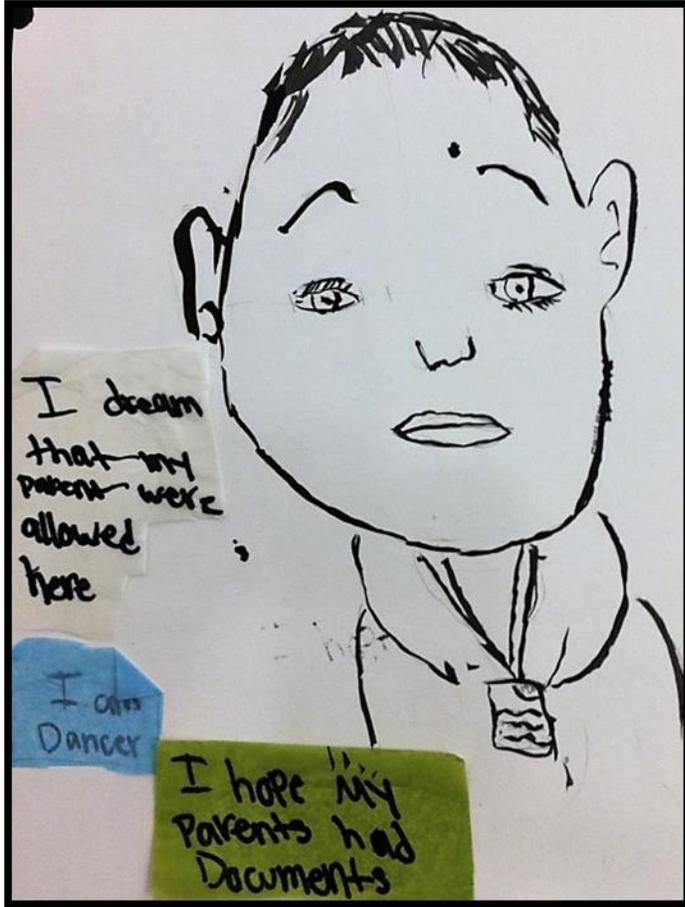
To support and assess Upper School student writing as well as affirm the school's partnership with UCLA and college-going culture, the English department is adapting the University of California's Analytical Writing Placement Exam (UC-AWPE) to serve as its common writing assessment. This assessment asks students to read a 700-1,000 word non-fiction passage about an arguable issue and write an essay on the passage that draws upon their knowledge and experience. Freshmen who enter UC without having completed the necessary requirements (e.g., 680 on the SAT Writing Section) must take the AWPE and earn a passing score of 4, on a 6-point holistically graded scale, in order to enroll in Freshman English. UCLA-CS teachers are working with the UCLA Center X Writing Project and the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) to adapt this college-level assessment for middle and high school students. The goal is for all seniors to score at least a 4, thus demonstrating college-ready proficiency in analytical writing. The example below is the first of four paragraphs written by a UCLA-CS Senior on the role of extrinsic rewards in fostering a desire to learn. The essay references a passage taken from a college-level developmental psychology book. Although just a brief excerpt, the following writing sample contextualizes the rigor of the task.



According to Donaldson, a developmental psychologist at the University of Edinburgh, there are certain circumstances that encourage people to become "effective, competent, and independent" learners, which are explained in her essay "The Desire To Learn." She examines the traditional way of teaching, giving prizes to students for completing their work. Though they are competent learners during such a situation the learning is neither effective nor independent. A circumstance that would fit all three of these categories is when you praise a student who did the work voluntarily. If it was done voluntarily there is an interest to learn which covers competent and independent. In addition a sense of achievement is being confirmed through appraisal creating effective learning in their quest for recognition.

## Example 3: Creative Expression

Barbara Drucker, Associate Dean of the School of Arts and Architecture, leads one of the school's most vibrant UCLA partnerships. Arts educators from UCLA work alongside teachers to engage students in rich, creative experiences—compensating for the dearth of district resources for arts education. This student work sample was created by a 6<sup>th</sup> grade student who participated in a week-long Classroom in



Residence experience at UCLA’s Hammer Museum in the Spring of 2013. This program was developed with UCLA-CS 6<sup>th</sup> grade teachers Janet Lee and Michael Nemiroff, the Hammer’s museum educators, and international arts educators. As this sample illustrates, students were encouraged to explore their identity, passions and dreams. Students also learned in the galleries and had time to examine and capture their impressions of artwork— learning critical observational and visual literacy skills.

This quality of this learning is also captured on the following video:



### Example 4: Passionate Learning Beyond the Classroom

A hallmark of the Upper School, students in grades 7-11 participate in an innovative seminar program defined by teacher passions and interests. Each semester, students choose from a wide variety of seminars, such as: Entomology, Yoga & Meditation, Robotics, Music Theory, Aeronautical Engineering, Sign Language, and Latin American Film Studies. By senior year, students have taken ten seminars and



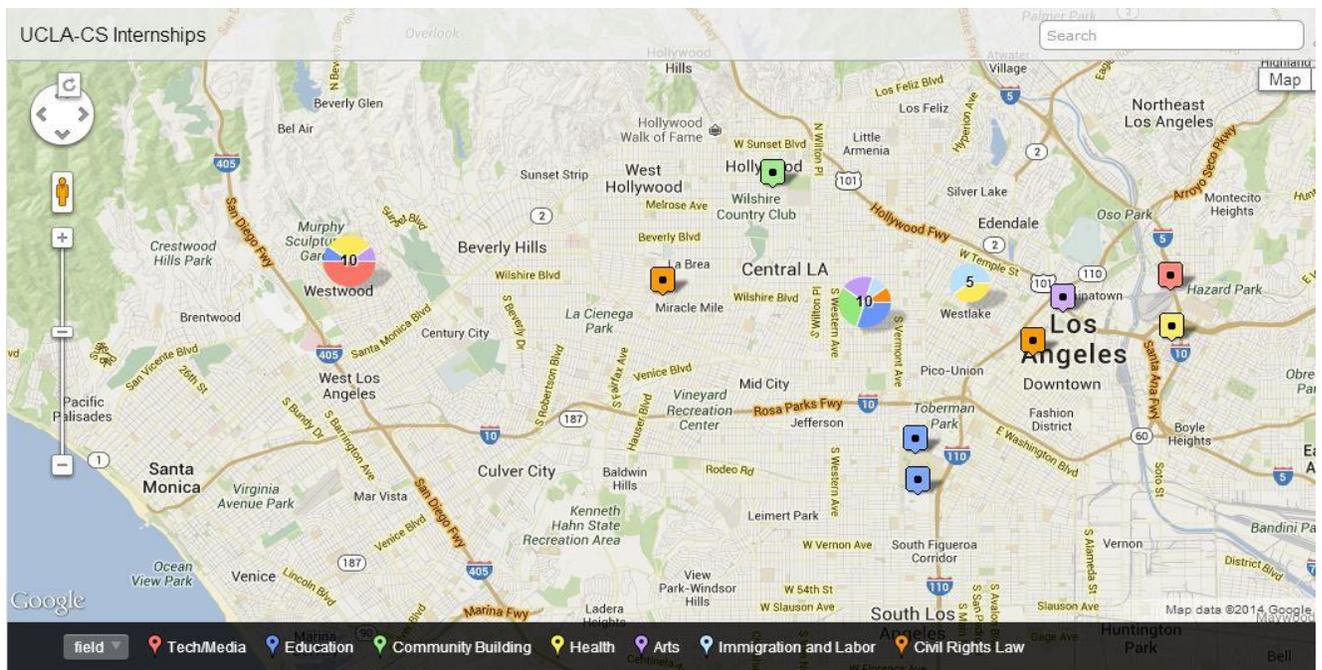
have explored a range of ideas and learning experiences beyond the classroom that have helped them hone their own passions and interests. For example, as part of the STEM to Stern Seminar, students learn about wind velocity in the classroom and then how to sail at UCLA’s Marine Aquatic Center. In the Mobilize Seminar, they use cell phones to collect data on campaigns they create and then learn to analyze the data in class. These innovative instructional spaces allow the school to focus on the development and assessment of non-cognitive skills such as perseverance, learning through failure, and collaboration. As one student put it:

*“I’ve had an amazing time in my seminar because this seminar is outside the box type of thing and it just makes me want to learn more.”*

In 12<sup>th</sup> grade, students use the insights they have developed in seminar to choose a ten-week internship that is supported by social studies teachers through an Applied Economics course—as well as the following 31 organizations at UCLA and across the city of Los Angeles.

## 2013-14 Senior Internship Sites

Technology/Media	Education	Health
UCLA Web Design	UCLA-CS Leadership	UCLA Center for Latino Health & Culture
Center X (Mobilize)	GEAR UP College Prep Program	UCLA Dept. of Hematology & Oncology
SEAS Café	UCLA-CS Athletics	Proyecto Jardin
UCLA Game Lab	USC Language Academy	Children's Institute
UCLA Broadcast Studio	UCLA Confucius Institute	People for the Ethical Treatment of Animals
Two Bit Circus	California Science Center	UCLA Recreation
Community Building	Arts	Immigration and Labor
AIDS Project LA	Center Theater Group	Korean Immigrants Workers Association
Wilshire Boulevard Temple	UCLA-CS Yearbook	Coalition For Humane Immigrant Rights LA
Koreatown Youth and Community Cntr	UCLA-CS Arts	UCLA Labor Center
Project Angel Food	UCLA Visual and Performing Arts Ed	SEIU Health Care Union
Civil Rights Law		
Public Counsel	Kramer Law Group	Vera Weisz Law Group



For an interactive version of this map, see: <http://batchgeo.com/map/b22694b1a14835a719f82397c66fc30f>

Student learning in the context of internships is captured in exhibitions attended by mentors, teachers, families and other students. Internships are unique and offer students opportunities to learn firsthand the work of different organizations. The following student quotes capture the quality of this learning:

#### Korean Immigrants Workers Association

Personally for me, KIWA was a place where I got to learn more about our community and the struggles that the people in our community go through. Many of us see different people working and we don't think about whether or not they are treated fairly. At KIWA I learned that there can be a difference, that if people work together they can make a change that will benefit many.

#### UCLA Game Lab

What I do know, what it's done to me is that it actually enhanced my, my passion for gaming because even though I interact myself with games on a daily basis, several hours a day, the game studio has actually changed my direction or is really changing my direction on how I want my career to be.

#### UCLA Community Programs

I learned what their careers were and how they pursued it. I think it helped me distinguish what major I want to study in. And just being able to participate in their events, made me feel that I'm a part of their community and that we can help each other.

#### Public Counsel

From my internship, I was able to learn that in the United States of America, we are not strict on equality. As I was working at Public Counsel, I found that many immigrants were discriminated because of their religion or race.

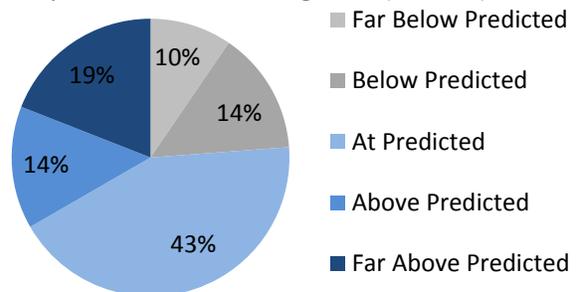
Overall, these examples of student learning provide a small sampling of how the four core competencies are supported across grade levels and content areas. Although brief, this description of how the school cultivates habits of heart and mind—as captured by evidence of student work—is a crucial yet often overlooked area of accountability.

### 3. Progress on Improving Student Outcomes

The strong school culture and high quality of student learning documented above stands in stark contrast to the school's Academic Performance Index or API. This state index is a number between 200 and 1000 and is based on annual results from the California Standards Test and the High School Exit Exam—a narrow set of accountability measures—and is currently being revised to include a richer set of data. The school's baseline K-12 API was 661 in 2011. The next year, it jumped 36 points to 697, but then slid in 2013 to 680 due to a drop in test scores. The district, in contrast, reports students' academic growth over time using three years of test scores, controlling for student background variables. On this value-added measure, students have made positive test score gains overall. On

#### Students show positive test score gains overall

76% of ELA and Math grade-level testing groups are at or above predicted value-added growth (2010-13)<sup>1</sup>

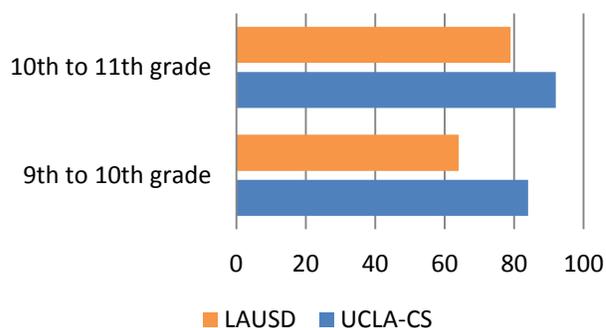


many other district measures, the school has also made impressive gains and outperforms the district as a whole. For example, students are staying in school and making better progress towards graduation. Almost all (97%) 8<sup>th</sup> graders are enrolled in Algebra, in contrast to 65% district-wide. And attendance is higher overall. On many standard indicators, the school is succeeding in engaging students in more opportunities to learn—a strong predictor of their future success.

However, the school continues to grapple with students' underperformance as a whole. The lower than average English Language Arts scores are partly explained by the Lower School's dual language program, which is designed to foster English proficiency over a longer time period. Demographic differences may also account for relative underperformance; the school enrolls more socio-economically disadvantaged, transient and immigrant student population than the district as a whole. Extensive research documents the effect of these factors, including immigrant origin status (Portes and Rumbaut, 2006), unauthorized status (Suarez-Orozco et al., 2011), family separations (Suarez-Orozco, Bang and Kim, 2011) and deportations (Brabeck and Xu, 2010).

We now turn to data that are not collected or reported by LAUSD, but instead are the school's indicators of growth and progress. These data focus on the school's two main goals—improving literacy and college-going. Both goals have detailed improvement plans tied to these indicators.

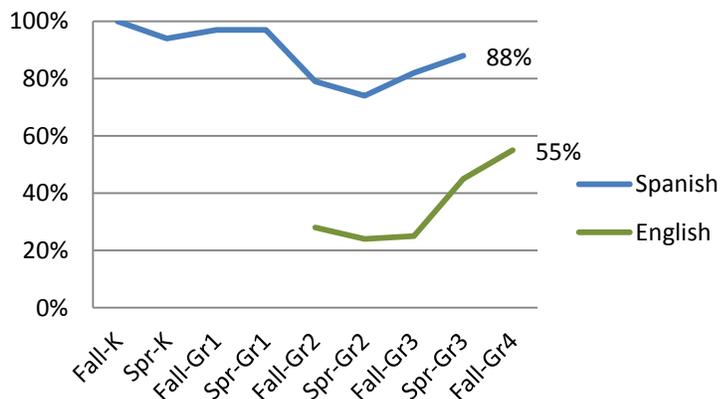
### Students are moving towards graduation at higher rates (2013)



### Improved Literacy

The Lower School was designed as a maintenance bilingual program that supports bi-literacy. The Fountas and Pinnell Independent Reading Level (IRL) assessment is administered in October and May

Percent of Class of 2022 on track in reading from Kindergarten to 4th grade (n=28-34)<sup>2</sup>



each year as one measure of students' bi-literacy. Looking at IRL scores for the student cohort who entered the school when it opened in 2009 in Kindergarten (Class of 2022), there is evidence that most (88%) students are on-track (approaching, meeting or exceeding the benchmark) in Spanish reading proficiency. Just over half (55%) are at a similar level in English reading proficiency, however the trend is upward. The school's language program is based on research indicating that bi- and multi-lingualism provides long-term

cognitive benefits (e.g., Bialystock, Craik, Green, & Gollan, 2009) and that learning to read in one’s native language is associated with better reading subsequently in English (e.g., Goldenberg, 2008).



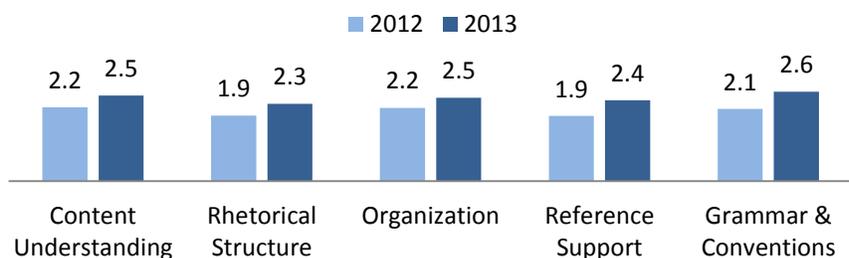
In the Upper School, teachers are working with UCLA’s National Center for Research on Evaluation, Standards, and Student Testing (CRESST) to pioneer a set of content literacy performance assessments aligned with the Common Core State Standards (CCSS). These assessments are challenging tasks that ask students to use a set of primary-source documents to argue or explain complex ideas in an essay. The

essays are then scored by trained and calibrated raters according to five CCSS dimensions, on a 1 to 4 scale. The following charts summarize the assessment results in social studies and science, over the past two and three years, respectively.

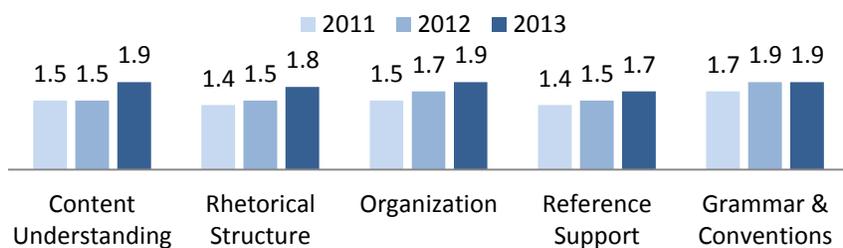
There is an overall trend of improvement across the three years of the pilot assessment—promising evidence that students are improving on these challenging content literacy standards. The English

department is currently adapting their Analytical Writing assessment to capture these same five literacy dimensions, which will allow students, families, and teachers to track growth in literacy across the core curriculum—providing opportunities for interdisciplinary planning, learning, and accountability. In 2013-14, teachers are focusing on strategies to improve students’ ability to support their ideas by referencing original source documents. Assessment results this spring will gauge their success in improving this key content literacy dimension.

Improved Content Literacy in Social Studies  
Pilot Performance Assessment Scores (1-4) in by CCSS  
Content Literacy Dimensions, Grades 7-12<sup>3</sup>



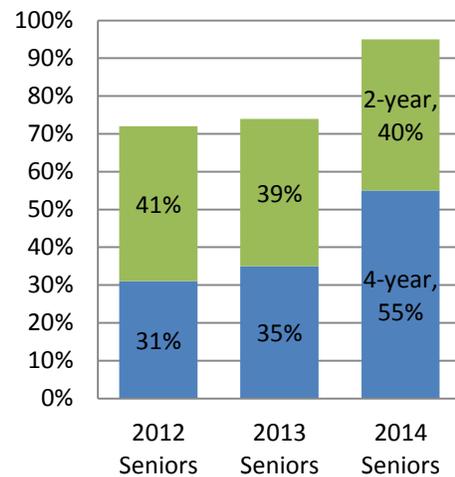
Improved Content Literacy in Science  
Pilot Performance Assessment Scores (1-4 scale) by  
CCSS Content Literacy Dimensions, Grades 7-12<sup>4</sup>



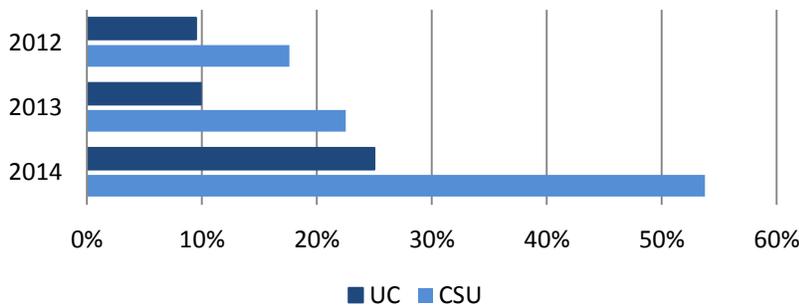
## Improved College-going

On the LAUSD measures described above, the school is outperforming the district on many dimensions related to college going, such as progress towards graduation. In addition, each spring the school surveys all Upper School students to track their understanding of the college-going process, their satisfaction with the school’s preparation of students for college, and their expectations for the future. Although there is room for growth, the school improved on all of these indicators from 2011 to 2013 and this year instituted a policy that supports all students to apply to at least three colleges. Each spring, high school seniors are interviewed to capture their post-secondary plan. From 2012 to 2014, the percentage of students admitted to one or more four-year colleges increased 24%. Overall, these college-going data compare favorably to statewide data provided by the California Postsecondary Education Commission by United States Congressional District. The school resides in District 34; in 2009 4% of that district’s high school graduates entered a UC campus, 9%

College-going increases 23% from 2012 to 2014<sup>5</sup>



Senior class admission to UC and CSU campuses increases from 2012 to 2014



entered a CSU campus, and 21% entered a community college. Moreover, research on college-going among California students whose families are low-income and not college graduates (only 6% of UCLA-CS parents report they are college grads) found that only 5% of these students attended a UC and 13% a CSU or similar college (Terriquez & Florian, 2013).

## 4. Advances in Engaged Scholarship

Over the past five years, four types of engaged scholarship between the school and university have emerged as productive and supportive of both the school’s vision as well as UCLA’s mission of teaching, research, and service. These advances in engaged scholarship help re-envision the relationship between public schools and universities—as partners in solving the collective problems facing the public. In this pursuit, LAUSD and UCLA are part of an international movement of schools and universities using their resources and intellectual capital to improve education together. Across the nation, the University of Chicago and the University of Pennsylvania have been leading this movement for decades (Benson, Harkavy & Puckett, 2007). Across California, in 2007, UCLA-CS and UCLA helped establish the UC

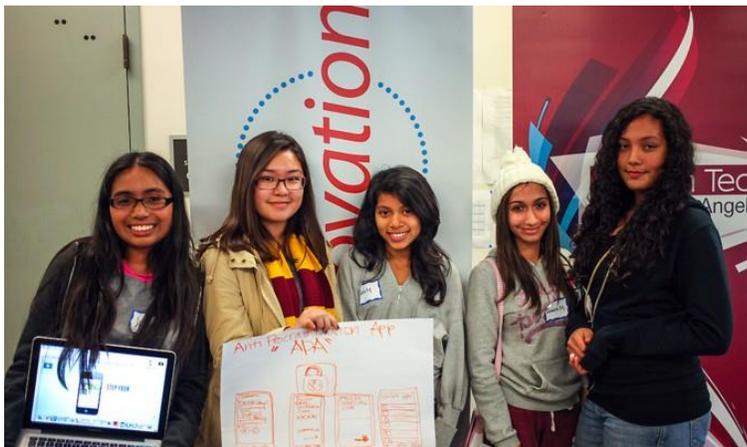


Network of College-Going Schools with The Preuss School and UC San Diego, Cal Prep and UC Berkeley, and West Sacramento Early College Prep and UC Davis. Together, we are joining forces to ensure that more low-income students of color are prepared to succeed in the University of California.

UCLA-CS and UCLA have put in place structures to ensure the vitality of their partnership for years to come. The Dean of the Graduate School of Education and Information Studies and the

Principal of the school convene a partnership team each month to develop and coordinate efforts across the four areas of engaged scholarship. The chart on the next page summarizes the research studies approved over the past five years.

In addition to research, the partnership supports the engagement of approximately 200 UCLA students, staff and faculty each year. These Bruins teach alongside teachers, tutor students, serve as guest lecturers, participate as internship and college mentors, run after-school programs, teach dance, and much more. Over the past five years, UCLA has contributed more than 30,000 hours of service to the school. This service includes the work of several UCLA educators who are collaborating with UCLA-CS teachers to pioneer new approaches to teaching and learning. For example, UCLA’s Jane Margolis, a national leader in the movement to advance computer science education for girls and students of color, partners with UCLA-CS teachers and this collaboration has spawned a cadre of young Latinas, “Girls in Motion,” who are developing apps, winning local hack-a-



thons, and speaking at Code.org events. This cadre is the crown jewel of the school’s computer science program, which supports coursework, seminars, internships, family nights, and other opportunities to ensure all UCLA-CS students learn computational thinking, a crucial 21st century skill. And this partnership represents the synergy and potential of engaged scholarship that can radically transform public education.

## 29 Active and Completed Research Studies, 2009-2014

<p>Research Priority #1:</p> <p><b>Student Learning &amp; Development</b></p> <p><b>17 Active</b> <b>12 Completed</b></p> <p>#Language</p> <ol style="list-style-type: none"> <li>1. Exploring and Expanding Bilingual Students' Linguistic Repertoires in an Innovative Dual Language Program, Ramon Martinez, University of Texas, Austin</li> <li>2. Balanced Bi-Literacy Towards Social Transformation, Queena Kim, Daniel Sotelo, Adhali Arevalo, &amp; Suzy Zeitlin, UCLA-CS</li> <li>3. An Observational Study of How Students Construct Identity through Language in an Urban School-based Performing Arts Setting, Jacqueline Bennett, UCLA</li> <li>4. Language, Literacy, and Culture in a Play-based After-school Program, Marjorie Faulstich Orellana and Gloria Beatriz Rodriguez, UCLA</li> </ol> <p>#STEM</p> <ol style="list-style-type: none"> <li>1. Assessing Mathematical Reasoning and Developing Structures for Differentiated Instruction, Andre Feng &amp; Io McNaughton, UCLA-CS</li> <li>2. The Internet Playground: An Investigation of Children's Perceptions and Uses of Mediated Communication Technologies, Debbie Weissmann, Robert M. Hayes, UCLA</li> <li>3. Intensive Language Support for Credit Recovery in Biology, Louis &amp; Kim Gomez, UCLA</li> <li>4. Exploring Sketching as a Window on Student Understanding, Louis Gomez, UCLA</li> <li>5. Development of STEM Student Identity Through the Investigation of Personally-relevant Topics, Thomas Philip, UCLA</li> <li>6. Students' Ideas about Science Claims in the Media, Jacqueline Wong, UCLA</li> </ol> <p>#4CCs</p> <ol style="list-style-type: none"> <li>1. Learning Through Internships: A Qualitative Study of Self-directed Learning and Critical Reflection, Karen Hunter Quartz, Jaime Del Razo, and Marco Murillo, UCLA</li> <li>2. Examining "First Vote," John Rogers, UCLA</li> <li>3. UCLA High School Study, Sandra Graham, UCLA</li> <li>4. Motivating Oneself Into Failure, Gerardo Ramirez, UCLA</li> </ol>	<p>Research Priority #2:</p> <p><b>Teachers &amp; Teaching Practice</b></p> <ol style="list-style-type: none"> <li>1. Drawing on our Assets: A Study of Teachers of English Learners across 3 States, Megan Hopkins, UCLA</li> <li>2. Multiple Measures of Good Teaching: A Longitudinal Study of UCLA IMPACT, Karen Hunter Quartz, Jose Felipe Martinez, Noelle Griffin, UCLA</li> <li>3. Bilingual Teachers' Language Usage for Building Mathematical Meaning: Building a Framework for Teaching Mathematics to English Language Learners, Sonia Ibarra, UCLA</li> <li>4. Teaching Mathematics by Building on Children's Thinking: Expert Teaching Study, Vicki Jacobs, University of North Carolina</li> <li>5. Professional Learning Action Team Study, Jose Felipe Martinez, Karen Hunter Quartz, Jarod Kawasaki, UCLA</li> <li>6. Restoring Passion to Learning: Supporting Students as Self-Directed and Passionate Learners, Marco Murillo &amp; Karen Hunter Quartz, UCLA, Rebekah Kang &amp; Jason Torres-Rangel, UCLA-CS</li> </ol>
<p>Research Priority #3:</p> <p><b>Home &amp; Community Engagement</b></p> <ol style="list-style-type: none"> <li>1. Improving Grades through Information Technology, Peter Bergman, UCLA</li> <li>2. Parents' expectations and understandings of dual language programs: focusing on Korean-English dual language programs at the UCLA Community School, Patricia Gándara &amp; Jongyeon Ee UCLA</li> <li>3. Supporting Families in Dual Language Programs, Raul Alarcon, UCLA Lab School</li> <li>4. Parents' Views on Korean-English Dual Language Programs: A Comparative Analysis of Various Groups Using a Survey Method, Jongyeon Ee, UCLA</li> <li>5. Immigrant Youth as Family Brokers, Marjorie Orellana, UCLA</li> </ol>	<p>Research Priority #4:</p> <p><b>Urban School &amp; District Reform</b></p> <ol style="list-style-type: none"> <li>1. Supporting assessment autonomy: How one small school articulated the infrastructure needed to own and use student data, Karen Hunter Quartz &amp; Jarod Kawasaki, UCLA, Kimberly Merino &amp; Daniel Sotelo, UCLA-CS</li> <li>2. Supporting Democratic Leadership and Work Structures in Small Schools: An Action Research Study, Janet Lee, UCLA-CS</li> <li>3. Los Angeles Teacher Ties (LATT) Project, Bruce Fuller, Anisah Waite, Erin Coghlan, UC Berkeley</li> <li>4. Marking Legal Status: High Schools' Responses to the Needs of Undocumented Students, Marco Murillo, UCLA</li> </ol>

## Where We Grow Together

This tagline is a poignant reminder of how and why UCLA, LAUSD and the communities of Pico Union and Koreatown established the UCLA Community School. All partners bring a strong and stable commitment to the power of public education to improve our society. Along the way, we are learning from each other and advancing the vision Kennedy articulated in his “Ripple of Hope” speech in South Africa in 1966—expressed in the painting by distinguished UCLA Professor of Art Judith Baca in the school’s library.



*Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and those ripples build a current which can sweep down the mightiest walls of oppression and resistance.” — Robert F. Kennedy*

All partners embrace the gravity and challenge of their work together. They envision the near future when 100% of students will graduate ready to succeed in a four-year college. They also recognize this work requires a greater investment in public education than the State of California currently provides. Progress to date has been made possible by several individuals and organizations and we invite others to join with us on this historic journey.

## UCLA Community School Supporters, 2009-2014

Friends of UCLA Community School

The Dream Fund at UCLA

UCLA Spark

California Community Foundation

National Science Foundation

Bedford Endowment

Carol and James Collins Foundation

Spencer Foundation

Estate of Barbara Meyer

The Paul A. Klinger Trust

The Sudikoff Family Foundation

The Wolfen Family Foundation

UCLA UniCamp

AT&T Foundation

JL Foundation

The Patricia and Christopher Weil Family  
Foundation

Silicon Valley Community Foundation, Lisa and  
Matthew Sonsini Fund

Hearst Foundations

The Cotsen Foundation

Google RISE

US Department of Education

The Harold A. and Lois Haytin Foundation

The Sam and Rose Gilbert Trust

## About the Data

LAUSD produces several annual reports for each school, based on standardized test score data as well as other indicators of school success. These reports are public and available online (see page 2 for links.) The data with endnote references above come from the 2012-13 LAUSD School Report Card as well as the school's own data collection efforts and are explained more fully below.

1. The value-added test score data is based on the district's Academic Growth Over Time (AGT) model. For each ELA, Math, and CAHSEE test, the district provides grade-level results for the 2012-13 school year that represent an up-to-three years average (2010-13). The percentages are based on the number of grade-level results available in the 2012-13 School Report Card.
2. "On track" in reading includes students who are classified as approaching, meeting or exceeding grade-level benchmarks on the Fountas and Pinnell Independent Reading Level Assessment. Students who entered in Kindergarten and who have complete data through 4<sup>th</sup> grade are included in this graph.
3. The content literacy data in social studies is based on a set of Integrated Learning Assessments developed by CRESST and a set developed by UCLA-CS teachers in partnership with CRESST.
4. The content literacy data in science is based on a set of CRESST Integrated Learning Assessments.
5. College-going data is based on students' postsecondary plans reported in a student survey and through interviews after students had submitted letters of commitment to colleges.

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**APPENDIX C:  
Innovation &  
Replicable Changes  
Initiated after 1/10/14**

# 2014 Summer R&D

## UCLA Community School Summer Fellowships for Teachers

*Projects that advance our school vision and four core competencies*

### Advancing Personalized Learning

Multi-age Learning Structures (with Lab School)	Io McNaughton & Nancy Garcia
Learning Management System & Bruin File	Pedro DeLeon & Beth Trinchero
Internship Program Handbook/Toolkit	Rebecca Flynn & Rebecca Solomon
Online Tutoring w/UCLA Engineering	Joel Vaca & Maria Nakis
Positive Behavior Support Resources/Handbook	Debbie Bailey
Learning Supports & Intervention Design	Rebekah Kang
College Pathways & Persistence (with Lab School)	Beth Trinchero & Jason Torres-Rangel
Seminar Partnership Development w/UCLA	Maria Nakis
Seminar Program Development & PD Plan	Jason Torres-Rangel, Rebecca Solomon & Rebekah Kang

# Advancing Biliteracy

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Biliteracy Program Resource Center

Julia Cervantes & Io McNaughton

Spanish IRL Assessment Development

Adhali Arevalo

KDLP Program Development

Soo Jin Choi

# Advancing Parent Engagement

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Parent Resource Directory

Lorena Reyes

Parent-Teacher Organization Development

Debbie Bailey

# Advancing Professional Autonomy

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Common Assessment Handbook

Maria Nakis

Multiple Measures Teacher Evaluation

Rosa Jimenez & Soo Jin Choi

D1 Handbook/Common Core Articulation

Andre Chen-Feng

Teacher Survey Reports

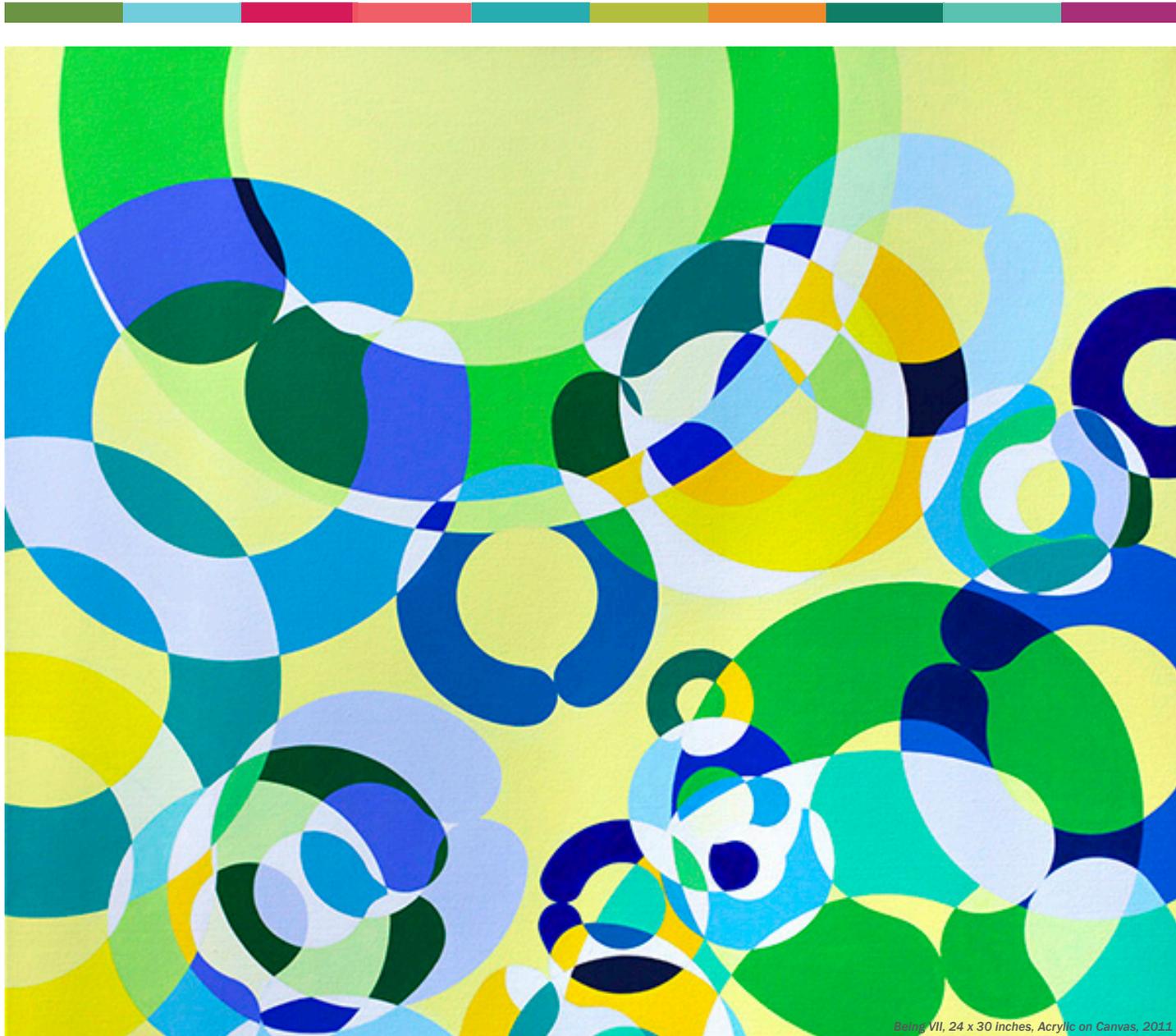
Rebekah Kang

Org Chart and School Systems Map

Janet Lee-Ortiz, Beth Trincherro & Jason Torres-Rangel

Projects supported by the UCLA Bridging, Enrichment and Research (BEaR) Team, with funding from UCLA-CS, UCLA GSE&IS, UCLA Dream Fund, UCLA IMPACT

# Using Data to Learn: From Multiple Measures to Systems of Support



**T**eacher evaluation continues to be an important yet controversial topic in schools and districts throughout the country. In 2011, the XChange focused on the effort to articulate multiple measures of teaching quality to inform professional growth and evaluation. Three years later, there is widespread acceptance of this multiple measures approach and the focus of inquiry has shifted to how schools and districts can effectively support the collection and use of these measures for learning and evaluation purposes.

In this brief, we take up this inquiry, first sharing a school's story about using a multiple measures approach for teacher evaluation and then situating this story within a broader research context. In the end, we provide resources on data use in schools for teacher leaders, district administrators, and policymakers.

# practice

## ONE SCHOOL'S JOURNEY: DEVELOPING A MULTIPLE MEASURES TEACHER EVALUATION SYSTEM AT THE UCLA COMMUNITY SCHOOL

Since the opening of UCLA Community School (UCLA-CS) in 2009, the school has strived to build a multiple measures teacher evaluation system that facilitates meaningful teacher learning (see timeline below). The UCLA-CS Four Core Competencies guide both student and teacher learning at the school, yet it has been a challenge to establish the infrastructure needed to document growth and evaluate teaching quality.

Over the past two years, a team of teachers has taken up this challenge. Known as the Professional Learning Action Team (PLAT), this group is one of many that promote shared decision-making and teacher leadership at UCLA-CS.

### THE EVOLUTION FROM PROFESSIONAL LEARNING PLAN TO TEACHER EVALUATION

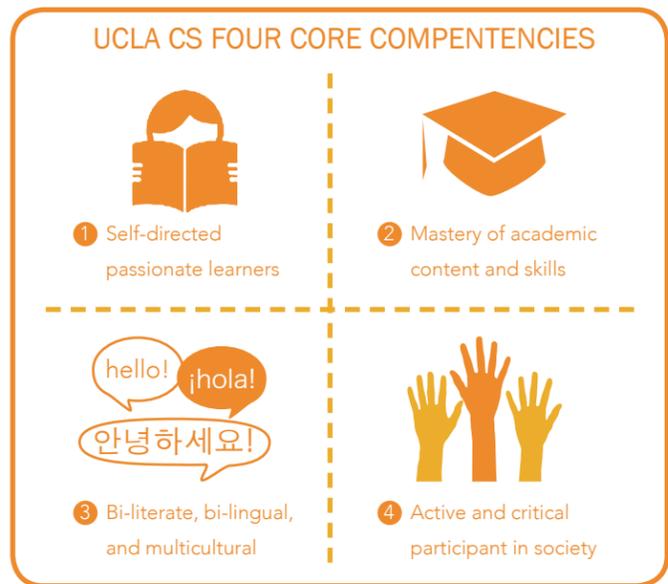
All teachers at UCLA-CS have engaged in an annual Professional Learning Plan (PLP) since 2010. The PLP is a year-long action research project that includes the collection of multiple measures—student work, artifacts, peer observations, and teacher reflections—to provide a comprehensive documentation of learning. The process demands close collaboration with grade level or subject matter peers (see Spring 2011 XChange issue for more details).

In winter of 2013, PLAT convened to think about how the PLP might assist in developing a more rigorous and comprehensive multiple measures teacher evaluation plan. During this time, teachers on the team devised a plan and shared it with the school community.

### PILOT YEAR AND ROLL-OUT

The use of multiple measures and reflection, to guide and inform teacher growth, is a critical component of the school's approach to teacher evaluation. After considerable

<p><b>FALL 2010</b> ALL UCLA-CS TEACHERS ARE REQUIRED TO COMPLETE PLP COLLABORATIVELY IN DEPARTMENTS.</p> <p><b>SPRING 2011</b> FIRST PLP FAIR HELP TO SHARE LEARNING WITH SCHOOL COMMUNITY.</p>	<p><b>FALL - SPRING</b> ALL UCLA-CS TEACHERS COMPLETE PLP COLLABORATIVELY IN DEPARTMENTS.</p>	<p><b>FALL-SPRING</b> ALL UCLA-CS TEACHERS COMPLETE PLP COLLABORATIVELY IN DEPARTMENTS.</p> <p><b>SPRING 2013</b> PROFESSIONAL LEARNING ACTION TEAM (PLAT) DEVELOPS TEACHER EVALUATION PLAN, SELECTS, AND NOTIFIES COHORT. PLAT DECIDES THE ROLE OF THE PLP IN TEACHER EVALUATION.</p>
2010 - 2011	2011 - 2012	2012-2013



discussion and work with university partners, the team decided to pilot four measures in 2013-14:

- 1) Observations of classroom practice by trained administrators using an adaptation of the Danielson Framework (Danielson, 2007) developed by the Los Angeles Unified School District that includes goal setting, pre and post-observation meetings, and teacher reflection;
- 2) Student and/or parent survey data on the quality of classroom experience;
- 3) Instructional logs, a repeated survey to capture the frequency of instructional strategies (e.g., questioning, formative assessment) over a two-week period;
- 4) Instructional Quality Assessment, a research-based artifact measure (Matsumura, L. C., Slater, S. C., Junker, B., Peterson, M., Boston, M., Steele, M., & Resnick, L., 2006).

# practice

The first three measures were required of all teachers and the last artifact measure was optional. Teachers worked with the school's administrators and university partners to collect the multiple measures, and then use the findings to write a summative reflection at the end of the year. This reflection was used by the administrator to determine whether each teacher passed the evaluation and what supports were needed for the following year. Such emphasis on teachers' reflection across measures, rather than the scores they received on each measure, shifted the focus from the data, to how the teacher could analyze and use the data for growth. Hence, data became an informative, rather than punitive tool.

Throughout the pilot year, PLAT's role was to support those teachers participating in the pilot evaluation. They did so by pairing up to provide specific and individual support throughout the evaluation process. Along with this intensive support, the team documented the process in order to improve it for the upcoming year. Reflecting on the pilot year in the summer of 2014, the team identified the need for better communication with the pilot teachers (e.g., sharing expectations, deadlines, tracking progress). PLAT also recommended that the IQA be piloted the following year as a required rather than optional measure, and that the logs, which proved to be of less interest and value to teachers, be an optional measure. With these changes, a new cohort of teachers was identified in the fall of 2014 to participate in a second and final pilot year of development for the school's Multiple Measures Teacher Evaluation System.

### A TEACHER'S PERSPECTIVE: THE POWER OF COMMUNITY TO FUEL REFLECTION AND GROWTH

As a second year K-1 teacher at UCLA-CS, I piloted the new teacher evaluation system in the 2013-2014 school year. I was also a member of the PLAT the previous year. Developing and piloting this system allowed me to see myself as a learner, researcher, and part of a collaborative body. In reflecting upon these experiences, three main themes emerged: the importance of peer accountability, the power of guided reflection, and the value of collaborating with my peers.

#### Peer Accountability

In working with my colleagues on the Professional Learning Plan (PLP), accountability became more than ensuring I was "doing my job," and instead focused on how I was constantly thinking and learning. Such multiple layers of internal accountability further facilitated my growth. For example, last March at a grade level meeting, I admitted that I was having difficulty with implementing the Interactive Read Aloud (IRA) consistently. IRA is a read aloud strategy the six K-1 teachers decided to focus on for our PLP to help improve students' reading comprehension. As we continued to discuss this strategy, more of my colleagues shared a similar dilemma. We discussed possible reasons, offered support to one another, and decided to check back in two weeks to share our learning. In this way, the



Soo Jin Choi pictured in the classroom

responsibility for my performance and growth did not solely fall on the administrators, but was shared by my team and afforded opportunities to share our struggles and partner together in improving our practice.

<p><b>SUMMER 2013</b> PLAT DISCUSSES NECESSARY STEPS AND SUPPORTS, AND CREATES A TIMELINE FOR THE PILOT YEAR.</p>	<p><b>FALL - SUMMER</b> PILOT COHORT COLLECTS MULTIPLE MEASURES WITH SUPPORT OF PLAT, SCHOOL ADMINISTRATORS, AND UNIVERSITY PARTNERS. ALL TEACHERS AT UCLA-CS CONTINUE WORKING ON PLP.</p> <p><b>FALL 2013</b> PILOT COHORT AND PLAT HOLD FIRST MEETING TO SUPPORT COLLECTION OF MULTIPLE MEASURES OF TEACHING.</p>	<p><b>SPRING 2014</b> PILOT COHORT USES MULTIPLE MEASURES TO WRITE SUMMATIVE REFLECTION, AND SUBMITS WORK.</p>	<p><b>SUMMER 2014</b> PLAT AND PILOT COHORT GIVE FEEDBACK ON THE PILOT YEAR AND REVISE TEACHER EVALUATION TO PREPARE FOR SCHOOL-WIDE ROLLOUT FOR NEXT SCHOOL YEAR.</p>
2013-2014			

# practice

## The Power of Guided Reflection.

Collecting multiple measures to depict my teaching was empowering, yet using these measures to achieve meaningful growth for myself as a teacher was a more complex task. The workload of organizing, analyzing, and interpreting data from multiple measures is a time intensive task, especially amidst the daily work of teaching. As such, I greatly valued the support from our university partner in working with me to think through and reflect on the data. For example, when we met to review the findings from the parent survey and instructional logs, we probed the following questions:



What do you notice?

What is surprising?

Are there any trends or patterns?

What is not surprising?

What did you learn about yourself, student and/or parents from these data?

What are your strengths / weaknesses according to these data?

The researcher's questions helped me to think about specific areas of strength and need in ways I would not have considered otherwise. Support to reflect on these data was a powerful catalyst for growth.

## Culture of Collaboration

Through the ups and downs of a pilot year, I experienced the importance of community while collecting multiple measures of my practice. Two weeks prior to my administrator observation, I asked my grade level team for insights regarding planning read aloud lessons. This was an area I felt I needed to strengthen. Since others in our group said they were experiencing similar difficulties, we planned a lesson together to support the thinking processes of a reader.



Receiving constructive feedback to strengthen my practice and perspective made my observation not an isolated lesson, but within a context of discussion, readings, and feedback from my team. This made my post-observation conversation with my administrator more in-depth and reflective. Thus, my growth occurred in community, not isolation.

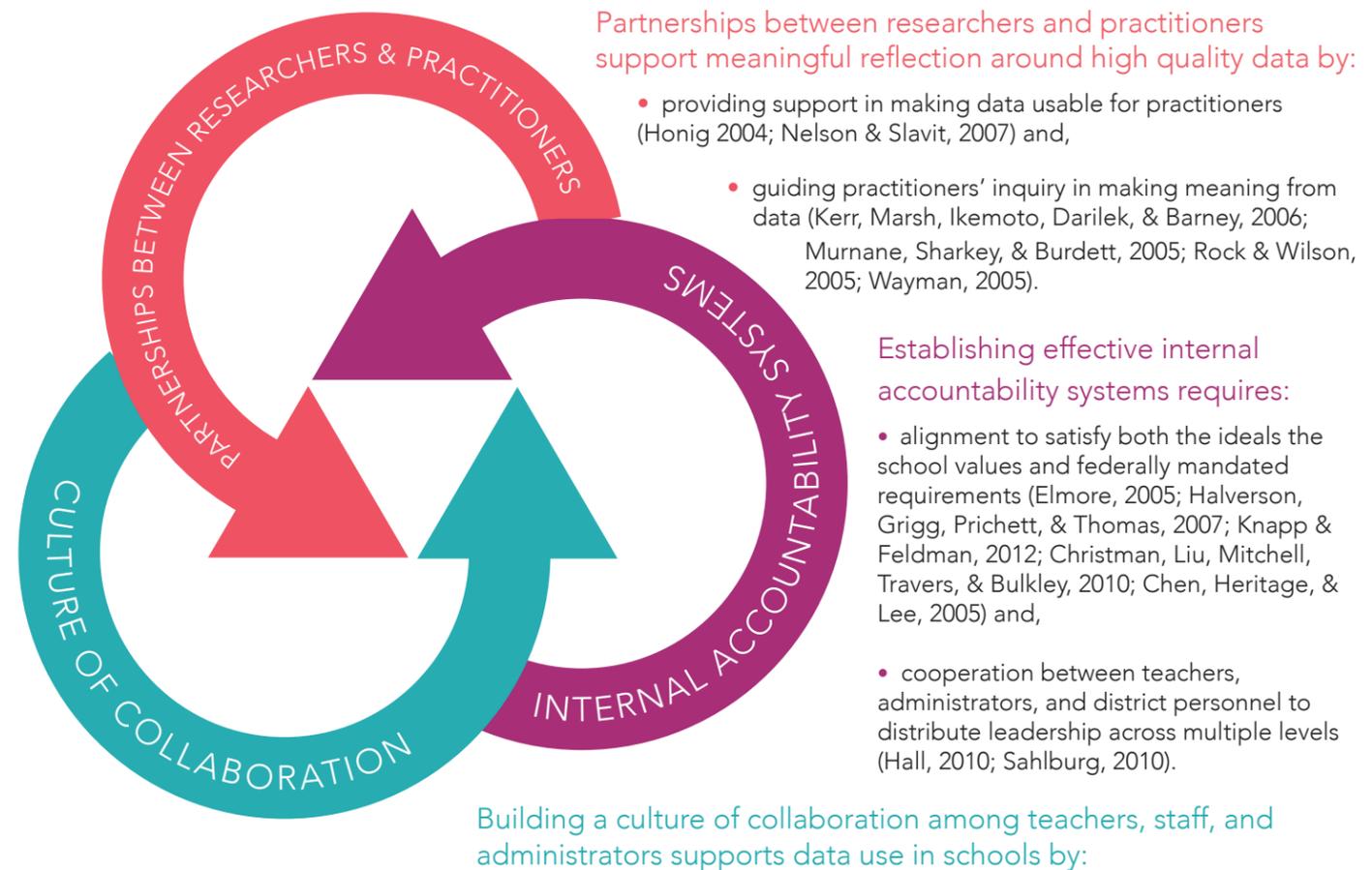
## Next Steps

The teacher evaluation pilot helped me to gain valuable insights about my practice. Collecting multiple measures as data for reflection made the process more and focused on growth and learning. I hope to continue this journey of learning and building a multiple measures evaluation system that supports and strengthens teachers.



# research

In this section, we turn to some research findings that support the emergent themes that Soo Jin described in her story about teacher evaluation at UCLA Community School. These research findings suggest that building a reflective, data-driven culture in the context of teacher evaluation and teacher learning is a complex and contentious process that requires careful thought and reflection to ensure that data are high quality, fair, and useful to teachers. We illustrate this research below by further elaborating on the three themes described in Soo Jin's story.



In this era of big data, research around understanding the process and context for collecting, interpreting, and using data in schools is a rapidly growing field. For example, the Spencer Foundation funded a strategic initiative that supported research on data use and educational improvement and worked collaboratively to release special issues on these topics in the American Journal of Education (2012) and Teachers' College Record (2012). In the coming years, it will be important for researchers to continue to work with teachers, administrators, and policymakers to disseminate research findings that help guide the design and implementation of data use systems within schools. The final section of this brief provides a list of resources for the teachers, administrators, and policymakers around the issue of data use in schools.

## List of Resources for Teachers, Administrators, and Policymakers

This section contains an extensive list of resources around data use in schools. Among these resources are various reports, measurement tools, and practical ideas for planning and implementing data use systems within schools.

### RESOURCES FOR TEACHERS

CENTER FOR TEACHING QUALITY	Read this blog post from a teacher reflecting on her evaluation scores and what they mean to her.	<a href="http://www.teachingquality.org/content/i%E2%80%99ve-got-my-teacher-evaluation-now-what">http://www.teachingquality.org/content/i%E2%80%99ve-got-my-teacher-evaluation-now-what</a>
EDUTOPIA	This is a blog post from a UCLA Lecturer and Field Supervisor on three ways you can use student data to inform your teaching.	<a href="http://www.edutopia.org/blog/using-student-data-inform-teaching-rebecca-alber">http://www.edutopia.org/blog/using-student-data-inform-teaching-rebecca-alber</a>
STANFORD CENTER FOR OPPORTUNITY POLICY IN EDUCATION, THE CENTER FOR RESEARCH ON STUDENT STANDARDS AND TESTING, AND THE LEARNING SCIENCES RESEARCH INSTITUTE	This executive summary describes the criteria for developing high-quality assessments for teacher evaluation.	CRITERIA FOR HIGH-QUALITY ASSESSMENT <a href="http://www.edpolicy.stanford.edu">www.edpolicy.stanford.edu</a>

### RESOURCES FOR SCHOOL ADMINISTRATORS AND DISTRICT PERSONNEL

ASCD (FORMERLY THE ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT)	Article from Educational Leadership on effective methods for providing feedback to teachers.	SEVEN KEYS TO EFFECTIVE FEEDBACK <a href="http://www.ascd.org">www.ascd.org</a>
TNTP (FORMERLY THE NEW TEACHER PROJECT)	Guide and resources for teacher leaders and school administrators on conducting classroom observations and providing feedback to teachers during their evaluation.	TEACHER TALENT TOOLBOX - OBSERVATION AND FEEDBACK <a href="http://www.tntp.org">www.tntp.org</a>
CENTER FOR TEACHING QUALITY	Exhaustive resource page containing tools, videos, and guides for conducting teacher evaluations.	<a href="http://www.teachingquality.org/resources/teacher-evaluation">http://www.teachingquality.org/resources/teacher-evaluation</a>

### RESOURCES FOR POLICYMAKERS

MULTIPLE MEASURES FOR EFFECTIVE TEACHING PROJECT (MET)	Research report from 3-year study identifying nine principles for using measures of effective teaching and providing feedback.	FEEDBACK FOR BETTER TEACHING <a href="http://www.metproject.org">www.metproject.org</a>
SPENCER FOUNDATION	Research articles published from Spencer's strategic initiative funding research around data use and educational improvement.	DATA USE AND EDUCATIONAL IMPROVEMENT INITIATIVE <a href="http://www.spencer.org">www.spencer.org</a>
THE NEW TEACHER PROJECT	Report describes a multiple measures teacher evaluation system.	TEACHER EVALUATION 2.0 <a href="http://www.tntp.org">www.tntp.org</a>

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## AUTHORS:

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A PhD candidate in Human Development and Psychology at UCLA, Jarod taught high school science in Los Angeles for six years and has worked the last two years with the UCLA Teacher Education Program researching data use with pre-service teachers and faculty advisers. In addition to researching data use teacher evaluation systems, he is investigating how professional development can support teachers' instruction in science classrooms.

### **SOO JIN CHOI**

A first grade and kindergarten teacher at UCLA Community School, Soojin has been a public school teacher in Los Angeles for 6 years. She is the Korean Dual Language Program Lead Teacher, and is part of a teacher-led team developing a new teacher evaluation system. She is a recent graduate of the UCLA TEP Masters in Urban Schooling Program.

## COVER ART: **ELISE LEE**, [www.eliseleeart.com](http://www.eliseleeart.com)

Elise Lee is a New York based artist who was born in South Korea. In 2005 she received BFA from School of Visual Arts in New York, followed by MFA from Pratt Institute in New York 2009. The vocabulary of forms she created evolved from a simple image to one that dialogues complexity. This collage of forms is a medium of emotion, bright colors and patterns, which seeks to delineate happiness and euphoria.

## ACKNOWLEDGMENT:

This brief was supported in part by a five-year teacher quality partnership grant from the U.S. Department of Education to establish an urban residency program in partnership with UCLA, LAUSD and the Center for Powerful Public Schools. This brief is part of a larger effort to support teacher development in the context of data-driven small autonomous schools.

# the impact of IMPACT



combines the best of traditional and alternative teacher education

apprentices learn alongside accomplished mentors in innovative urban schools

university coursework and faculty support deepen field-based learning

using data to learn

in high-need fields:



math



science



early childhood

by the numbers

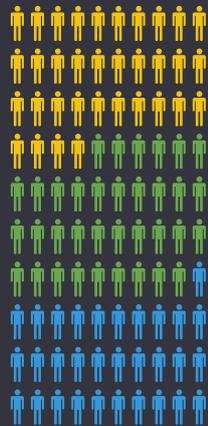
109 mentors

32 schools/ ece centers

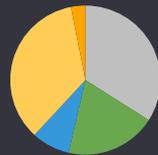


155

new teachers



math science ece/elem



65%

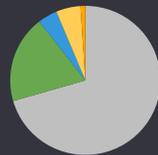
teachers of color

asian latino black filipino

vs

30% in CA

18% in US



4 cohorts (in May 2014): C1-year 3, C2-year 2, C3-year 1, C4-res yr

standard measures

100%

highly-qualified as measured by passing the PACT assessment

87%

cohort 1 teachers retained for 3 years

100%

cohorts 1 & 2 math and science teachers in LAUSD met or exceeded value-added targets

87%

cohorts 1-4 working in high-need school in 2014



## let's dig deeper



step one

define good teaching

step two

use multiple & good measures



rigor



discourse



equity



ecology



observations



logs



surveys



artifacts

step three

# LEARN

use small data on the quality and complexity of everyday teaching to learn and improve practice

how do teachers use data to strengthen their practice?

how does UCLA use data to strengthen its teacher education program?

1. By focusing attention on the four dimensions of good teaching during data collection.
2. By analyzing and reflecting on performance data across time, measures, and dimensions.
3. By discussing what the data mean and planning actions to improve practice.
4. By taking action and continuing the cycle of inquiry.



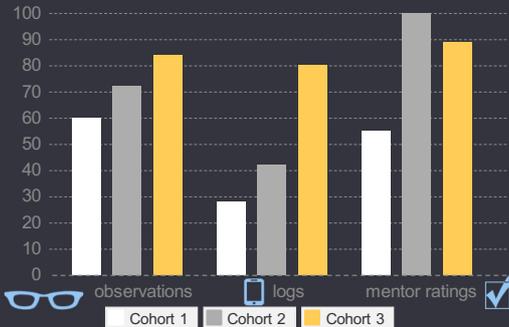
# PROGRAM EXAMPLE

using data to learn about content discourse

math & science cohorts 1-3



## change in proficiency on multiple measures



2010

TEP focus on teaching residents theory and practice about promoting content discourse in classrooms

UCLA dissertation study of math apprentices' use of content discourse strategies using log and observation data--findings: difficult in practice, especially student-to-student interaction

2011

Explicit focus in methods coursework for C2 on 8 high leverage strategies to promote content discourse; opportunities to practice strategies in methods class

TEP analysis and discussion of observation, log, and mentor rating data to understand progress and areas for growth

## change in performance on discourse subdimensions



2012

Creation of Methods with Mentors course for C3 to better align contexts for learning content discourse strategies

2013

C3 apprentices gather log data on their use of content discourse strategies as part of methods coursework; formative data analysis and discussion in class.

2014

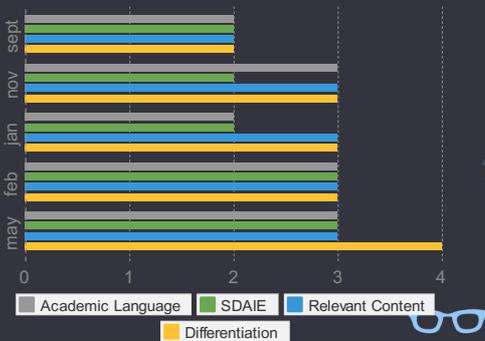
Further analysis demonstrates steady growth in apprentices use of content discourse strategies--in particular the student-to-student interactions

# TEACHER EXAMPLE

using data to learn about equitable access to content



## resident year change in performance on equity subdimensions



## IQA artifact

student assignment  
context data  
reading materials  
instructional strategies  
lesson plans & rubrics  
student work

## first year teaching performance on CRESST Instructional Quality Assessment (IQA)

3.5/4 average score on four equitable access sub-dimensions

4/4 score on differentiation sub-dimension

The teacher engaged in equitable teaching by differentiating instruction to ensure the needs of all learners are met:

The work is well-structured to build on prior knowledge at a range of proficiency levels.

The instruction and assignment addresses learning through several modalities to accommodate different learning styles



2.7/4 average score on 4 equitable access sub-dimensions across 5 observations

# NEXT STEPS

Support teachers to access and use small data using mobile technologies to improve practice.

Continue to collect and use multiple measures of good teaching to improve TEP.

Advocate for multiple measures in teacher preparation to advance learning and social justice.

**APPENDIX D:  
Innovative &  
Replicable Changes  
Planned after 1/10/15**

[ucla]

[2014-15]

# CCCP SCHOLARS PROGRAM

“Trending Now: #transfer2UC #changetheworld”

[center for community college partnerships]



## [how to apply]

- 1) Review requirements and select a summer program.
- 2) Complete online application, including appropriate short answer essays.
- 3) Submit required additional documents:
  - Recommendation form
  - Complete Transfer Admission Planner at [www.uctap.universityofcalifornia.edu](http://www.uctap.universityofcalifornia.edu)

Students must be residents of California or the US (including undocumented students); International students who hold a current US Visa (F1 or other visa) are not eligible.

### **NOTE for Returning Scholars:**

If you are a current or former CCCP Scholar, you must RESUBMIT a new application and complete the Transfer Admission Planner (the recommendation form is waived). Additionally, you will need to attend SITE LITE if you are not applying to or selected for another summer program.

Returning scholars will be selected if they have completed their previous CCCP Scholars agreement successfully.

## [target participants]

CCCP Scholars are students who may:

- be the **first in their family** to go to college;
- come from **low-income** backgrounds;
- and/or be from **underserved** communities.

The program targets students who:

- have recently graduated from **high school** and plan to enroll in a community college in the fall **OR** students currently attending **community college** who have not yet completed a transfer curriculum at the time of application.
- show **potential** for transfer success.
- are **non-traditional** students who have faced challenges in their academic career.

## [program information]

UCLA's Center for Community College Partnerships (CCCP) presents the CCCP Scholars Program. The goal of the program is to **motivate, inform** and **prepare** students to transfer from a California community college to selective Top Tier Research institutions such as UCLA. Students in the program have access to our summer and year-long academic preparatory transfer programs which guide students through the community college experience, the application and admissions process, research and pre-graduate opportunities and career exploration. CCCP Scholars have a higher rate of admissions to selective institutions and are eligible for special scholarships. The program is grounded on **academic excellence, social justice** and **educational equity**.

[[www.cccp.ucla.edu](http://www.cccp.ucla.edu)]



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[www.facebook.com/cccp.ucla](http://www.facebook.com/cccp.ucla)



Follow us on Twitter  
@CCCP\_UCLA

2211 Campbell Hall, Box 957176, Los Angeles, CA 90095-7176  
email: [cccp@college.ucla.edu](mailto:cccp@college.ucla.edu)  
phone: 310.267.4441 fax: 310.267.4446

- 1) Must make a one-year commitment (if 30 transferable semester units or more) or two-year commitment or more (if less than 30 transferable semester units); Must renew membership every year.
- 2) Must attend one of the required summer programs (participants are awarded a scholarship to cover cost of program).
- 3) Must attend three Saturday Academies and the Culmination during the academic year which is held at UCLA.  
Fall: 10/25/14 Winter: 1/24/15 Spring: 4/18/15\* Culmination: 6/27/15 (\*may be changed to 4/11/15)
- 4) Must make contact with a peer mentor once a month (October through May, eight 30-minute contacts).
- 5) Must maintain enrollment at a California Community College.
- 6) Must research and apply for at least one Scholarship.
- 7) Must maintain and update contact information (address, current community college, telephone and email address).
- 8) Must report academic and transfer progress each semester enrolled at a community college.
- 9) Must complete pre- and post-transfer survey. Pre-transfer survey will be completed during the summer program and the post-transfer survey will be completed during the last term at the community college.
- 10) If admitted and enrolled at UCLA, must make a 20 hour per year commitment of volunteer work with CCCP.

*Failure to meet any of the requirements will terminate participation with the CCCP Scholars Program.*

[programs/dates/deadlines]	[description]	[requirements]
<b>TRANSFER SUMMER STUDENT RESEARCH PROGRAM (TSSRP)</b> Dates: June 23-August 15 Deadline: February 28	<b>8-week residential program;</b> students participate in an engineering laboratory research internship; produce a poster presentation and final paper; mentorship by UCLA faculty; exposed to various support programs for Engineering majors; attend transfer workshops.	<b>GPA:</b> 3.5+ <b>UNITS:</b> 30+ transferable units <ul style="list-style-type: none"> <li>● 60% of major prep completed by Spring 14</li> <li>● <b>Open only</b> to selected community colleges</li> <li>● Selected by Engineering with additional application</li> </ul>
<b>SUMMER INTENSIVE TRANSFER EXPERIENCE PLUS (SITE+)</b> Dates: June 23-July 31 Deadline: May 1	<b>6-week commuter program;</b> students complete a regular summer sessions course, sponsored by UCLA's Office of Summer Sessions & Special Programs. Must participate in activities on Tuesdays and Thursdays from 2-6 PM and Orientation on Monday, June 16.	<b>GPA:</b> 3.0+ <b>UNITS:</b> 30+ transferable units <ul style="list-style-type: none"> <li>● English Composition completed; Transferring Fall 2015</li> <li>● On track to complete transferable Math by Spring 2015</li> <li>● Additional fourth essay</li> </ul>
<b>SUMMER INTENSIVE TRANSFER EXPERIENCE (CLASSIC SITE)</b> Dates: July 13-July 18 Deadline: May 23	<b>6-day residential program;</b> students learn to navigate the community college system with the goal of transferring and making a smooth and successful transition to a University of California campus. Focus on the educational pipeline through graduate school.	Open to high school seniors planning to enroll at a community college in Fall 2014 and continuing community college students.
<b>YOUTHBUILD SUMMER INTENSIVE TRANSFER EXPERIENCE (YB SITE)</b> Dates: July 13-July 18 Deadline: May 23	<b>6-day residential program;</b> exposes LA CAUSA/YouthBuild students to University life, the transfer process, community college, research and careers. Develops writing, research and analytical skills through the discussion and critique of urban movements.	<b>Open only</b> to LA CAUSA/YouthBuild students.
<b>NATIVE and PACIFIC ISLANDER SUMMER INTENSIVE TRANSFER EXPERIENCE (NPI SITE)</b> Dates: July 27-August 1 Deadline: May 23	<b>6-day residential program;</b> students learn to navigate the community college system with the goal of transferring and making a smooth and successful transition to a University of California campus. The program focuses on the history, educational pipeline and resources available to Native American and Pacific Islander communities.	Open to high school seniors planning to enroll at a community college in Fall 2014 and continuing community college students.
<b>SUMMER TRANSFER PROGRAM (STP)</b> Dates: July 27-August 1 Deadline: May 23	<b>6-day residential program;</b> students receive individualized advising on the UC application and personal statement. Introduction to research, University writing, and support programs. The program focuses on the history of and resources available to African-American students.	<b>GPA:</b> 3.0+ <b>UNITS:</b> 30+ transferable units <ul style="list-style-type: none"> <li>● English Composition completed; Transferring Fall 2015</li> <li>● On track to complete transferable Math by Spring 2015</li> <li>● Additional fourth essay</li> </ul>
<b>ENGINEERING SUMMER INTENSIVE TRANSFER EXPERIENCE (E-SITE)</b> Dates: August 10-August 15 Deadline: July 1	<b>6-day residential program;</b> focuses on Engineering majors, resources and pathways to careers. Participants are immersed in Engineering preparation; learn vital information on research; interact with faculty; visit labs; and exposed to support programs for Engineering majors.	<b>GPA:</b> 3.2+ <b>UNITS:</b> 20+ transferable units <ul style="list-style-type: none"> <li>● Calculus I or higher completed by Spring 14</li> <li>● <b>Open only</b> to El Camino College MESA students</li> <li>● Additional fourth essay</li> </ul>
<b>SMC SRI SUMMER INTENSIVE TRANSFER EXPERIENCE (SMC SRI SITE)</b> Dates: August 10-August 15 Deadline: July 1	<b>6-day residential program;</b> students learn to navigate the community college system with the goal of transferring and making a smooth transition. Focuses on majors, resources and pathways to science careers. Exposes students to support programs for STEM majors.	<b>Open only</b> to Santa Monica College (SMC) Science and Research Initiative (SRI) Students.
<b>STEM SUMMER INTENSIVE TRANSFER EXPERIENCE (STEM SITE)</b> Dates: August 10-August 15 Deadline: July 1	<b>6-day residential program;</b> focuses on majors, resources and pathways to science careers. Participants are immersed in science preparation; learn vital information on science research; interact with faculty; visit labs; and exposed to support programs for science majors.	<b>GPA:</b> 3.0+ <b>UNITS:</b> 30+ transferable units <ul style="list-style-type: none"> <li>● English Composition &amp; Calculus I or higher completed</li> <li>● Transferring Fall 2015; BOG or EOPS eligible</li> <li>● Additional fourth essay</li> </ul>
<b>SMC SRI Orientation (SMC SRI)</b> Date: August 23 Deadline: July 1	<b>One-day, all day</b> introduction to the CCCP Scholars Program, transfer requirements, resources and pathways to science careers; campus tour and tips for success at the community college.	<b>Open only</b> to Santa Monica College (SMC) Science and Research Initiative (SRI) Students.
<b>SUMMER INTENSIVE TRANSFER EXPERIENCE LITE (SITE LITE)</b> Date: August 23 Deadline: July 1	<b>One-day, all-day</b> introduction to the CCCP Scholars Program, transfer requirements, campus tour, career and graduate school information, the educational pipeline and social justice, and tips for success at the community college.	Open to high school seniors planning to enroll at a community college in Fall 2014 and continuing community college students.



### An Initial Concept, 9/29/14

With 5 years of experience and accomplishments at the UCLA Community School (UCLA-CS) campus in Pico Union/Koreatown, UCLA is now poised to extend its learning and engagement to a new public school campus within the Los Angeles Unified School District.

LAUSD Superintendent John Deasy and UCLA Chancellor Gene Block support this new school development in a South Los Angeles community.

Given UCLA's commitment to transform public schooling from within the system and in partnership with United Teachers Los Angeles, we expect to propose the new South LA campus as a Pilot School: <http://pilotschools.lausd.net/> UCLA Community School was among the first cohort of 10 Pilot Schools in LAUSD and since then the number has grown to 48. Pilot Schools are small innovative schools with autonomy over staffing, curriculum and assessment, budget, schedule, and governance.

The timeline for new school planning and development is 22 months, beginning in October 2014 with an expected school opening in August 2016.

The following planning structures will facilitate an inclusive and thoughtful school development process:

- Phase 1 (Oct-Dec 2014): Open Forums to gather the ideas and input of three main groups: UCLA community, LAUSD educators, South Los Angeles residents
- Phase 2 (Jan-Oct 2015): Advisory Board and Design Team selected to oversee and develop the school's vision, facility plan, and pilot school proposal (due 10/15/15)
- Phase 3 (Jan-Aug 2016): Pending Pilot School approval, the Advisory Board will appoint the hiring committee for the school principal and lead teachers and the Design Team will continue school development work, in collaboration with the site's educational leaders.

Questions? Karen Hunter Quartz ([quartz@ucla.edu](mailto:quartz@ucla.edu)) or Jody Priselac ([priselac@gseis.ucla.edu](mailto:priselac@gseis.ucla.edu))

**APPENDIX F:  
Leadership,  
Commitment,  
Relationships &  
Partners**

UNIVERSITY OF CALIFORNIA, LOS ANGELES



UCLA  
Graduate School of Education and Information Studies

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## Memorandum

**Date:** August 27, 2014/revised October 20, 2014

**To:** Scott Waugh, EV-C and Provost

**From:** Dean Marcelo M. Suarez-Orozco

**Subject:** UCLA Community School and TIE-INS Program Sustainability Proposal

As per your request I am respectfully submitting for your consideration this formal proposal that would put our UCLA Community School (UCLA CS) and our UCLA Together in Education (TIE INS) programs in a long-term sustainability path. Both the UCLA Community School and the TIE-INS program are UCLA initiatives that GSE&IS has been serving as the main custodian and has been providing the bulk of the support needed to sustain the work in ways that are aligned with our high scholarly standards and mandate to improve public education in Los Angeles and beyond. The UCLA CS and the TIE-INS partnerships have demonstrated that they are successful both in serving the K12 students and in carrying out the university mission of high quality teaching, research and service. We believe it is now time to create a more permanent structure (with permanent funding) that institutionalizes UCLA's commitment to the UCLA Community School and the TIE-INS program. The reasons for this sustainability proposal, *inter alia*:

- While organizational start-up demands flexible and overlapping roles and responsibilities, long-term sustainability requires well-defined jobs and working relationships; In Weberian terms, in institution building we we need to successfully transition from the so-called "charismatic" moment, to the so-called "bureaucratic" moment;
- Based on the first five years of working both at UCLA CS and TIE-INS in many capacities, we have had time to define and develop productive areas for UCLA engagement;
- Both UCLA CS and TIE-INS are initiatives of UCLA, with GSE&IS serving as the main "custodian;" given the extensive engagement with UCLA CS and TIE-INS to date from

departments and units across UCLA, there needs to be well-defined support structures for campus-wide engaged scholarship;

Since March 2009 GSE&IS has provided funding from our internal resources to support both the UCLA CS and TIE-INS. The funding from our sources has exceeded \$1,100,000. This does not include the resources provided to both programs from our central administrative resources such as the Dean's Office, Business Office, and External Relations. In addition there are significant resources from our GSE&IS faculty and Center X that have been crucial to the success of both of these initiatives.

A GSE&IS solo funding of the two projects is unsustainable.

We propose to continue housing these initiatives in GSE&IS with funding from the University. In addition to the two programs noted above, we also propose adding to this unit, the new campus initiative to partner with LAUSD to create a UCLA CS South. To operate this unit and sustain the three programs, we require 5.0 FTE – a full time Director, a full time UCLA CS Associate Director, a full-time UCLA CS South Associate Director, a full-time TIE-INS Director, and a full-time administrative assistant. The work of the unit is to:

1. Oversee engaged scholarship (which includes professional learning partnerships, research, data systems, policy and leadership) to ensure it is functioning well and contributing to the core work of the school and university;
2. Oversee and manage of volunteering and service of UCLA students, staff and faculty at the 6 schools;
3. Oversee application process at the four TIE-IN Schools;
4. Seek funding to support programs at the six schools;
5. Be the point of contact for all six schools to UCLA;
6. Ensure effective fiscal management of UCLA funds (grants, gifts, etc.) at the six schools;
7. Explore replicating the partnerships in other settings
8. Facilitate UCLA campus-wide communication to share how UCLA faculty, staff, and students are engaged at the school and what they are learning.

## Background

### UCLA Community School

The UCLA Community School opened in September 2009 with its elementary grades. By 2011, the school had expanded to serve about 1,000 students from Kindergarten through 12<sup>th</sup> grade. After completing its 5<sup>th</sup> year, we have strong evidence that the school's innovative instructional program is turning the tide of underachievement that has plagued its community for decades. Of particular note from 2012 to 2014, the percentage of seniors admitted to one or more four-year colleges increased from 31 to 55 percent, with the proportion admitted to a UC campus climbing from 9 percent to 25 percent including 5 students who were admitted to UCLA. The percentage of those admitted to a CSU campus

tripled, from 18 percent to 54 percent. In addition, almost all the students in the Class of 2014 not admitted to a four-year institution still plan to attend community college, bringing the overall college-going rate up to 95 percent. We see these data as significant considering the school is located in Congressional District 34, where in 2009 just 4 percent of high school graduates entered a UC campus, 9 percent entered a CSU campus and 21 percent entered a community college, according to the California Postsecondary Education Commission. These data coupled with the stellar performance of the UCLA CS during the WASC review suggest that the school is on the right academic path moving forward.

Of course, there are many factors contributing to this success, yet surely one key factor is UCLA's deep engagement of UCLA at the Community School. From 2009-2014, 200 Bruins (students, faculty, staff) per year enrich student learning. Twenty-six campus units are engaged, in addition to the Dean, three GSE&IS Faculty and a Vice Chancellor sit on the UCLA CS's governance council. More than 30,000 hours of service have been logged. There have been over 30 research studies that include teachers and UCLA faculty as co-authors advancing learning, teaching, community engagement, and reform.

The UCLA commitment is both muscular and steady. This work could not have happened without the three UCLA team members coordinating and managing all phases of our work. Currently three people – our Director of Research, one full-time Associate Director of Bridging and Engagement who manages UCLA volunteers and programs at the UCLA CS school site, and one quarter-time administrative assistant (2.25FTE)- make up the UCLA team. Discretionary, short-term funding, mostly within GSE&IS supports these three liaisons.

### TIE-INS

When the Memorandum of Understanding between LAUSD and UCLA was established in May 2009, the following TIE-INS goals were established:

- To provide access for children of interested UCLA employees to designated LAUSD elementary, middle school and high schools in the UCLA neighborhood.
- To develop K-12 programs in the identified schools fostering a college-bound culture and career awareness for all students.
- To develop mutually beneficial relationships between UCLA and LAUSD supporting professional learning at TIE-INS schools and providing opportunities for all students attending the TIE-INS schools.
- To partner TIE-INS schools with UCLA units/departments as locations for pilot programs and inquiry sites for research.

Below is a summary of data highlight progress toward fulfilling the goals and objectives:

In year one, 80 students were enrolled and for year 5 (2013-14), there were 232 students of UCLA faculty and staff from 32 different UCLA units attending one of the TIE-IN schools - Nora Sterry and Brockton Elementary Schools, Emerson Middle or University High School. In Year 1, there were only 3 children of faculty participating. This year there were 34.

Numerous programs, resources, and in-kind contributions from UCLA units and departments, including over 48,000 hours of service provided by UCLA undergraduate and graduate tutors annually, continue to strengthen school-based intervention and enrichment programs at the TIE-INS schools.

Funds from external sources, provided through TIE-INS, have provided transportation to over 1500 students to music and arts events on the UCLA campus and nearby performing arts venues.

Approximately 400 hours of professional development offerings from UCLA Center X and other UCLA programs have provided support to TIE-INS teachers in core content areas.

Over 20 UCLA units/departments have established programs at TIE-INS schools benefiting both the TIE-INS schools and UCLA researchers and program developers.

In summary, one of the best indicators of success of TIE-INS is the increasing numbers of faculty and staff who have become aware of TIE-INS and are utilizing the resources of UCLA in providing new and better educational opportunities to their children. Whether scheduling field trips to UCLA, using tutors in their classrooms or after school, or inviting guest speakers, the presence of UCLA on these campuses has increased markedly over the five years of the program. The principals are more reliant on UCLA TIE-INS for professional development for teachers and have committed their school funds toward providing leadership and coaching in developing their teachers. In addition, the increasing presence of UCLA parents in leadership roles at these schools is also making a difference to the TIE-INS school communities. Their participation in school governance, volunteer roles, fund raising, and outreach to other parents has helped transform these schools and no doubt has contributed to improved performance on state and district accountability measures.

Once again the evidence points to the difference UCLA engagement is making at these schools. And as with the UCLA CS, this work could not have happened without the UCLA team planning, coordinating, and managing it. Currently three people - one full-time Director, one quarter-time administrative assistant and one-quarter-time liaison (1.5 FTE) - make up the team who serve as liaisons between the university and the schools. The TIE INS Director is funded with temporary, short term University funding until June 2016 and GSE&IS supports the other two positions.

In summary, we believe the work of the UCLA CS and the TIE-INS teams needs to be memorialized as central to the core of the mission of the university moving forward. Therefore, we need to put in place a more permanent structure with permanent university funds establish career positions ensuring long-term professional commitment to carry out the work.

**APPENDIX G:**  
**Strategies for Engaging**  
**Stakeholders and**  
**Achieving Goals**

# UC Network UNIVERSITY ASSISTED COMMUNITY SCHOOLS



WEST SAC  
PREP  
DAVIS  
CAL PREP  
BERKELEY

UCLA  
COMMUNITY  
SCHOOL

PREUSS  
SCHOOL  
UCSD

A bold initiative to establish research-based model schools on or near UC campuses to advance high-quality public education for students underrepresented in the University of California

## common practices

school-community-university connections

engaging & meaningful college-preparation

academic and social scaffolds

instructional leadership

effective & passionate teachers

extended learning time

professional development embedded in the school day

personalization

college mentors & internships

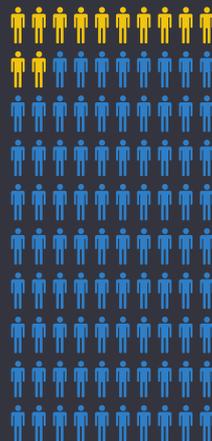
authentic family engagement

research and data analysis that drives improvement

**82%** of Preuss graduates enroll in a 4-year college or university, more than twice the national average for low-income youth

West Sac Prep students take Sacramento City College classes for dual credit starting in 9th grade

college credit

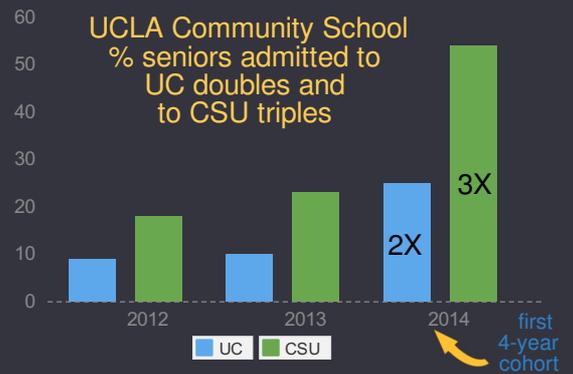


**88%**

Cal Prep 2012 grads persisted into 2nd year in college

Context: 66% of low-income, first generation students persist into 2nd year

Source: Engle & Tinto (2008)



Context: Neighborhood public school where 4% of students in local Congressional District (34) enter UC, 9% enter CSU  
Source: CA Postsecondary Commission

The Preuss School opens on UCSD campus, now serves 846 under-represented minority (URM) students in grades 6-12

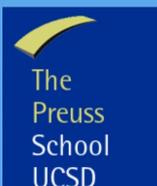
Aspire California College Preparatory Academy (Cal Prep) opens near UCB, now serves 225 URM students in grades 9-12

West Sacramento Early College Prep opens near UCD, now serves 195 URM students in grades 6-12

UCLA Community School opens near UCLA, now serves 1,035 URM students in Kindergarten-grade 12

1999

"most transformative high school in the United States"  
Newsweek



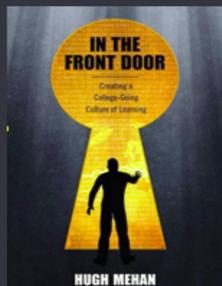
2005



2007



2009



In the Front Door: Creating a College-Going Culture of Learning by Hugh Mehan, 2010, Paradigm Publishers

Hugh Mehan, Gail Kauffman, Cecil Lytle, Karen Hunter Quartz, and Rhona S. Weinstein. 2010. Educational Field Stations: A Model For Increasing Diversity and Access In Higher Education. In: Eric Grodsky & Michal Kurlaender (eds.), Equal Opportunity in Higher Education: The Past and Future of Proposition 209. Cambridge: Harvard Education Press.

## learn/connect

[preuss.ucsd.edu](http://preuss.ucsd.edu)

[cep.berkeley.edu/calprep](http://cep.berkeley.edu/calprep)

[westsacprep.org](http://westsacprep.org)

[cs.gseis.ucla.edu](http://cs.gseis.ucla.edu)

**APPENDIX H:**  
**Evaluation Measures**  
**and Data Sources**

Building Capital: How University-assisted Community School Factors Seek to Improve College Persistence  
Among Urban Minority Youth

A Proposal to the Spencer Foundation

Education and Social Opportunity Area of Inquiry

Karen Hunter Quartz and Marco Antonio Murillo

University of California, Los Angeles

11/12/14

***Introduction***

Despite gains in college enrollment and degree attainment, low-income and minority students continue to under enroll and not graduate from public colleges and universities. From 1990 to 2013 the gap in degree attainment widened between African Americans and Whites ages 25-29 by 7% as well as for Latinos and Whites ages 25-29 by 6% (Kena et al., 2014). Across the country, numerous institutions of higher learning are working to address the shortcomings of our educational school system by developing university-assisted community schools. These partnerships between institutions of higher education and public K-12 schools are intended, “to provide strategic, comprehensive and sustained support for community schools (Harkavy et al., 2013, p. 526).

The University of California (UC) has developed university-assisted community schools at four campuses (San Diego, Berkeley, Davis, and Los Angeles). These four UC campuses created autonomous public school sites embedded within the state’s highest need urban districts and communities: San Diego, Oakland/Berkeley/Richmond, West Sacramento, and central Los Angeles. To promote an academically rigorous and supportive campus climate, each of the schools has created a college-going culture that supports the development of students’ college-going identity (Mehan et al., 2010). While these schools have collected data on students’ college plans, they have very little data on students’ college persistence

(i.e., retention). Utilizing mixed-methods, the proposed study aims to collect data on the UC college experiences of graduates from the four university-assisted community schools to shed light on the factors that support students' transition and adjustment to college as well as articulate the role university campuses play in students' college persistence.

***Description of the Project, Central Questions, Methods, Data Collection Instruments, and Significance***

The UC-assisted community schools provide low-income and minority students an enriching, academically rigorous curriculum. Every student enrolls in college-preparatory courses to ensure they are college-ready (Mehan et al., 2010). Graduates from each of the partnership schools have matriculated into the nine UC undergraduate schools. Students enroll at UC campuses with the assurance that the social and cultural capital they have acquired during high school will bolster their academic success in college.

The proposed study will include approximately 150 graduates from the high school classes of 2013, 2014, and 2015, across the four university-assisted community schools, who have enrolled at a UC campus during the 2015-16 academic year. Including three cohorts of students will provide cross-sectional data into the college experience of students at different stages of degree completion. All students who participate in the research study will be asked to complete a survey developed by the Cooperative Institutional Research Program (CIRP) at the UC Los Angeles campus. Graduates from the class of 2015 will be administered the CIRP's Freshman Survey. The Freshman Survey is administered to entering freshman and covers a range of student characteristics such as demographics, secondary school activities, career plans, values, attitudes, and self-concept. Toward the conclusion of the academic year participants will be asked to complete the CIRP's Your First College Year (YFC) survey. The survey is designed to assess how students have developed academically and personally during their first year of college. Of particular value will be measures related to students' persistence to their second year, for example, assessing the learning environment, campus climate, and financial resources. Graduates from the classes

of 2013 and 2014 will complete the CIRP's Diverse Learning Environment survey (DLE). The DLE will offer data on students' perception of the institutional climate including cross-racial interactions, academic validation, access to support services, sense of belonging, and learning outcomes. Taken together, the three survey instruments will provide data on the college experience of students as it relates to persistence as well as to the social and cultural capital they access while in college.

Survey results will be used to select ten students to interview from each of the schools during the second half of the academic year. The interview sample will reflect participant demographics based on gender, race/ethnicity, and major discipline. Interview questions will focus on understanding students' day-to-day experiences pertaining to campus climate, race, faculty/staff interactions, peers, finances, student services, and familial relationships. Specifically, we are interested in gaining deeper insight into the social and cultural capital students develop in relation to persistence and degree attainment.

The central questions guiding the study are as follows:

- 1) What factors contribute to the transition, adjustment, and success of UC-assisted community school graduates at a UC?
- 2) What are the characteristics of the social and cultural capital graduates of the UC-assisted community schools access and develop during college to support their persistence to degree attainment?
- 3) How do students navigate the college environment?
  - a. What barriers and supports do they encounter?
  - b. What strategies do students utilize to adjust and persist in college?

Given the UC investment in university-assisted community schools, outcomes from the study will help articulate the resources and barriers that support and impede students' persistence to degree attainment. Moreover, study outcomes will be utilized to identify points in the K-16 educational pipeline that should be strengthened. Specifically, it will allow the community schools and the UC system to better align curriculum and resources to support students in college.

### ***Relevant Literature***

Studies on the transition to college have detailed the factors that contribute to the academic, social, and emotional adjustment of minority students. According to Kuh et al. (2007), researchers typically examine five measures in students' college success: 1) background characteristics, 2) institutional characteristics, 3) faculty, staff, and peer interactions, 4) perceptions of the learning environment, and 5) the quality of student effort given to activities to support their education. However, there are limits to these measures. Studies focused on the college transition and experience of low-income and minority students stress the need to explore how academic preparedness, lack of support services, financial aid problems, and perception of racial campus climate affects students' persistence (Hurtado et al., 1996; Cabrera et al., 1999; Nora, 2004). As such, this study seeks to provide a more holistic perspective of the college experience of students.

The proposed study would contribute to research focused on the pre-college preparation, college transition, and college persistence of low-income and minority students by engaging researchers at both the K-12 and higher education levels to critically analyze how capital gained in high school makes it way to college. Through academically rigorous courses, quality teaching, and social supports schools help students and their families build a strong foundation for a college-going culture (McDonough, 1998; Alvarez & Mehan, 2005; Mehan, 2012). In doing so, schools equip students with resources, networks, and dispositions to pursue a college education and succeed in their postsecondary pursuits. In a qualitative study on the college transition of graduates from the UC San Diego campus, Mussey (2009) learned that upon entering college, students felt academically prepared but expressed frustration with the large, depersonalized classes. Although initial findings are interesting, more research is needed to understand the supports and barriers that enable or hinder students' persistence.

### ***Conceptual Framework***

This study of college persistence draws on the measures mentioned above to understand the college transition and college persistence among graduates of the four UC-assisted community schools.

Together, these four schools function as a network that addresses the call for “regional consortia of higher educational institutions dedicated to improving schooling outcomes and community life” (Harkavy et al., 2013, p. 537). Guided by the work of Bourdieu (1985), the schools aim to create formative social networks (social capital) that provide students’ the resources they need to be college-eligible, and, concomitantly, expand their knowledge (cultural capital) of what it means to be college-ready. However, despite conducting this work, we still do not know whether students’ social and academic trajectory is permanently modified for the better (Mehan, 2012, p. 112). The proposed study will explore how students build and expand upon the social and cultural capital they develop at the university-assisted community schools.

### ***Data Analysis***

Univariate descriptive statistics will be used to present initial findings of survey outcomes. Attention will be given to items focused on student persistence, campus climate, learning contexts, support services, faculty/staff interactions, and financial aid. In addition, measures for social and cultural capital will include items related to participation in academic programs, campus involvement, and mentorship. Means will be calculated by gender and major discipline (i.e., science and non-science) to note differences in experience. Results will be compared using one-way analyses of variance (ANOVA). Moreover, utilizing the CIRP’s survey instruments will allow us to compare graduates from the university-assisted community schools with other low-income minority students across the country.

All interviews will be transcribed verbatim and read in full multiple times. Throughout the data collection process memos will be written to help guide further inquiry and identify emerging patterns related to student persistence as well as permit findings from the data to emerge (Saldaña, 2013). With the use of MAXQDA, a software program designed to facilitate the organization of qualitative data, we will utilize focus coding to elaborate on themes and categories. Charts and tables will be used to organize and visualize analytic patterns across data (Miles and Huberman, 1994).

### ***Spencer Areas of Inquiry***

The proposed study aligns with the Spencer Foundation's *Education and Social Opportunity* area of inquiry. The university-assisted community schools have developed learning contexts with the goal of improving the educational and social outcomes of all students. As such, it is important to understand the ways higher education institutions (e.g., the UC system) foster and impede students' educational progress. Alongside studying the role of the institutions, understanding students' social, economic, and familial contexts will help illuminate the supports and challenges students from the four schools encounter in new educational and social settings.

### ***Principal Investigator & Postdoctoral Scholar***

Karen Hunter Quartz will serve as Principal Investigator for this study and will spend 5% of her time working on all facets of the proposed research. Dr. Quartz is Director of Research at Center X, the institutional home of UCLA's professional credentialing and advancement programs for teachers and educational leaders. In addition, she directs research and development efforts at one of the partnership schools: UCLA Community School. Dr. Quartz is a founding member of the UC Network of University-assisted Community Schools and will help convene its members to provide support and guidance throughout the project.

Marco Murillo, Ph.D. Candidate at the UCLA Graduate School of Education and Information Studies, will spend 50% of his time, serving as the postdoctoral scholar for the research study. He will be responsible recruiting study participants, administering survey instruments, and conducting interviews as well as analyses. Mr. Murillo has served as a Graduate Student Researcher (GSR) at the UCLA Community School for four years, working to develop structures and systems for the school's college-going culture. In particular, he is currently completing a dissertation study on the college going of undocumented youth.

(Word Count: 1785)

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