



Spring 2018 Charter School  
Application  
Threshold for Evaluation  
Template



Table of Contents

Eligibility Determination & Threshold for Evaluation (Part 1)	2
Executive Summary	2
Returning Applicant Groups	9
Academic Model	11
Enrollment Plans	22
Student Experience	25
Family & Community Engagement	35
Governing Board	39
Staff and Organization	48
Mission Critical Partners	50
Operational and Financial Readiness	53
Attachments	56



## Eligibility Determination & Threshold for Evaluation (Part 1)

### Executive Summary

Provide a two to four page overview of your school or network, including:

- Explain the mission and vision of your school. What will your school set out to achieve in the long term, what will success look like, and how will your school get there?
- Include information on what success will look like for students while attending your school, and after they leave your school (The outcomes you will achieve);
- How does your school align with the district's charter authorizing priorities?
- What are the elements of your educational model that will meet the needs of your target student population?
- Explain why your school would be important to the community in which you are proposing to locate.
- Who will your school collaborate with? What community support has the school generated? Who will your school work with to be well positioned within the city and community?

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

**(1) MISSION AND VISION** Young Audiences Charter School – Orleans Parish (YACS – Orleans) will open as a Pre-K - 3 Type 1 charter, serving 424 students (36 Pre-k, 88 K, and 100 per subsequent grades) in 2018-19 with plans to add a grade each year through 8<sup>th</sup> (chartered Pre-K – 8). YACS – Orleans will be the second school in the YACA network, following the opening of YACS – Jefferson in 2013. YACS – Jefferson currently serves 761 students grades K-7 of which more than 84% qualify for free and reduced lunch. Like its sister school, YACS - Orleans will provide an education that demands rigorous academics while nurturing inherent student talents with a mission to *educate the whole child through arts integration and equip our creative learners to flourish as leaders in life and learning*. Both YACA schools provide an innovative academic environment with differentiated instruction in and through the arts.

We believe that every child has the right to an education that empowers them to play a role in their personal achievement and fosters skills to be effective and creative thinkers. This sentiment guides our vision that “Young Audiences Charter School Creative Learners are self-aware thinkers, creators, and problem solvers who serve as leaders in their community, and have a lifelong love of learning.” The demands of the 21st Century require students to be dynamic, creative, and flexible. YACA is committed to providing an education that inspires students to be independent, confident, motivated, life-long learners who are driven to reach their highest potential in high school and career.

**Long Term Success:** We believe that, while students must be successful in achieving mastery on state mandated tests, it is our additional responsibility to provide an education that prepares students for a successful future. At YACA schools, artistic habits of mind foster mutual respect for one another and one another's work that permeate all other aspects of the school culture. We empower students of all learning styles and abilities to take ownership over their individual projects while mastering material and gaining deeper understanding of subject matter. Success at YA – Orleans results in students who are creative thinkers, problem solvers, and future leaders in the competitive 21st Century world in which they live.



***How YACS – Orleans Will Achieve Success:*** YACS – Orleans will achieve our goal of providing the rigorous, “whole child” education that Orleans Parish students deserve by following the same framework for success employed at YACS – Jefferson. Four years of implementation at YACS – Jefferson necessitated the development and refinement of YACA’s operations systems, inter-school and community communications channels, and arts-integrated curriculum. Rigorous external and internal evaluation of the model’s professional development framework and operations plan allow YACA to continually revise and streamline its operations, resulting in cohesion across mission, vision, and values; arts-integrated curriculum implementation; and communication of academic, artistic, and behavioral expectations. Following the model of other school operators that operate multiple campuses, YACA will form to a Charter Management Organization to centralize core operations of fiscal oversight, overarching school operations, curriculum management, development, data management, and evaluation of leadership performance.

Operation of YACS – Jefferson has allowed for the model in its entirety, as well as its individual components, to be evaluated and improved to best meet student needs. YACA’s model is comprised of four main elements working cohesively to achieve both student and staff success: (1) arts-integrated instruction framework; (2) professional development; (3) arts experiences and performances; and (4) assessment.

#### Arts-Integrated Instruction

Arts-integrated pedagogy allows students to assume responsibility for their own learning by gaining insight from concrete experiences and developing positive problem solving and critical thinking skills to enable more efficient and meaningful choices and deepened understanding. The use of the arts as a teaching tool accommodates individual learning styles across multiple intelligences, encourages active participation, and creates motivation and enthusiasm for learning. This method is designed to support student achievement as well as prepare them for future job markets that are dependent on communication, creativity, and problem solving. In addition, arts experiences afford multiple points of access for parent and community engagement. We believe that by providing greater opportunities for education and involvement, community members can become active stakeholders in the development and growth of their school and neighborhood.

#### Professional Development

Providing growth opportunities for all levels of YACS – Orleans staff is at the center of school policy and critical to the successful implementation of the school’s model. Arts integration is a learned skill, even for teachers who are naturally talented in the arts. The pedagogical practice of simultaneous instruction in art and in core content benchmarks requires educators to be skilled in illuminating content area connections through the arts. YACA has developed and vetted a comprehensive model for professional development inclusive of classroom teachers, support staff, and leadership with the goal of creating a school-wide culture of arts integration. The professional development scaffold features both traditional “top-down” delivery and “hands-on” co-teaching elements including (1) professional development institutes and traditional professional development in-service days; (2) dedicated, full-time arts integration specialists and teaching artists



on staff; (3) co-taught professional teaching artist residencies; and (4) arts integration leadership training.

#### Arts Experiences and Performances

YACS-Orleans will offer five major arts disciplines, providing broad opportunities for student artistic and cultural growth as well as pathways to master academic core competencies. Students will participate in one discipline per academic year based on grade level, allowing the exploration of all five art forms as students matriculate. Disciplines include visual arts, drama, dance, music, and digital media arts. YACS-Orleans students participating in the afterschool program will have additional opportunities to practice their preferred artistic disciplines.

YACA believes that students should find joy in learning. Every other Friday, all students, faculty, and administrators attend a performance or demonstration by a local professional performing or visual artist as part of a school-wide performance series. Also unique to the YACA model are quarterly Celebrations of Learning. The events feature student musical and theatrical performances, art exhibitions, and readings, providing an opportunity to showcase student talent and encourage students to reflect upon on their academic and creative journeys.

#### Teacher Performance Assessment

The YACA model includes regular cycles of observation, feedback, and coaching to ensure that our teachers are performing to the best of their abilities and have access to resources and support for improvement. Observations are performed a minimum of once quarterly by arts integration specialists, curriculum specialists, and school leadership. Each observation session is followed by a feedback meeting and additional in-class coaching as needed. Underperforming teachers will complete growth plans and receive weekly support from an instructional specialist.

**(2) WHAT SUCCESS LOOKS LIKE FOR YACS – ORLEANS STUDENTS** YACS – Orleans believes its goals for Years 1 through 5 are ambitious but feasible and are reflective of the complexities of launching a successful, arts-integrated school. Although academic progress is at the core of YACS – Orleans’s preliminary goals, we understand that improvements in behavior/attendance, staff and student retention, parental involvement, and community support are critical to the ultimate success of the school.

#### **GOALS AND OUTCOMES YEARS 1 – 5**

IMPROVEMENT AREA	GOAL	OUTCOME
Academics	Achieve a “B” designation by the end of Year 2 and an “A” by the end of Year 4	Students achieve mastery of core content areas
	Third grade students will meet or exceed Orleans Parish district average scores for Mastery+ on the iLEAP (31% ELA, 31% math, 16%	Students achieve mastery of core content areas



	science, and 16% social studies) at the end of Year One; our students will achieve at least 5% growth in all test areas each subsequent academic year	
	80% of students will be reading on grade level as defined by Fountas & Pinnell by end of Year 3	Students develop foundational literacy skills necessary to succeed in subsequent grades and on the LEAP
	Students complete at least 4 arts integrated units per year	Students grow artistically and as cross-disciplinary thinkers
Behavior/ Attendance	Behavioral referrals decline each year Student attendance improves each year	Students are better focused, healthier, and able to learn in a stable environment Students participate in an increased number of instruction hours
Retention	Staff retention improves each year Student retention improves each year	Students benefit academically and emotionally from stability Students benefit socially and emotionally through lasting relationships with peers
Parental Involvement	Successful launch of Parent Community Organization by start of Year 2 Volunteer numbers increase each year	Students benefit academically and social/emotionally from a supportive and inclusive school family and community Students experience the impact of community, working together, and giving back
Community Support	Three corporate partnerships established by the end of Year 2 Develop a network of academic support partners	Students learn in a school that grows through the financial and volunteer support of partners Students learn from the talents and skills of experts in the field

YACS students of all learning styles and abilities are encouraged to take leadership roles in their learning – academic, social/emotional, and artistic. Students graduating from YACS - Orleans will enter high school and career prepared to meet the challenges that they will face and to have the confidence to know that they will succeed.

**(3) ALIGNMENT WITH DISTRICT CHARTER AUTHORIZING PRIORITIES** The opening of YACS – Orleans aligns with OPSB’s priority to ensure equitable access to high quality schools for all learners, regardless of socio/economic status or academic ability (Charter Authorizing and Portfolio Priority #4). We are an open enrollment school without Focus Programs or Mission Specific Preferences that recognizes that student diversity and differences make a school community stronger. YACS – Orleans will be the first, fully arts-integrated school in Orleans Parish, providing parents and caregivers with choice and extending the opportunity for professionally instructed arts experiences and arts-based learning commonplace in private schools to all students, regardless of means. The YACA model requires rigorous and sustained professional development for leadership and staff, aligning with OPSB’s priority for schools that support their staff with the resources and growth experiences





necessary to succeed. Through arts integration YACA's model provides opportunities to excel academically and artistically for exceptional students of all learning styles and abilities (Charter Authorizing and Portfolio Priority #3).

**(4) ARTS-INTEGRATION MEETS THE NEEDS OF ORLEANS STUDENTS** YACA anticipates our model will attract students whose race, gender, family income level, and Special Education needs align with percentages that are similar to those of the *population of Orleans Parish*. Teaching through the arts promotes competencies for children across the curriculum and has been demonstrated effective for students of all socio/economic and family backgrounds such as those projected to enroll at YACS - Orleans. Students are offered a comprehensive and connected educational program that reflects the philosophy of educating the whole child and recognizes that individuals learn in different ways. At YACS – Orleans, the arts-integrated, balanced curriculum challenges students and allows them to demonstrate their knowledge through a variety of methods. Projects within disciplines reflect curriculum guidelines for that subject and incorporate guidelines from National Core Arts Standards as well. Arts-integration is accomplished through backwards planning, project based learning, and co-teaching between classroom teachers and teaching artists.

YACA's arts-integrated, project based approach to teaching and learning has demonstrated success for children of all abilities from the highest performing students to those with significant deficits. Arts-integrated programs have proven to hasten student achievement, raising standardized test scores as much as two times faster than the scores of youth in more traditional schools (Evaluation, Chicago Arts Partnership in Education, Catterall & Waldorf, 1999). Additionally, arts-integrated programs are associated with academic gains across the curriculum, having particularly significant impacts on achievement levels of struggling students (Rabkin & Redmond, 2004). Low-performing students in arts-integrated programs consistently show decreased levels of truancy and increased levels of classroom engagement as the arts-integrated curriculum provides them with multiple avenues to success.

Instructing through the arts is a particularly effective strategy for early learners in Pre-K through first grades. Integrating art activities into early literacy and math instruction stimulates children's innate desire for active, multisensory learning and allows them to embody concepts by singing and dancing, and through puppetry, story dramatization, role play, and creation. It is easy to reason that an enriched and stimulating environment will enhance children's academic, cognitive, and social development, particularly in four and five year old Pre-K and K students when rapid brain growth is still occurring: "The quality and reliability of early experiences and environments are the building blocks of early brain architecture" (Phillips, et al, 2017). YACS – Orleans employs the same curriculum and strategies for early learners developed by the nationally acclaimed Wolf Trap Early Learning through the Arts program and implemented at YACS – Jefferson.

In addition to aligning with Charter Authorizing Priorities, the launch of YACS – Orleans fulfills all eight of the Goals outlined in the OPSB November 2017 *Unified Path Forward: Our Vision and Goals for Public Education* in New Orleans guidelines.



**(5) WHY YACS – ORLEANS IS IMPORTANT TO THE COMMUNITY** YACS – Orleans will address the same challenges that impede student achievement across the Greater New Orleans area, but will do so through a research-based, arts-integrated model that provides dynamic learning experiences, access to professional art performances, and participation in hands-on art experiences that are critical to fostering the academic and cultural development deserved by Orleans students, particularly given the creative culture in which they live. Our school will:

1. **Narrow the academic and arts achievement gaps between affluent students and their under-resourced counterparts.** YACA believes, and research supports, that students make significant academic and social/emotional gains when learning through the arts. Sadly, funding cuts for school arts programs have disproportionately impacted schools that serve economically-disadvantaged students and arts integration is not a strategy commonly employed by under-resourced schools.
2. **Present parents a quality, “whole child” option for their children’s education that is open-enrollment and inclusive.** According to Rocco Landesman, former National Endowment for the Arts’ Chairman, “when a school delivers the complete education to which every child is entitled—an education that very much includes the arts—the whole child blossoms.” A fully arts-integrated school is not currently an option for Orleans Parish families (Charter Authorizing and Portfolio Priority #4).
3. **Provide students of all learning styles and abilities access to an engaging curriculum and learning environment that meets their individual needs.** The use of the arts as a teaching tool accommodates individual learning styles across multiple intelligences, encourages active participation, and creates motivation and enthusiasm for learning (Charter Authorizing and Portfolio Priority #3).
4. **Add a quality Pre-K option for Orleans Parish Families.** The national Wolf Trap Early Learning Through the Arts model applies the same co-taught teaching artist residency model employed at YACA schools in later grades, improving pre-literacy, math, and social/emotional skills for children ages four and five by integrating the performing arts into core content lessons. Both national level and local evaluation of the WTI model, along with high-level grant funding of WTI-based initiatives, assert its effectiveness. Mission Critical Partner YALA is currently in its second cycle of funding from the W.K. Kellogg Foundation to implement WTI practices at Kingsley House and Educare Head Start Centers (total \$710,000) and working in partnership with Jefferson Parish Public Schools (JPPSS) to adapt national WTI curriculum to support Louisiana State Content Standards and provide professional development for 45 JPPSS teachers (\$1.5 M project funded through US Department of Education Professional Development for Arts Educators grant program). WTI-trained teaching artists currently bring this high level of early childhood expertise to classrooms grades K and 1 at YACS – Jefferson through contract with Mission Critical Partner YALA. This practice will expand to serve YACS –





Orleans's youngest learners by staffing both Pre-K classrooms with WTI-certified teaching artists as full-time co-teachers.

#### **(6) COLLABORATION AND COMMUNITY SUPPORT**

YACA believes that nurturing the whole child and implementing a cohesive, holistic education also involves the parents, families, and neighborhood. We recognize the learning environment is not just relegated to the classroom but extends to the student's home and community. In order for arts-integrated curriculum to be most effective, all stakeholders (students, parents, faculty, staff, and community members) must have a voice in developing short term and long-term educational goals, in addition to being provided the tools to implement them. Our commitment to providing parents and community members with opportunities to provide feedback, develop skills, and engage with the arts is regarded as a fundamental element of YACA's arts-integrated education.

Through YACS – Jefferson, YACA has formed a network of community partners that support the mission of the school and the students who attend it. Our partners are committed to continuing the relationships developed through YACS – Jefferson at YACS – Orleans. Mission critical partners include:

1. **Young Audiences of Louisiana (YALA)**
2. **Goat in the Road Productions (GRP)**
3. **Project Peaceful Warriors (PPW)**
4. **Arts Council of New Orleans (ACNO)**
5. **Loyola University's Institute for Quality and Equity in Education (IQEE)**

In addition to its Mission Critical Partners, YACA currently enjoys partnerships with universities including Xavier and Loyola, corporations including Capital One and IBERIABANK, foundations like Helis and W. K. Kellogg, Greater New Orleans Charter School Collaborative, CAPE (who have extensive research on the value of arts in the classroom), Lincoln Center, National YA, and the National Afterschool Association, YACA will bring its existing partnerships to YACS-Orleans while developing new partnerships with stakeholders in the community. These relationships will form the foundation for the school's culture and increase potential for positive impact as a community asset.

Support for school expansion and replication is growing in the community on both sides of the Mississippi River. At YACS – Jefferson, enrollment has met or surpassed projection each year and the student mobility rate is a low 6.8%. The Jefferson Parish School Board is so confident in the school's potential that it voted to expand its charter to include pre-k through 12<sup>th</sup> grades (original charter stipulated K-8<sup>th</sup>) in June 2017; this decision was made, in part, because of our 97 out of 100 financial health measures score from the Jefferson Parish Public School System. Parent surveys from Critical Mission Partner YALA's 2017 summer arts enrichment programs overwhelmingly confirm that there is interest in expansion of the YACA model to Orleans Parish: 90% of respondents indicated their level of interest at "4" or "5" on a Likert scale with "5" being the highest level of interest.



### Returning Applicant Groups

*Applicant groups that have submitted unsuccessful charter applications to OPSB previously are required to complete this section*

Describe the activities that your founding team has conducted since your last application to improve your readiness to start a charter school.

#### **TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

YACA appreciates the feedback provided by the Charter School Recommendation Report and through in-person meetings during the Fall 2017 OPSB charter cycle. The suggestions of the panel allowed our founding team to further consider YACA strengths and areas for improvement in our plans for the creation of a CMO and expansion to open a school in Orleans Parish. Reviewers of YACA's Fall 2017 application conveyed that our arts-integrated model and experience in launching YACS – Jefferson better suits YACA to apply for a start-up charter than a transformation school. This change necessitated the restructuring of the organization, staffing plan, and budget. Additional feedback for model replication, effective professional development, and administrative support practices was sought from current YACS – Jefferson personnel to ensure that staff members at the new school are provided the best possible supports to implement arts-integrated pedagogy in a safe, effective, and efficient school environment. The founding team dove deeper into “what student success looks like” and developed more targeted goals for student achievement based on both big picture School Performance Score growth and individual grade level expectations as assessed by MAP testing. YACA also consulted legal council Adams and Reese LLP to review our proposed operational structure and examine possible conflicts of interest arising from contracts with Mission Critical Partner YALA. YACA is confident that we have addressed all concerns raised during the fall 2017 application process as presented through the following actionable steps and data:

SCHOOL YACS – Jefferson implemented a series of school policy measures and new curricula intended to hasten the school's strong, but gradual academic growth during the fall 2017 semester. Measures included (1) institution of Eureka Math curriculum for all grades (2) use of Louisiana Guidebooks for English Language Arts in grades 3 - 5; (3) implementation of My Perspectives for English Language Arts in grades 6 and 7 (classified Louisiana Tier 1); and (4) more frequent data dives to assess student progress closer to “real time.” MAP testing of all students at the close of the fall 2017 semester indicates significant improvement in student English Language Arts performance. Based on the MAP data the percentage of students projected to pass the LEAP (basic, mastery, advanced) increased from 60% (2016-17) to 65%. More dramatic is a comparison between YACS – Jefferson's seventh grade students' end 2016-17 English Language Arts MAP scores and those from December 2017: 27.7% of students achieved mastery in spring 2017 v. 45.1% in winter 2017. Advanced scores improved from 2.4% to 7.0% during the same test period. To reiterate, our current third graders outperformed the state and 46 out of 50 OPSB/RSD schools with non-selective admission standards. These same third grade students also achieved scores of basic and above at



rates 6% higher than the state average and 8% higher than the average of the Jefferson Parish Public School System (JPPSS).

Both developmental and learning science research support the hypothesis that linking student learning in and through the arts attributes to a wide range of academic and social benefits (AEP, 2002, 2006). Evolving from No Child Left Behind's focus on standardized testing, the newly implemented Every Student Succeeds Act mandates that schools offer a "well-rounded" plan for instruction. Supported by a growing body of evidence, this philosophical shift further legitimizes the YACA arts-integrated model as pedagogical best practice, making YACS – Jefferson a strong candidate for replication.

YACA has gained invaluable experience in operations, staffing, curriculum development, goal-setting, and community engagement during the launch and first several years of operation of YACS – Jefferson. In only its fifth year of operation, YACS – Jefferson is outperforming 21 open enrollment schools in Orleans Parish based on School Performance Score. YACA will leverage its experience launching YACS – Jefferson to more effectively and efficiently open YACS – Orleans, relying on proficient leadership and a vetted template for replication. Fifty-nine percent of Orleans Parish charter schools have a curricular theme (Education Research Alliance NOLA, 2015). These schools appeal to parents seeking either a specific pedagogical model or content focus to meet the needs unique to their children. Current Orleans Parish schools offer STEM, language immersion, and project-based learning models, but there is not an open enrollment school with an arts focus. YACA's art-integrated model celebrates one of our city's greatest assets: the culture and creativity of New Orleanians. **We are the only local school operator with the expertise, nationally-developed and locally vetted arts-integrated curriculum, and community partnerships to provide the whole child, arts-centric educational option deserved by Orleans students and families.**

PEOPLE YACA's Spring 2018 application to launch a Pre – K through 3<sup>rd</sup> grade school (chartered through 8<sup>th</sup> grade with one graded each subsequent year) presents a more manageable expansion than the Fall 2017 proposal to transform a failing school. YACA will be following a template developed during the planning, launch, and management of YACS – Jefferson as opposed to the uncharted territory of school transformation. The initial number of students served will also be lower than proposed with transformation (424 start-up versus 675 transformation), thus allowing for more manageable growth.

YACA's readiness to form a CMO and expand to open a school in Orleans Parish is founded on years of planning; research into best practices; conversations with staff, parents, and community members; experience navigating the launch of YACS – Jefferson; nationally-vetted curricula; and an ardent belief that all students have a right to quality education through arts integration. This preparedness includes a thorough assessment of organizational capacity. While the school leader and some members of the YACS – Jefferson leadership team, along with one teacher per grade level K – 3, will transition to YACS – Orleans, YACA's intensive professional and leadership development programs have prepared remaining staff to assume new roles and continue the high-level school



experience expected by YACS – Jefferson students and parents. Co-teaching also allows new teachers to acquire arts-integration skills rapidly while in the classroom.

YACA’s governance and organization plan is fully-vetted by legal counsel Adams and Reese LLP and modeled after peer nonprofit CMO structures. To clarify, the current YACA Board of Directors will form a CMO. The CMO provides central office services to both schools and consists of a CEO (Rickie Nutik) who oversees the CAO (Bradley Philipson), COO (Richard Bates), and CFO (Mike Dunn). Additional central office staff includes a data manager, IT manager, and the newly added position of grant writer. The CMO provides management and accountability for both schools in the network, with the CEO held accountable for performance at both schools by the YACA Board. CEO Rickie Nutik is responsible for management and performance review of the School Leaders at both schools. While the CAO is ultimately responsible for curriculum decision-making, the school-based Directors of Curriculum and Instruction and Directors of Arts Integration report to their respective School Leaders. To ensure that the school leaders are focused on academics and school culture the school-based Operations Managers report to the CMO COO. Details on the breakdown of CMO, CMO-supervised, school supervised, and contract staff positions are included in the Attachment 3 Organizational Chart.

OPERATIONS YACA views its close relationship with Mission Critical Partner YALA as an asset. Working together to found YACS – Jefferson has led to the development of mutual institutional and operational knowledge, creating unity of mission between YACA and its closest partner. As the founder of YACS – Jefferson YALA recognizes that school start-up costs can be prohibitive. YACA was fortunate to receive \$250,00 funding from the Walton Foundation as part of the Foundation’s charter start-up grant program for YACS - Jefferson. Although YACA is applying for a similar start-up grant to offset expenses leading up to and during the first year of operation at YACS - Orleans, this money is not guaranteed. To ensure the successful launch of YACS – Orleans in the event that Walton Foundation funding does not come to fruition, YACA will enter into an interest-free loan agreement with YALA in the amount of up to \$259,000. YACS – Orleans’s current five-year budget plan reflects the repayment of the loan in full by the close of Year Three.

FINANCE: The change from a transformation school format to a start-up necessitated the retooling of the staffing plan and budget. The budget and staffing plan proposed for this application address YACS – Orleans’s personnel needs as the school adds a grade each academic year.

#### Academic Model

1. Describe the academic needs of the student population you propose to serve. Explain how you will set, and measure progress towards, performance goals that put your students on a path towards achieving your vision. Include your plan to gather baseline data necessary to establish goals.
2. Describe the concrete structures, policies, and practices that will differentiate your school from options already available to the community you propose to serve.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**



**(1) STUDENT ACADEMIC NEEDS** YACA believes our arts-integrated model is ideal to serve the academic and creative needs of students in Orleans Parish, regardless of socio/economic status, academic ability, or early learning/pre-school readiness. Although the YACA board is committed to expansion in the state, it will be a measured growth guided by internal and external evaluations that prove capacity and ability to succeed. By opening a second school in August 2019 YACA will reach both economically secure and insecure students whose families are seeking an arts integrated school in Orleans Parish and provide a much needed, high-quality Pre-K option. YACS – Jefferson has exceeded its enrollment targets in all four years of operations and maintains a list of inquiries from families in other Jefferson Parish communities who cannot be served by our bus transportation service. YACA anticipates our model will continue to enroll students whose race, gender, family income level, and Special Education needs align with percentages that are similar to that of the *population of Orleans Parish*. While not a “diverse by design” school, the arts-integrated model employed by YACS – Orleans and the appeal of quality, “whole child” education will attract a racially and economically diverse student population. YACA expects student demographics similar to its YACS –Jefferson campus (53% African American, 29% Caucasian, 10% Hispanic, 2% American Indian, 2% Asian, and 4% other) and peer open enrollment charter schools with specialized programs such as Morris Jeff Community School and Bricolage. YACS – Orleans projects enrollment of SPED, ELL, and Gifted & Talented to mirror current percentages in Orleans Parish, serving approximately 47 SPED, 21 ELL, and 60 Gifted & Talented students. *The launch of YACS – Orleans directly supports OPSB’s Unified Path Forward Goal Six to increase school diversity.*

***Equitable Access to the Arts and Arts-Integrated Learning Experiences (Priority #4):*** In Orleans Parish 81.1% of students are eligible for free or low-cost lunch, and only 27% of students grades 3 – 8 scored “Mastery” or above according to the 2015-16 Louisiana Department of Education School District report card. Indicative of an equity gap, minority, SPED, and economically disadvantaged students scored at “Mastery” or above 25%, 13%, and 23% respectively. Failing to provide early elementary school intervention to close the achievement gap is a crisis that will have a lasting impact on the wellbeing of Louisianans for years to come: “Thousands of children in Louisiana enter kindergarten unprepared and quickly fall behind their peers. The effects from a lack of high-quality early childhood education can be long-lasting, resulting in lower LEAP and iLEAP scores, retention through elementary, middle and high school and even dropouts in 7th grade and beyond” (louisiana.edu).

Diminishing funding to arts programs, during the school day and afterschool, over the last 20 years have disproportionately affected the most vulnerable students in high-poverty districts, extending the equity gap beyond academics to access to music, visual arts, dance, and theatre. Ensuring equitable access to arts experiences is particularly critical for disadvantaged students, as statistics indicate that the “income achievement gap” between vulnerable and affluent students has widened in the past 30 years, being a staggering 30 to 40% larger for children born in 2001 than those born 25 years earlier. More affluent families enjoy access to higher quality childcare and have money to invest in “children’s cognitive development and enrichment...so that children





from wealthier families enter kindergarten more likely to learn and hold that advantage over time” (Feister, 2013). The YACA model provides integrated arts learning, access to professional art performances, and participation in hands-on art experiences that are critical to fostering the academic and cultural development deserved by all students.

**Parent Choice: Whole Child Education (Priority #4):** Although education theory and practice is shifting toward a more “whole child” approach, emphasis remains heavily tilted towards achievement on standardized tests, without acknowledging that inclusion of the arts facilitates that goal. YACS – Orleans provides parents and caregivers desiring that their children receive an arts-focused education with an open enrollment, public charter option. YACS – Orleans extends the access to sustained, professionally instructed arts experiences and arts-based learning commonplace in private schools to all students, regardless of means.

**Education Through the Arts Effective for All Styles of Learners (Priority #3):** Research affirms YACA’s assertion that arts-integrated instruction is an effective pedagogical approach to engage a variety of differently-abled learners. An arts-based education is particularly beneficial for children who struggle in traditional educational settings or where the arts are not provided in a sequential and standards-based format. English may not be their first language, or compounding learning deficits that are endemic to low-performing schools, may have discouraged them from believing that they can learn and even enjoy the learning process. The arts-integrated model employed by YACA provides a wide-range of diversified strategies that level the “learning field” for young students and offer them unique pathways to success in the classroom and in life. YACS – Orleans provides all learners participation in academic environment that is not always evaluated on rigid standards, and instead prioritizes creativity and uniqueness.

**Performance Goals:** YACS – Orleans believes its goals for Years One through Five are ambitious but feasible and are reflective of the complexities of launching an arts-integrated elementary school. YACS – Orleans set baseline estimates for student performance using Orleans Parish average iLEAP percentage of students achieving Mastery+ to set initial iLEAP performance goals. Although academic progress is at the core of YACS – Orleans’s preliminary goals, we recognize that improvements in behavior/attendance, staff and student retention, parental involvement, and community support are critical to the ultimate success of the school.

#### **Academics**

Although district performance has improved dramatically in recent years, YACS – Orleans understands that a majority of students may be scoring “Basic” or below on English/Language Arts and Math state assessments. Beginning as a Pre-K – grade 3 school, YACS – Orleans will focus on literacy skill development as students must be strong readers to succeed in subsequent grades and on the LEAP. Goals include:

1. Achieve a “B” designation by the end of Year Two and an “A” by the end of Year Four
2. Third grade students will meet or exceed Orleans Parish district average scores for Mastery+ on the iLEAP (31% ELA, 31% math, 16% science, and 16% social studies) at the end of Year One; our students will achieve at least 5% growth in all test areas each





subsequent academic year

(3) 80% of students will be reading on grade level as defined by Fountas & Pinnell by the end of Year Three

(3) Each year students will complete a minimum of four arts-integrated projects or performances across artistic disciplines as evidenced by student portfolios

#### **Behavior/Attendance**

Establishment of positive school culture and understanding of school policies takes time and YACS – Orleans will be opening with a diverse student population from a variety of previous school experiences and parenting styles. Arts integration and participation in the arts are proven approaches to improving student conduct and encouraging school attendance, and YACA expects to witness rapid improvements in student conduct as students become acclimated to our model. Goals include:

(4) Behavioral referrals will decline each year as assessed by school referral data

(5) Student attendance will improve each year as assessed by school attendance data

#### **Staff and Student Retention**

Challengingly, many new schools struggle to attract and retain veteran teachers who often opt to work in well-established schools. Staff continuity is integral to the stability of any school, but is particularly critical at YACS - Orleans where teachers require sustained and rigorous professional development to become arts integrationists. YACA expects that teachers will be invested in the school's positive culture and creative pedagogy. Expectations for low student mobility remain constant from YACS –Jefferson, which operates at a rate of 6.8%. Goals include:

(6) Staff retention will improve each year as assessed by school employment records

(7) Student mobility rate will decline each year as assessed by enrollment records

#### **Parental Involvement**

Parental involvement is a hallmark of successful schools. Goals include:

(8) Successful launch of the YACS – Orleans Parent Community Organization by the start of Year Two

(9) Volunteer numbers will increase each year as assessed by volunteer logs

#### **Community Support and Partnerships**

Parent and community “buy-in” is essential to strong academics, positive school culture, and long-term school sustainability. Goals include:

(10) By the end of Year Two, YACS – Orleans will have established three corporate sponsors.

(11) YACS – Orleans will begin development of a network of strategic academic support partners to meet the specific academic, social/emotional, and artistic needs of our students during Year One

***Plans to Gather Baseline Data:*** Once in operation, baseline data for all students entering YACS – Orleans will be collected through National NWEA MAP assessments for reading and math and Fountas & Pinnell beginning in August 2019. Incoming students are required to submit their previous grade report card when applicable. YACS – Orleans will organize academic, behavioral, and attendance data using a student information system such as Infinite Campus or Power School, or as recommended by OPSB.



YACS-Orleans employs a Director of SPED who is responsible for identifying students in need of special education services and program oversight to ensure that students receive these services in accordance with the law. The school follows Child Find regulations to identify and evaluate learners with disabilities.

### **Academic Progress Assessments**

YACS-Orleans conducts internal formative assessments for instructional, evaluative, and predictive purposes.

1. Instructional: assessments outline strengths/weaknesses of individual students or groups of students in order to identify areas for remediation and improve instructional strategy. Instructional assessments are also used to provide feedback and motivation for students;
2. Evaluative: overall curriculum effectiveness assessments inform curriculum pacing, areas of instructional improvement, and quality of arts integration.
3. Predictive: assessments indicate likelihood of individual students to perform at mastery on the iLEAP and LEAP tests to inform intervention.

School-wide common formative assessments are conducted on a quarterly basis to ensure that students are making sufficient academic progress toward school goals and state standards. Teachers are provided with student performance data to inform adjustments to their curriculum content or delivery in order to achieve highest student outcomes. YACS – Orleans’s curriculum committee ensures that interim assessments align with Louisiana Student Standards, National Core Art Standards, and internally created Essential and Consensus curriculum maps. The committee develops sequence and pacing guides based on state standards, identifying “power standards” that are used to create formative assessments. Each assessment is reviewed against a checklist to ensure that it is of adequate rigor and is reflective of the question formats of and Depth of Knowledge required for success on the iLEAP and LEAP tests. Assessments include multiple choice and multi-step problems with a Depth of Knowledge range of 3 or 4 to measure student performance on higher-level thinking skills. At YACS - Orleans, teachers design and utilize benchmark tests periodically to monitor student progress of content standards and grade level expectations and also provide alternative assessments to differentially measure progress.

YACS – Orleans also conducts Measures of Academic Progress (MAP) testing three times per year and LEAP360 testing four times per year. These standardized, formative assessments inform “data dives.” During these “data dives” instructional specialists, teachers, and teaching artists review how students are performing on targeted standards and develop plans to re-teach standards that students have not mastered. After interim assessments, teachers meet with the School Leader and Director of Curriculum and Instruction to analyze data and determine instructional adjustments. Teachers conduct item analyses, where they correlate exit tickets, benchmark test results and portfolio items to standards-based objectives, assess



student mastery on these, and determine specific misunderstandings that may exist with groups of students or individual students to guide re-teaching plans. Noting how students fared with specific objectives will provide the platform for the lesson and unit plans teachers create. Teachers will break the mastery of objectives into groups which correlate with the following circumstances: (1) objectives mastered by 100% of students and require additional challenge, which may involve increasing the rigor through word and logic problems or advancing vertically to the next grade level's objective within that same strand; (2) objectives mastered by 70% or more of students, which require small group intervention and support with the 30% of students failing to achieve mastery; (3) objectives mastered by less than 70% of the students, which requires a re-teach of a lesson to the majority of the classroom. Lesson and unit plans will be reviewed on a regular basis to ensure that they reflect these adjustments. YACS – Orleans relies on the adaptive programs Iready and Lexia to monitor progress in special populations and design interventions in real time to meet their ever-changing needs. YACS – Orleans's assessment plan follows the same model and schedule for assessment of student progress currently employed at YACS - Jefferson.

Preparing teachers to use student performance data to adjust both curriculum content and the manner through which they present material is an important part of YACA's professional development. Teachers are trained from well-versed and experienced instructional leadership to analyze data and translate the information into actionable steps for improved instruction and student mastery. Data is utilized to determine the needs of professional development, support curricular decisions, and create specific intervention or enrichment lessons for creative learners. In to following MAP and LEAP 360 assessments, data dives are led by instructional leadership and team leads on a *weekly basis* for formative assessments and *monthly/quarterly* basis for interim assessments. Team Leads are trained on how to successfully guide their team in analysis of data through pre-determined protocols for the school asking:

**What?**

*What does the data reveal about your students' strengths and weaknesses?*

*What patterns or trends do you notice?*

**So What?**

*What does the data reveal about INSTRUCTION?*

*What does the data reveal about student performance?*

**Now What?**

*Based on the data, what are your team or your NEXT STEPS?*

*What skills/standards need to be addressed?*

Instructional Leadership supports and/or leads teams and Team Leads in leading data dives on interim assessments. Teachers complete reteach plans or Data Analysis Action Plans that target specific skills, standards, and/or students in need of intervention or enrichment. Instructional Leadership uses reteach plans to support in follow-through of actionable steps for improved instruction and student mastery.

At YACS - Orleans, teachers and administrators form relationships with their students, sitting



with them during lunch, teaching them, listening to them and assuring that formative and summative assessments are implemented consistently in order to keep a watchful eye on their progress. Teachers informally and formally assess and monitor student understanding through questioning, checklists, rubrics, samples of their work, performance tasks, writing, and through the use of cumulative quarterly and final exams. Faculty and administrators follow individual student progress closely over time in order to ensure that each child is making adequate yearly progress.

**Artistic Skill Development Assessments:** Standardized tests have become powerful engines in the drive to modify and measure what children should know and be able to do. In many instances, high-stakes testing has helped school districts focus on the skills and knowledge that children need as they move from one grade to the next, or from one level of schooling to the next. Many educators, however, have become frustrated with the limitations of standardized tests and their inability to give a full picture of students' capabilities and competencies. While standardized tests do help us compare and measure students on a wide range of skills, they often leave large gaps of empty canvas in the pictures they paint of our students. YACS – Orleans utilizes a school-wide portfolio system as an effective means to help fill in these gaps. Portfolios, in concert with standardized test data, give us a clearer understanding of students' strengths and challenges; focus our academic expectations through constructive dialogue; and help us set high academic standards that our students can both internalize and understand.

When used in individual classrooms, portfolios are especially effective in giving children an opportunity to look critically at their own work. This helps students to internalize their own definitions of standards and quality. When used across a school in an integrated system, portfolios have the ability to shape and improve school-wide assessment and instruction.

In order to create a school-wide portfolio system, our teachers come together to discuss their common expectations for students. This dialogue is an integral part of instructional improvement and the creation of specific, measurable, and high-quality standards. Portfolios can be samples of student work over time, individual and group projects, performances, and student exhibitions, which reflect student abilities to assimilate and synthesize information. YACS – Orleans considers portfolios as artistic outputs that demonstrate student understanding of core content subjects, similar to research projects or cumulative science experiments. Portfolios are weighted the same as end of unit tests (50% of total grade) and are assessed using a project-specific rubric developed by teachers and teaching artists.

**(2) STRUCTURES, POLICIES, AND PRACTICES THAT DIFFERENTIATE YACS – ORLEANS** YACS – Orleans differentiates itself through our (1) arts-integrated instruction; (2) discipline strategies; and (3) rigorous professional development program. **YACS – Orleans will be the only open enrollment arts-integration school in Orleans Parish.**

***Arts-Integrated Instruction through Planning, Project Based Learning, and Differentiated***



**Instruction:** Arts education benefits all students because it cultivates the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. This process requires not merely an active mind but a trained one. School curricula have traditionally been structured to provide students with opportunities to study separately each of the disciplines (e.g., history, literature, mathematics, science). There is merit to this specialization and work within a discipline. Equally important, however, is to bring wholeness to students' study. Students must have opportunities to see how disciplines meet, overlap, and inform each other. The arts provide an excellent vehicle for exploring these connections. In particular, the arts offer aesthetic, personal, and creative dimensions to various disciplines included in the curriculum. (Kennedy Center Changing Education Through the Arts (CETA) program, unpublished paper, 2004).

YACA's arts-integrated curriculum and instruction reflects research from the arts education field that provides significant evidence of the value of the arts in the learning process, and places the arts "firmly within current discussions and debates about the education policies and practices that will best bring about school reform and improvement and high achievement for students" (Deasy, 2002). Burton, Horowitz, and Abeles (1999) found that student learning and achievement in non-arts domains is heightened in environments featuring high quality arts education programs and a school climate supportive of active and participatory learning.

One of the hallmarks of the YACA model is our Teaching Artists program. Drawing from Mission Critical Partner YALA's pool of trained and certified teaching artists, YACA schools hire trained artists from five different disciplines: visual arts, theater, dance, creative writing, and music. The model employs one teaching artist per grade level with the exception of Pre-K where each class has a full-time teaching artist to co-instruct daily lessons. Teaching artists (1) collaborate with classroom teachers to design and implement arts-integrated lessons, activities and projects, (2) develop instructional resources, (3) assist teachers with portfolio assessments, and (4) stage exhibitions of student learning. Classroom teachers are provided with guidelines around subject specific time allocations for arts-integration. Over the course of the year, all students at every grade level are exposed to multiple art disciplines in a variety of ways, including demonstrations, activities and projects both in the classroom and studios. Teaching artists also work with classroom teachers to align and refine the curriculum.

At YACS – Orleans, the arts-integrated, balanced curriculum challenges students and allows them to demonstrate their knowledge in a variety of ways. Projects within disciplines reflect curriculum guidelines for that subject and incorporate guidelines from National Core Arts Standards as well. Arts-integration is accomplished through backwards planning and project based learning:

**BACKWARDS PLANNING** - "To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now so that the steps you take are always in the right direction."



(Covey, 1994) At YACS - Orleans, teachers use backwards design strategies from Understanding by Design (UbD), by Wiggins and McTighe, to guide their lesson development and instructional practices. In the backward design model, the teacher starts with the end, the desired results, and then derives the curriculum from the evidence of learning called for by the expectations and the teaching needed to equip students to perform.

Teachers at first plan assessments that drive the units of study, and then lay out the enduring understandings that are critical to student academic and arts outcomes, providing opportunities for students to connect those understandings and apply them to new learning experiences and to real life situations. Teachers then systematically determine students' prior knowledge through pre-assessments, student surveys, checklists, and other means before each unit is introduced. Teachers consider content standards central to instruction, but students are taught how to apply their new knowledge in ways that are meaningful to them.

**PROJECT BASED LEARNING (PBL)** - Through the act of creation students actively explore real-world problems and challenges and acquire a deeper knowledge. In general, lessons follow the "I-We-You" approach: I do, we do, and then you do. In other words, lessons begin with direct instruction, continue with guided practice, and then culminate in a longer period of independent or group practice. Once students have mastered the lower levels of Bloom's Taxonomy (remembering, understanding, and applying) through these periods of practice, they transition to the higher levels of Taxonomy (analyzing, synthesizing, and evaluating) through the creation of their own product or performance. At the end of each unit of study, the learning objective(s) are assessed. Classrooms are organized in learning stations to emphasize student collaboration and to facilitate project based learning according to Buck Institute for Education guidelines.

Because PBL is filled with active and engaged learning, it inspires students to obtain a deeper knowledge of the subjects they are studying. Research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. In addition, students develop confidence and self-direction as they move through both team-based and independent work. In the process of completing their projects, students also hone their organizational and research skills, develop better communication with their peers and adults, and often work within their community while seeing the positive effect of their work.

Students also thrive on the greater flexibility of PBL. In addition to participating in traditional assessment, they can be evaluated using performance tasks incorporating technology into presentations to a community audience, informative tours of a local historical site based on their recently acquired expertise, or a screening of a scripted film they have painstakingly produced. Because students are evaluated on the basis of their projects, rather than on the comparatively narrow rubrics defined by exams, essays, and written reports, assessment of project-based work is often more meaningful to them. They quickly see how academic work can connect to real-life issues - and may even be inspired to consider a career or engage in





activism that relates to the project they developed.

**INTERVENTION AND DIFFERENTIATED INSTRUCTION** - At YACS – Orleans, students are instructed in diverse classroom settings, with high expectations for every learner. Each student, regardless of skill-level, encounters learning experiences that are engaging, relevant, and challenging. We recognize that students come to school with varied skill sets and experiences and that all students must be provided with opportunities to master the skills necessary for success on state standardized tests. More importantly, students must be prepared for the higher-order demands of our curriculum, as well as longer-term success in high school, college, and career. Teachers provide mini-lessons, individual and small group instruction, and whole group instruction of basic skills in reading, writing, and math as students need it for unit study and academic success.

The team identifies children who need additional support. Interventionists, using research-based resources and practices pull students for individual or small group instruction. Working with classroom teachers, the team will utilize adaptive technologies like Iready, Lexia, and Dreambox to address skill deficits and/or to provide accelerated learning opportunities. At YACS – Jefferson, 20% of students learn through IEPs and 504 plans. The efficacy of learning through the arts for differently-abled students is evident at YACS – Jefferson where SPED students outperformed the state SPED population on the LEAP test during the 2016-17 academic year.

The YACA model also meets the exceptional academic and artistic needs of gifted and talented students through specialized small group instruction by certified professionals. Central to our arts focus, YACS – Orleans not only provides differentiated instruction for academically-talented students, but also for those identified as being exemplary in their art form.

***Behavior and Discipline:*** In order to ensure a safe and nurturing learning environment in which each child can reach their fullest potential, YACA is not dependent on policies that enforce rules, but those that encourage and expect appropriate behavior in all students and community members. Expectations are clearly defined and a school culture will be established that will be followed by all staff and students. School leaders are charged with creating a safe and behaviorally appropriate environment that allows effective learning to take place, thereby building a discipline system strengthened by a foundation of mutual respect.

While YACS - Orleans is not adopting a “No Excuses” approach to discipline we believe that expectations for all members of the school community must be explicit, consistent, and fair. We encourage and expect appropriate behavior from all while imparting the concept of individual choice.

***Professional Development:*** Providing growth opportunities for all levels of YACS – Orleans staff is at the center of school policy and critical to the successful implementation of the school’s model. Arts integration is a learned skill, even for teachers who are naturally talented in the



arts. The pedagogical practice of instructing art and core content benchmarks simultaneously requires educators to be skilled in identifying and demonstrating content area connections, while being confident in their ability to instruct through the arts. YACA has developed and vetted a comprehensive model for professional development spanning classroom teachers, support staff, and leadership with the goal of creating a school-wide culture of arts integration. The professional development scaffold includes both traditional “top-down” delivery and “hands-on” co-teaching elements including (1) professional development institutes and traditional professional development in-service days; (2) dedicated, full-time arts integration specialists and teaching artists on staff; (3) co-taught professional teaching artist residencies; and (4) arts integration leadership training.

1. **INSTITUTES AND IN-SERVICE:** Ten days of professional development take place before the start of every school year led by YACA’s Chief Academic Officer, YACS – Orleans Director of Arts Integration, teaching artists, and other experts in the field. Institutes provide foundational information regarding arts integration theory and practice, curriculum and assessment planning, and team-building activities. Teachers will also participate in six professional development in-service days during the academic year. Ongoing assessment of institutes at YACS – Jefferson indicates that teachers are increasingly satisfied with professional development offerings. When surveyed about our most recent institute, more than 90% of our instructional staff gave the professional development a rating of “very satisfied” when asked if the content was engaging, as well as when asked if the content was useful.

1. **FULL-TIME ARTS INTEGRATION SPECIALISTS:** The rigor with which classroom teachers are expected to teach through arts integration is intense and sustained. YACA has found that the approach of placing artists in classroom residencies to co-teach removes the two largest obstacles many educators cite as their reluctance to incorporate the arts into their daily lessons: the perception that they do not have artistic talent and the reality that most do not have formal arts training. Full-time teaching artist staff members write curriculum, co-plan, and co-teach arts integrated units alongside classroom teachers. On-staff teaching artists support teachers in their independent use of arts integration, gradually transferring leadership of arts integrated lessons to the teacher over the course of the academic year. Highly-experienced YACS – Orleans teaching artists deliver comprehensive, guided, and individualized support to classroom teachers, allowing them to develop trust in arts integration as pedagogical best practice and in their own abilities as arts integrationists.

2. **CO-TAUGHT TEACHING ARTIST RESIDENCIES:** Critical Mission Partner YALA is contracted to provide professional development residencies led by teaching artists with extensive training in the national Arts for Learning (A4L) and Wolf Trap Institute for Early Learning through the Arts (WTI) models. WTI specializes in improving early learning outcomes for Pre – K through First Grade students through performing arts experiences and A4L improves literacy outcomes through arts integration in grades 2 and 3. YACA has established a partnership with Goat in the Road Productions to improve student writing performance through theatre and playwriting. Students also benefit artistically, creatively, and expressively from the direct arts services



afforded by all three partnerships.

3. **ARTS-INTEGRATED LEADERSHIP DEVELOPMENT:** Arts integration is most effective when all staff become arts integrationists in theory and practice and buy-in for arts integration extends beyond the classroom. Realizing that most school leaders hail from traditional (non-arts) academic backgrounds, YACA developed a comprehensive leadership training program in the complexities of managing an arts-integrated school, mentoring staff, and evaluating success. The Arts Integration Leadership Development Framework (AILDF) will provide YACS – Orleans’s three tiers of leadership (senior, mid, and grade-level) with the skills, resources, and assessment techniques specific to their job responsibilities to create a school-wide culture of arts-integration.

Arts integration as a pedagogical practice is not sustainable on the classroom or school-wide levels without teachers increasing both their content knowledge of and “comfort zone” with visual arts, theatre, music, and dance. YACS – Orleans’ professional development program, particularly its emphasis on co-teaching, aligns with what research findings indicate as effective teaching practice. Rather than responding to teacher needs, workshops are often delivered as prescriptive models, often occurring only once during the school year and presenting decontextualized information that does not resonate with teachers (Bransford, HPL). By contrast, YACA follows a more collaborative, teacher-centered approach to professional development that extends over time and allows for variations in teacher background and readiness. Co-teaching removes the “top down” delivery common to professional development workshops and makes it a team activity, thus validating that teachers have valuable pedagogical insights to contribute to arts-integrated lesson planning. The effectiveness of this model is asserted by teachers and confirmed through independent assessment conducted by Loyola University’s Institute for Quality and Equity in Education (IQEE) in 2017: “Based on our analysis of 62 classroom observations of the embedded residences to date there is evidence that the teachers continue to improve and expand based on participation. Teachers are taking the initiative in both planning and in the classroom in developing arts-integrated lessons. Additionally, it has been observed that teachers and artists are collaborating in a manner where more innovation is being brought into lesson planning and classroom delivery. As teachers become more comfortable in the arts-integrated model it has become apparent that a synergy has emerged between teacher and artist that adds both texture and substance to the lessons.”

#### Enrollment Plans

*The student population that you describe should be consistent with the enrollment projections that you provide in your proposal overview*

1. Demonstrate through the use of data that the student population that you wish to serve exists.
2. Describe your recruitment strategy and provide your recruitment plan. Provide any evidence that you have collected that demonstrates that parents and guardians have committed to enrolling their children in your school. You may provide evidence in **Attachment 1. Attachment 1** will not count against the page limit.
3. Describe any mission specific admissions priorities, preferences or requirements, your school would seek to offer as well as any criteria used to participate in these programs. [Mission Specific Criteria must be approved through a separate application process following charter approval]



**DATA DRIVEN ASSUMPTIONS OF YACS – ORLEANS STUDENT POPULATION** YACS – Orleans will open as a Pre K-3 Type 1 charter, serving up to 424 students (36 in Pre-K, 88 K, and 100 per subsequent grades) in 2018-19. YACS – Orleans projects enrollment of SPED, ELL, and Gifted & Talented to mirror current percentages in Orleans Parish, serving approximately 47 SPED, 21 ELL, and 60 Gifted & Talented students. OPSB’s Spring 2018 request for applications to open new charter schools is indicative of the need for additional high-quality educational options for Orleans students. This need is particularly profound for Pre-K early learners as cited in a January 2018 *Times-Picayune* article indicating that there are fewer Pre-K seats currently than before Hurricane Katrina. As an open enrollment school YACS – Orleans will provide parents of differing means and students of all academic and physical abilities an option for “whole child” education without a selective admissions process. According to data aggregated for *Whose Choice? Student Experiences and Outcomes in the New Orleans School Marketplace* authored by the Stanford Center for Opportunity and Policy in Education, “We describe the organization of schools in New Orleans as stratified, both because the school tiers are highly sorted by race, income, and special education status and because schools at the top of the hierarchy largely choose their student body—few students actually have the option to attend these schools—while those at the bottom are assigned students who are not chosen elsewhere or who are pushed out of schools further up the hierarchy.” The report continues citing that, “whereas 89% of white students and 73% of Asian students in New Orleans attend Tier 1 schools, only 23.5% of African American students have access to these schools. And whereas 60% of students who are above the poverty line (i.e., those who can pay for school lunch) attend Tier 1 schools, only 21.5% of students whose family income is low enough to be eligible to receive a free lunch have access to these schools. Not only do Tier 1 schools rank as the best in the city, they consistently rank as the best schools in the entire state of Louisiana” (Adamson, F., Cook-Harvey, C., & Darling-Hammond, L. 2015). In addition to attracting a diverse student population and providing another quality option for OPSB students, YACA expects YACS – Orleans’s mission and vision will attract families of students currently attending private and parochial schools in Orleans Parish as well, bringing additional students into the district.

**(2) RECRUITMENT STRATEGY AND PLAN** Through planning and development it became apparent that, while the locations are separated by the Mississippi River, there are more similarities than differences in launching a school in Jefferson or Orleans Parishes. YACS – Orleans will be operate under the same Louisiana Department of Education regulations, and employ the same model, curriculum, professional development scaffold, basic discipline policies, and afterschool program as YACS – Jefferson. YACA’s experience serving in-need students at YACS – Jefferson (81% free and reduced lunch) has prepared leadership and staff to provide the academic, social/emotional, and family supports necessary to ensure success for vulnerable students (81.1% Orleans free and reduced lunch).

Interest in attending YACS - Jefferson has increased each year of operation, with the school receiving twice as many applications as available<sup>23</sup> seats in advance of the 2017-18 academic year. Given that parents in Jefferson and Orleans Parishes both want high-quality, well-rounded education for their children, YACA’s recruitment strategy for YACS – Orleans will employ the same



through the school.

YACS – Orleans will work with school staff, parents, community organizations and other stakeholders to recruit new students with YACS – Orleans’s Communication Manager dedicated to managing recruitment, answering parent questions, and providing information. A summary of the strategy is below:

1. Targeted Recruitment – YALA Program Students: In addition to the planned current student family and community feedback meetings, YACS – Orleans will also send a letter and information about the YACA school model to all Orleans families enrolled in Mission Critical Partner YALA’s afterschool and summer arts education programs. YACS – Orleans will dedicate a staff person to answer parent questions and provide information.
2. Marketing Materials and Campaign: YACS – Orleans will develop marketing materials in all relevant languages (brochures, flyers, etc.) to promote the YACS – Orleans brand and provide information to prospective parents. Enrollment recruiters will target local community organizations, recreation centers, churches, and may go door-to-door in the school’s neighborhood to share information. YACS – Orleans enrollment will also be promoted through radio ads and through billboard advertising if necessary. A social media campaign will be launched congruently.
3. Recruitment and Community Events: YACS – Orleans will host family fairs and open houses to introduce prospective parents to our arts-integrated program and school culture. These events will target the neighborhood surrounding the school and the greater community. YACS – Orleans will also participate in strategic community events as a way of broadening exposure.

Student recruitment will begin immediately upon receipt of a school charter to YACA in Fall 2018. Our recruitment timeline is as follows:

AUGUST 2018: YACA will hire a full-time Communications Manager for YACS – Orleans. YACS – Orleans will develop marketing materials and begin retention measures for currently enrolled students.

AUGUST THROUGH OCTOBER 2018: YACS – Orleans will launch an aggressive promotion campaign to recruit students parish-wide. The first of a series of open houses/family fairs will be held on campus.

NOVEMBER 2018 – MAY 2019: Promotion continues.

APRIL 2019: Registration of students matched to the school through the One App system will begin.

JUNE AND JULY 2019: Citywide marketing and recruitment efforts will continue until maximum enrollment is attained.



**Evidence of Enrollment Commitment:** YACA expects that families and the community will embrace YACS – Orleans as has happened with our founding school in Jefferson Parish. YACS – Jefferson currently has a 6.8% mobility rate indicating, along with parent surveys, that most students who enroll at a YACA school stay there. Parent surveys from Critical Mission Partner YALA’s 2017 summer arts enrichment programs overwhelmingly confirm that there is interest in expansion of the YACA model to Orleans Parish: *90% of respondents indicated their level of interest at “4” or “5” on a*

*Likert scale with “5” being the highest level of interest (Attachment 1).*

**(3) NO MISSION-SPECIFIC PRIORITIES** The opening of YACS – Orleans aligns with OPSB’s priority to ensure equitable access to high quality schools for all learners, regardless of socio/economic status or academic ability (Charter Authorizing and Portfolio Priority #4). We are an open enrollment school without Focus Programs or Mission Specific Preferences that recognizes that student diversity and differences make a school community stronger. YACS – Orleans will be the first, fully arts-integrated school in Orleans Parish, providing parents and caregivers with choice and extending the opportunity for professionally instructed arts experiences and arts-based learning commonplace in private schools to all students, regardless of means.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

#### Student Experience

1. Describe the culture that you envision for your school and the practices that will foster and maintain that culture.
  1. Describe the steps that you will take to invest staff in the vision and to sustain their investment.
  2. Define the norms that will shape the interactions between administrators and teachers and among teachers, the reason each norm is important, and the steps that you will take to establish and reinforce these norms.
2. Similarly, describe the behavior expectations of your school as well as the practices that will foster and uphold those expectations.
  1. List and describe the values that will define your student culture. Provide your plan for instilling and maintaining student behavior expectations that correspond with these values.
  2. Describe the system of policies and practices your school will implement for setting and maintaining student behavior expectations and norms.
  3. Describe the procedures for due process when a student is subject to removal from the classroom or school, including a description of the appeal process that the school will employ and the plan for providing services to students who are out of the classroom (in-school or out-of-school suspensions) for more than 10 days
    1. This description should include a list, with definitions, of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be subject to removal from the classroom (in-school suspension) or the school (out-of-school suspension), respectively.
  4. Describe the practices the school will use to support student’s social and emotional learning, and the alignment between these practices and their impact on student achievement
3. Describe the mechanisms and structures available to elevate student voice and leadership at your school.





TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

**YACS – ORLEANS POSITIVE AND INCLUSIVE SCHOOL CULTURE** YACA creates and supports a culture of high expectations that allows for the whole child to blossom. To accomplish this, YACS - Orleans provides a safe, supportive, and challenging environment that encourages students to maximize their learning and explore their interests. The school empowers students to take ownership over their individual projects while absorbing course material and gaining a deeper understanding of subject matter. These expectations will be shared with and exemplified for students, parents and stakeholders beginning in pre-opening recruitment and outreach activities, and continuing throughout the school year.

YACA's schools are founded in values that define academic, artistic, and community-minded character:

**TEAMWORK:** We are one team and all of us will learn. We help other creative learners to be successful and accept their help when we need it.

**DISCIPLINE:** We respect ourselves. We respect others. We follow directions and cooperate with others.

**CREATIVITY:** We enjoy the arts and participate in all artistic opportunities. We use our creativity to solve problems and to innovate.

**PASSION:** Learning is exciting to us. We embrace challenges and always do our best.

YACA takes the cultivation and maintenance of positive school culture very seriously. As such, YACA contracted Loyola's Institute for Quality and Equity in Education (IQEE) to conduct an external School-wide Quality Review after YACS – Jefferson's first year in operation to evaluate progress toward school implementation and culture goals. The evaluation team found after one year of operating that the climate, student engagement, arts-integrated instruction, and community involvement were exemplary noting that, "The school has the potential to be a model for the rest of the country!" (IQEE, 2014). Each of the components the team assessed is a direct measure for the systemic health of the school and integral parts of creating a positive, nurturing, dynamic learning culture. The team found the climate of the school to be "happy" with students having "a sense of calm," adults sharing responsibilities, and "everyone doing more than the bare minimum." In particular, the team noted that the "faculty seem to believe in the school's vision of arts integration" and, as such, they found "plenty of evidence of multi-sensory teaching, non-linguistic representation, center work, and use of manipulatives. There was a lot of hands-on learning." Evaluation concluded that classrooms were "well-managed" and "highly functional." YACA schools strive to instill a learning culture that extends outside the school walls and the team recognized this belief citing that "there are opportunities for community engagement through grade level, arts integrated service learning projects." Moreover, YACA does not believe that learning culture should be limited to its students, establishing "a culture where parents are valued and feel welcomed." IQEE concluded that overall "parents seem to be excited about their kids coming [to YACS]!" (IQEE, 2014). YACA expects similar, rapid success in establishing an exemplary school culture at YACS – Orleans.



YACA believes that students, faculty, and leadership perform best in an environment that is fair, equitable, organized, innovative, and engaging. Our culture is one of recognizing and rewarding professional, academic, artistic, and community-minded excellence. YACS – Orleans students and faculty are rewarded for positive academic and behavioral achievements. Incentives include:

1. Bright Bucks and Friday Shout-Outs: Students earn Bright Bucks and attend Bright Bucks celebrations to recognize positive behavior choices and actions that strengthen the school community. Friday “Shout-Outs” are given to students and faculty by the School Leader over the loudspeaker to honor exemplary behavior and academic and artistic successes.
2. Making a Difference Award: One teacher or faculty member is selected monthly to receive the “Making a Difference Award” for actions taken to positively impact the academic or social/emotional growth of a student or students.
3. Teacher of the Year: One teacher is honored at the close of the academic year for professional excellence.
4. “YACDEMIC” Awards: Students are recognized at the close of the academic year for exceptional progress and achievement, both academically and artistically.

YACA schools operate on a culture of inclusion for students with exceptionalities. Arts programs offer opportunities for students of different abilities to excel independently and to work on projects together, whether it’s a Dance, Music, or Theatre Performance. The ability to focus on project with a product also helps students overcome potential language and cognitive barriers since aspects of performances and project-based learning are non-verbal.

**Co- and Extra-Curricular Activities:** YACS – Orleans offers a rich menu of co-curricular and extra-curricular activities for students of all grade levels with options in and outside of the arts. Similar to YACS – Jefferson, co-curricular activities take place afterschool with oversight by a school-day teacher, parent volunteer(s), or afterschool contract service provider YALA. School-sponsored co-curricular activities include newspaper (grade 3), homework help (all grades), chess club (grades 1+), and student council (upon growth to middle school grades). Mission Critical Partner YALA provides all academic and arts-based experiences including:

1. Cultural Drumming (grades 1+)
2. Concert Band (grades 3)
3. Intro Band (grades 1+)
4. Marching Band and Auxiliary Units (grades 3+)
5. Dance (grades 1+)
6. Theater (grades 1+)
7. Visual Art (grades 1+)
8. Gymnastics (grades 1+)
9. STE[A]M (grades 1+)
10. Tutoring (all grades)

Extra-curricular activities for male and female students will include soccer, basketball, and cross-country dependent on student level of interest and participation as the school adds grades.



**Staff Engagement with Mission:** The uniqueness of our arts-integrated mission, vision, and curriculum requires a high level of staff understanding and investment to be effectively implemented. YACS – Orleans proactively and continuously communicates our mission and values through extensive professional development opportunities, coaching and co-teaching to support teachers as they become arts-integrationists, positive reinforcement for personal and professional achievement, leadership responsiveness to teacher concerns, and open communication.

The YACA model requires that our teachers perform at the highest levels, both in academic and artistic arenas. Co-teaching requires that educators are flexible and committed to working collaboratively with peer educators of differing classroom management and instructional styles. The demands of the arts-integrated model require that YACA teachers are exceptional in their profession, willing to experiment, and committed to personal development and growth. YACA recognizes that the retention of quality teachers is essential to school stability, continuity of student classroom experiences, and long-term academic and artistic growth. Measures to retain teachers include open communication between staff and leadership, ample opportunities for professional growth, rapid response to teacher needs, and cultivation of a positive school culture. Studies affirm what the YACS – Orleans leadership knows: “Administrative support was the most significant predictor of teachers’ job satisfaction, while teachers’ job satisfaction was the most significant predictor of teachers’ intent to stay in teaching” (Tickle, 2008). Internal promotions are also a foundational element of YACA’s educational model.

**School Norms:** YACS – Orleans’s norms for both instruction and culture derive from our core values of teamwork, discipline, creativity, and passion. These values guide interactions between leadership and teachers and between teachers and their peers. Norms rely on clearly defined job responsibilities and promotion of positive school culture so that leadership and staff work cohesively, effectively, and efficiently as a team. Guiding norms are:

1. Leadership and staff understand that the academic and artistic development of students is the highest priority. The academic and artistic growth of our students is at the heart of our mission and vision and is the reason the school operates. Equal value is placed on both academics and the arts, encouraging whole child development.
2. Professional development for leadership and staff is essential to school success. The YACA model is founded on rigorous and sustained professional development. Teachers and administrators are held to high expectations and deserve to be given the tools and resources necessary to succeed.
3. Leadership and staff respect themselves, their coworkers, and the school team, recognizing that growth occurs through experience and adjustment. As a new school YACS – Orleans recognizes that the academic model and operations plans necessitate close evaluation and continuous improvement to best serve the needs of students, their families, and the community.



**(2) BEHAVIOR EXPECTATIONS AND PRACTICES** In order to ensure a safe and nurturing learning environment in which each child can reach their fullest potential, YACA is not dependent on policies that enforce rules, but those that encourage and expect appropriate behavior in all students and community members. Expectations are clearly defined and a school culture will be established that will be followed by all staff and students. School leaders are charged with creating a safe and behaviorally appropriate environment that allows effective learning to take place, thereby building a discipline system strengthened by a foundation of mutual respect.

While YACS - Orleans is not adopting a “No Excuses” approach to discipline we believe that expectations for all members of the school community must be explicit, consistent, and fair. We encourage and expect appropriate behavior from all while imparting the concept of individual choice. As our students mature and move beyond the safe harbor of our school, they will constantly be challenged by difficult situations in which they will be required to make the correct decision. It is our responsibility as educators to prepare students for this process. For that reason, reflection, rather than the token economy of reward and punishment, is a key component of YACS - Orleans’s school culture.

Learning requires active participation – instructional activities involve students in doing things while thinking about what they are doing. Therefore, we encourage teachers to practice classroom controls that allow students to engage in the learning process. As part of pre- opening preparations, faculty and administrators will work collaboratively to establish clear and consistent expectations for classroom behavior and develop procedures and routines that support those expectations. In this way we provide structure to the learning environment and enable teachers to develop lessons that reflect our school culture - allowing ingenuity and creativity to play the lead roles in student instruction.

To create and support our expected school environment administrators, faculty, and staff at YACS – Orleans will set high standards of behavior focused on:

1. Respect for education
2. Respect of others (the rights of others including teachers, staff, peers and all students within the school)
3. Respect for property (personal property, property of others and of the school)
4. Respect for a safe, clean, and caring environment in each classroom and throughout the school.

YACA’s approach to discipline and mediation is to build relationships as well as provide examples and strategies for repairing relationships that may need mending. This process provides opportunities for all to participate in expressing the feelings of those involved in conflict, group conferences with parental support, and a voice for the students to express themselves and be a part of the decision-making process as it relates to appropriate consequences and rewards for behavior. The goal is to empower students to make appropriate choices when faced with difficult circumstances. Students at YACS - Orleans who engage in any type of misbehavior, whether minor or severe, will be required to make amends that are consistent with their infraction. Restitution may involve an apology, community or school service, and/or fixing or replacing damaged property. By holding students



accountable and applying rules in a consistent manner, they learn that their words and deeds, both intentional and unintentional, have consequences. When required, YACS - Orleans will engage a restorative discipline system that will be:

- Explicit, reasonable, and timely
- Have logical, fair, consistent, and age-appropriate consequences
- Include a variety of prevention and intervention measures
- Provide the opportunity for significant parent/guardian participation
- Respond to individual differences among students with insight and sensitivity
- Ensure the opportunity for students to obtain an education

To provide direction to students, families, faculty and staff, YACA developed a Student Code of Conduct that clearly articulates the discipline philosophy and communicates a consistent set of expectations for student behavior. The Code of Conduct (COC) explains the rights and responsibilities of all members of the school community and outlines the interventions and consequences for students who engage in inappropriate behavior. The COC is our written guideline for creating the safe, positive and supportive learning environment.

YACS-Orleans employs a specific discipline policy for students learning under IEP or 504 plans that is in accordance with the policies outlined in IDEA. Before proceeding with disciplinary actions for IEP and 504 students, YACS-Orleans's Director of SPED, School Leader, and Dean of Culture conduct a manifestation determination to assess whether the child's disability causes or contributes to his or her misbehavior. The team also evaluates whether all aspects of a student's IEP or 504 plan are being followed or if disruptions in service have occurred that could negatively impact student behavior. If the team determines that the student's behavior is not a result of his or her disability or lapse in school-provided special education services, the student is disciplined following the YACS-Orleans standard discipline policy. Students determined to be in violation of school policies as a direct result of their disabilities undergo a functional behavioral assessment by the Academic and Behavioral Intervention (A/BIT) team, and the team develops a behavioral intervention plan. YACS-Orleans does not restrain or seclude students with IEP or 504 plans as disciplinary policy.

***Infractions and Disciplinary Measures:***

YACA schools employ a system where assignment of disciplinary measures are based on a careful assessment of the circumstances of each case. The following are considered:

1. Seriousness of the offense
2. Frequency of misconduct
3. Effect of the misconduct on the school environment
4. Special needs
5. Extenuating Circumstances



Disciplinary offenses result in consequences subject to the discretion of the School Leader and/or Dean of Culture, and may include detention, loss of school privileges, in-school suspension, out-of-school suspension, and/or expulsion. Disciplinary measures for students learning under IEPs and 504 Plans are given special consideration. YACS – Orleans complies with the Orleans Parish Uniform Code of Conduct.

**STUDENT REMOVAL FROM CLASSROOM** YACA's discipline model and practices rely on early intervention for students who repeatedly violate school behavioral expectations with the goal of keeping students in the classroom. YACS – Orleans recognizes, however, that in-school and out-of-school suspensions are necessary for repeated or high-level infractions. YACA's Dean of Culture thoroughly investigates all incidents that qualify students for in-school or out-of-school suspension adhering to the following protocols. Parents/caregivers of students receiving in-school suspension do not have to participate in a readmission conference.

- (1) Dean of Culture meets with the student to advise them of their infraction. The student is given the opportunity to explain his/her actions. If applicable additional witnesses are interviewed or video footage of the incident is reviewed.
- (2) If the Dean of Culture decides to proceed with the suspension parents or caregivers of students who are subject to removal from the classroom or school are given a notice in writing that clearly outlines the date, time, location, and details of the infraction before the suspension begins. The notice also includes the length of the suspension and sets a date for the readmission conference. Parents/caregivers are advised of the steps necessary to request an expedited due process hearing in the event that the parent does not agree with the disciplinary action (submitting a written appeal to the OPSB Superintendent no later than five school days after the start of the suspension).
- (3) Students receiving out-of-school suspension will be permitted to remain in school through the end of the day unless determined to be a danger to themselves or others. Students are released only to a parent or guardian.
- (4) Parents/caregivers must participate in a readmission conference before the suspended student returns to school; students returning from a first offense suspension may be readmitted to the school at the discretion of the School Leader without a parent conference.

YACS – Orleans Dean of Culture oversees the in-school suspension program. Students assigned in-school suspension are expected to complete regular daily classroom and homework assignments under the direction of the Dean of Culture in an isolated classroom environment. Students who are suspended for 10 days or more (out of school) will be provided all materials and assignments during a pre-suspension meeting with the student, parent or guardian, and Dean of Culture; teachers will provide students daily academic support through phone and/or email for the duration of the suspension. Students with IEP plans qualify to begin receiving IEP services at home on the 11<sup>th</sup> day of out of school suspension as required by IDEA. Students suspended for more than 10 days may be subject to grade level retention, with cases being reviewed individually by the School Leader and Dean of Culture.





In accordance with OPSB infraction policies, students may only be suspended for Level 2 and Level 3 offenses. The following criteria are considered in determining whether a student receives in school or out of school suspension for discretionary offenses (1) student poses significant danger to persons or property; (2) student poses a significant disruption to the educational process; and (3) student has a history of previous disciplinary problems that have not been mitigated by previous interventions (both positive behavior support strategies and/or disciplinary action).

**IN SCHOOL AND OUT OF SCHOOL SUSPENSION INFRACTIONS**

LEVEL	INFRACTION	SUSPENSION TYPE	DISCRETIONARY/NON-DISCRETIONARY
Level 2	Intentionally/habitually failing to attend in-school suspension or detention	Out-of-school (if in-school suspension); In school or out-of-school (if detention)	Non-discretionary (if in-school suspension); Discretionary (if detention)
Level 2	Possessing or using tobacco/e-cigarettes/lighter	In school or out-of-school	Discretionary
Level 2	Using or possessing alcohol	In school or out-of-school	Discretionary
Level 2	Leaving school bus without permission	In school or out-of-school	Discretionary
Level 2	Using objects dangerously to harm others/damage property	In school or out-of-school	Discretionary
Level 2	Vandalism to school bus or school property	In school or out-of-school	Discretionary
Level 2	Leaving school or class without permission	In school or out-of-school	Discretionary
Level 2	Theft or stealing without use of force (less than \$500)	In school or out-of-school	Discretionary
Level 2	Gambling	In school or out-of-school	Discretionary
Level 2	Extortion (blackmail)	In school or out-of-school	Discretionary
Level 2	Willful disobedience that interferes with learning/threatens safety of others	In school or out-of-school	Discretionary
Level 2	Instigating or participating in fights	In school or out-of-school	Discretionary
Level 2	Bullying	In school or out-of-school	Discretionary
Level 2	Causing a false fire alarm	In school or out-of-school	Discretionary



Level 2	Intentionally causing a major disturbance	In school or out-of-school	Discretionary
Level 2	Improper use of cell phone	In school or out-of-school	Discretionary
Level 2	Inappropriate bodily contact or harassment	In school or out-of-school	Discretionary
Level 2	Improper use of a computer (viewing obscene/violent content or info on manufacturing of weapons)	In school or out-of-school	Discretionary
Level 2	Forging a signature on a required school document	In school or out-of-school	Discretionary
Level 2	Habitual Level 1 behaviors	In school or out-of-school	Discretionary
Level 2	Any other infraction deemed similar to Level 2 by principal	In school or out-of-school	Discretionary
Level 3	Drugs	Expulsion (dependent on age of student)	Non-discretionary
Level 3	Carrying or possessing a firearm	Expulsion	Non-discretionary
Level 3	Carrying or possessing a knife (blade 2 inches+)	Expulsion (dependent on age of student – grade 5 and below out-of-school suspension)	Non-discretionary
Level 3	Carrying or possessing any instrument for the purpose of lethal force	Out-of-school; expulsion	Non-discretionary; discretionary (expulsion)
Level 3	Sexual assault/explicit acts	Out-of-school; expulsion	Non-discretionary; discretionary (expulsion)
Level 3	Battery on a school staff member	Out-of-school; expulsion	Non-discretionary; discretionary (expulsion)
Level 3	Battery on another person that causes serious injury	Out-of-school; expulsion	Non-discretionary; discretionary (expulsion)
Level 3	Battery on another person that involves the use of a weapon/dangerous implement	Out-of-school; expulsion	Non-discretionary; discretionary (expulsion)
Level 3	Robbery of a person or school property	Out-of-school; expulsion	Non-discretionary; discretionary (expulsion)



Level 3	Burglary of school property or personal property (\$500+)	Out-of-school; expulsion	Non-discretionary; discretionary (expulsion)
Level 3	Well-documented/ongoing acts that threaten the safety of students and staff, including bullying	Out-of-school; expulsion	Non-discretionary; discretionary (expulsion)
Level 3	Possession of dangerous implements or the use/display of instruments that appear dangerous	Out-of-school; expulsion	Non-discretionary; discretionary (expulsion)
Level 3	Conviction of a felony offense	Out-of-school; expulsion	Non-discretionary; discretionary (expulsion)
Level 3	Well-documented/ongoing use of an electronic device to threaten, intimidate, or bully another student or to share explicit material	Out-of-school; expulsion	Non-discretionary; discretionary (expulsion)

**SOCIAL/EMOTIONAL LEARNING** YACS – Orleans’s arts focus provides the perfect opportunity though which students can grow socially and emotionally. Our school subscribes to nurturing the five basic pillars of school social/emotional learning: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). Through project based learning and the arts, students take ownership in making decisions, develop teamwork skills, build trust in peers, and cultivate confidence through public presentation and performance. YACS - Orleans’s curriculum encourages students to develop motivation to achieve and belief in their abilities – a growth mindset. This growth naturally extends to academics: happy, confident, and well-adjusted students are better able to learn and to participate in a collaborative environment. As a pedagogical practice arts integration improves both academic and social/emotional outcomes for students of all learning styles and abilities: research conducted by the National Endowment for the Arts indicates that arts-integrated environments strengthen “pro-social” behaviors and improve students’ ability to regulate their emotions. Researchers also noticed positive effects of the arts on the social and emotional development of children with physical or neurological disabilities including autism (NEA, 2015).

Our staffing strategy expands beyond academics to include personnel who address Social Emotional Development of our students. YACS-Jefferson’s staff includes a Dean of Culture, two social workers, and a guidance counselor who work together to ensure that we fulfill our goal of providing a holistic approach in education. These staff members utilize best practices in social emotional learning techniques and consider the individual child’s needs in terms of his or her home life, medical



diagnoses or disorders, personality, and social development. YACS – Orleans social/emotional wellness team will become increasingly robust as school enrollment grows.

**(3) STUDENT VOICE AND LEADERSHIP** Artistic creation fosters personal growth, confidence, and self-expression as pathways to leadership skills development and allows students to “find their voices” in a safe and nurturing environment. As part of our mission and vision YACS – Orleans provides ample opportunities for students to work both independently and collaboratively on curricular and extra-curricular activities that develop the leadership and community-minded mindsets necessary for 21<sup>st</sup> Century success. Opportunities include:

Student Council: students grades 4 and up will participate in Student Council including campaigning for office, decision-making, and community outreach projects (beginning in academic year 2020-21 when YACS – Orleans grows to 4<sup>th</sup> grade).

Peer-to-Peer Learning: students showcase their arts projects for students in other classes and grades, encouraging question-asking and mentorship.

Community Service Projects: YACS – Orleans students participate in community service projects for both academic and civic-minded benefits.

Junior Recess Coaches Program: Fourth grade students lead recess activities for first and second grade students.

#### Family & Community Engagement

1. Describe any activities you have undertaken to date to assess and build parent and community support for the school. Explain the role to date of any parents and community members in developing this application or the school, as applicable.
2. How will you share information with Parents/Guardians and Community Members?
3. How will your school create meaningful opportunities for Student, Parent/Guardian, and Community voice in school decision-making?
4. Describe your plans for creating a Parent-Teacher Organization.
5. What is the process for grievances?

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

**ACTIVITIES TO ASSESS AND BUILD PARENT AND COMMUNITY SUPPORT** - Community support for arts-integrated education in Orleans Parish is high as evidenced by parent surveys collected during Critical Mission Partner YALA’s 2017 summer arts enrichment programs and YALA expects to attract a growing number of new students as the school expands and succeeds. YALA currently engages over 1500 Orleans Parish students through its afterschool and summer programming, many of which have grown academically and artistically through the program for several years. Countless others have graduated through YALA’s programs to college and careers. For these students and families, the Young Audiences name has become synonymous with providing a safe, creative, and culturally rich environment to practice an art form, work as a team, learn community-mindedness, and discover self worth. Beyond the parents who responded positively to the 2017 summer survey, YACA strongly believes that Young Audiences’ network of satisfied families will support the school and that Young Audiences’ reputation as a leading arts in education provider will attract a robust and diverse enrollment. Community-wide, YACS – Jefferson students march in numerous Mardi Gras parades, and



perform at the Jazz and Heritage Festival and annual Zulu Lundi Gras Celebration, providing further positive recognition for the YACA brand.

**(2) INFORMATION SHARING WITH STAKEHOLDERS** NEW SCHOOL PLANNING MEETINGS: Open and productive communication with parents, caregivers, and stakeholders is an integral part of the YACA school model – one that is particularly important to ensuring the success of YACS – Orleans. Fostering parent and community member “buy-in” even before the first day of school is essential to creating the positive school culture YACS – Jefferson currently enjoys and that the students and parents of YACS – Orleans deserve in their school. To accomplish this, YACS – Orleans will hold several parent and community meetings to solicit feedback on “what works” at successful schools and qualities parents want their school to have. YACS – Orleans will carefully consider all parent and community feedback to best insure that the school meets the direct and specific needs of the population we serve.

CHANNELS FOR PARENT/CAREGIVER COMMUNICATION: YACS – Orleans surveys parents at the beginning of the school year to determine their preferences for school communications. Contact information is regularly updated in a student data management system such as PowerSchool or Infinite Campus to ensure that parent communication is effective, particularly if the information is urgent. Parents receive information through print, email, social media, text message, robocall, and the school’s website. Behavioral updates are sent to parents through Class Dojo. Parents and community members can also elect to receive a weekly e-newsletter featuring school events and highlights issued in English and Spanish via email or printed copy available in the school office. YACS – Orleans will replicate the newly launched YACS – Jefferson “YACS TV” You Tube channel as an additional method of sharing student information, art projects, and creative broadcasts.

In an effort to facilitate and strengthen communication between teachers and parents all YACS - Orleans teachers are given cell phones. Parents can reach out to teachers with questions or concerns and can expect a timely response often alleviating potential problems before they develop. YACS – Orleans hosts two mandatory parent/teacher conferences per year but maintains an open door policy through which parents are given opportunities to have informal conferences with teachers as needed. Teachers are encouraged to maintain maximum flexibility in meeting times and places in order to accommodate working parents and parents with other special circumstances. Such meetings not only review student progress, but also enlist the parent in identifying activities to best support the student.

**(3) STAKEHOLDER INVOLVEMENT AND DECISION-MAKING** YACS - Orleans conducts formal and informal assessments of parent satisfaction throughout the year. Parents receive one comprehensive annual parent satisfaction survey supported by periodic interim parent satisfaction surveys assessing specific aspects of the school (e.g. Facilities, drop- off procedure, quality of instruction and the like). Additionally, YACS - Orleans leadership hosts regular informal meetings at varying times and dates during the school year to give parents with different schedules the opportunity to discuss issues and familiarize themselves with the school administration. Students, parents, and teachers are also invited to attend monthly open board meetings, making presentations and recommendations to the Board. To ensure representation and compliance with OPSB charter board requirements, one seat on



the YACS – Orleans board is held by a school parent. The results and feedback collected from this array of formal and informal assessment are considered in annual 360°-degree evaluations of school leadership and performance.

YACS - Orleans will build an environment that nurtures and supports parents' capacity to be engaged with their child's education across Epstein's Framework of Six Types of Involvement. (Epstein, 2001) Recognizing that parents participate in their children's education along numerous dimensions, Epstein offers a model of family-school-community partnerships based on the overlapping spheres of influence that shape children's learning and development. We will provide support to parents fulfilling their basic family obligations (Epstein Type 1) as well as fulfill the basic obligation to communicate frequently with families (Epstein Type 2). Additionally, parents are encouraged and invited to volunteer at the school (Epstein Type 3). YACS – Orleans will place a special emphasis on building the capacity of parents to be involved in their child's learning at home. (Epstein Type 4) To achieve this end the school will incentivize parent involvement in reading and homework and also provide classes and support groups for those interested in developing these skills. YACS - Orleans fully encourages parents to participate in the decision-making and governance of the school (Epstein Type 5). Opportunities for parent and community involvement include:

**ORIENTATION:** Before school is in session, YACS - Orleans holds an Orientation Session for the parents of enrolled students to help them understand the mission and focus of the school, and to elaborate the way they can be involved with the school community. The Orientation Session is also intended to begin or continue a dialogue between parents and the faculty and staff. At this session, administrators, teachers, and staff review the vision, mission, educational philosophy, expectations for the academic year, the disciplinary code, school uniform policy, and additional materials in the Family Orientation Packet. This packet includes the following documents: Family Handbook, Parent Volunteer Registration Packet, Clubs and Activities Information, School Calendar, Emergency Information Cards, After School Information and Enrollment.

**FACULTY/PARENT SOCIALS:** YACS – Orleans employs community-building programs that are particularly effective at YACS - Jefferson. Breakfast with Brandon (the School Leader) and Tea with Teachers are informal opportunities for parents to meet with faculty and leadership team and express concerns, affirmations, offer recommendations. These events also encourage parents to engage with each and to share their experiences relating to the school.

**SCHOOL-WIDE EVENTS:** YACS - Orleans welcomes families to the school for numerous events including School Beautification Days, Community Movie Nights, bi-monthly performances provided by Young Audiences professional artists and ensembles, and family festivals. Quarterly Celebrations of Learning invite parents/families to visit their child's classroom, meet with faculty, and celebrate their child's successes.

**PARENT SUPPORT:** Another successful program adopted at YACS and planned for YACS – Orleans is Parents Learning Too (PLT). PLT, developed at YACS - Jefferson and recognized as a best practice by





National Young Audiences, empowers parents to address issues that they have identified as important and to request support from those professionals who can add to their parenting skills and expand their understanding of the educational and social needs of their children. Some of these sessions include workshops on Positive Approaches to Disciplining Children at Home, Understanding the Common Core, How to Deal with Bullying, and Appropriate Use of Technology.

**COMMUNITY VOLUNTEERS:** The Parent Community Organization includes a leadership position for a Volunteer Coordinator. The Volunteer Coordinator assists with “on the ground” volunteer management, particularly in instances of large volunteer groups for special projects arranged through community and corporate partnerships.

**(4) PARENT COMMUNITY ORGANIZATION** YACS – Jefferson enjoys the support of a robust and diverse Parent Community Organization. The Parent Community Organization assists with community-building, fundraising, and event planning including the annual spring fair YACSFest. The parent community also helps to coordinate inter-parent communication, tutoring, art programs, office assistance, school beautification, chaperoning, working on school projects, and volunteerism. Parents and caregivers are invited to participate in the PCO through completing a brief volunteer application either online or at one of many school events. YACS - Orleans welcomes families to the school for numerous events including School Beautification Days, Community Movie Nights, bi-monthly performances provided by YALA professional artists and ensembles, and family festivals. Quarterly Celebrations of Learning invite parents/families to visit their child’s classroom, meet with faculty, and celebrate their child’s successes. As at YACS – Jefferson, YACS – Orleans will undertake a concentrated effort to launch the PCO by having a presence at all school events and extending regular communications to parents inviting participation. Parent leaders will be identified or self-identify in Year One, and initial planning meetings will take place with the goal of getting the PCO up and running by the start of Year Two.

**(5) GRIEVANCE POLICIES** The process for filing a grievance is outlined in the family handbook and is as follows:

- If the concern/issue regards a student, parents/caregivers are advised to call the school or contact the student’s teacher to schedule a meeting
- If the concern/issue is about a school operations issue, parents/caregivers are advised to contact the Communications Manager
- If the concern/issue regards student safety, parents/caregivers are advised to contact the Dean of Culture
- If the concern/issue is not satisfied, parents/caregivers are advised to contact the School Leader

YACS – Orleans requires its directors, officers and employees to observe high standards of business and personal ethics. As employees and representatives of YACS - Orleans, we must practice honesty and integrity in fulfilling our responsibilities and comply with all applicable laws and regulations.



Each employee has a general duty to report all potentially illegal or unethical conduct by the school or a fellow employee, as well as potential violations of the school code or ethics manual. The process for an employee to raise a grievance is as follows:

The employee brings her or his concern to their supervisor orally or in writing. The employee may at this or a later time formally make a complaint in writing to the School Leader, which will include the date of the report, the date of the alleged incident, persons involved, a description of the incident, and any supporting documentation. The School Leader will investigate the report and will issue a written response to the employee. If the employee is not satisfied with the response, they may take the complaint next to YACA's CEO. If still not satisfied, the employee may appeal to the Chair of YACA's Board of Directors.

In the event that the complaint involves a procedural change, action, or directive affecting the School Leader, an employee may file a complaint with the CEO. No disciplinary actions shall be taken against any employee who reports harassment or discrimination, unless following investigation, the employee is found to have made the report in bad faith.

#### Governing Board

1. Describe the roles necessary on the board, the responsibilities that align with each role, and identify who will play that role on the board. Describe how the governing board will interact with the principal/head of school and any advisory bodies. As **Attachment 2**, provide a resume for each of your identified board members. Resumes will not count towards the page limit.
2. Describe how the board will monitor the school's overall performance.
3. Describe the steps the board will take to evaluate the school leader and CEO/Organizational Leader. Specifically, describe: the information the board will collect; The systems by which the board will collect information; The standards - including and in addition to student performance goals- the board will use to evaluate information it collects;
4. Describe the process by which your board identifies potential conflicts of interest before making decisions.
5. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure. Describe the board's processes to remaining compliant with open meeting and public records laws.
6. (if applicable) If there's a sole member structure responsible for the appointment of governing board members, and/or if the local board (maintained in compliance with Policy HA requirements) must report to any other entity (i.e., a statewide or national board) please provide a statement explaining the nature of the relationship, and the terms/conditions under which it could be dissolved (if any).

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

Recognizing the need for an arts-integrated school option in the Greater New Orleans area, arts in education service provider YALA founded YACA which opened the YACS – Jefferson campus in 2013. The YACA board oversees all aspects of YACS – Jefferson operations: (1) academics and administration; (2) evaluation of the School Leader; (3) operational and financial management; and (4) Mission Critical Partner YALA's contract as the school's arts-integration service provider, along with all other school contracts. The current YACA board / YACS – Jefferson oversight structure will change



with the addition of YACS – Orleans to a non-profit Charter Management Organization (CMO) hierarchy.

If granted a second charter to open a school in Orleans Parish, the YACA board will expand its capacity to manage multiple schools, becoming a CMO comprised of current YALA staff and new hires: Chief Executive Officer Rickie Nutik (to lead the YACA CMO leadership team), Chief Financial Officer Mike Dunn, Chief Operating Officer Richard Bates, Chief Academic Officer Bradley Philipson, and data, technology, and development support personnel. Ms. Nutik will step down from her role as CEO of YALA to assume leadership of the YACA CMO.

The YALA board has no role in the governance of the YACA CMO or of the personnel at YACS – Jefferson or YACS – Orleans, and YALA is governed by a separate board of directors with no overlap with the YACA board. YALA will continue as a contracted service provider for both schools. YALA's contract with YACA outlines clear roles, responsibilities, accountability, and finance. **As with all contracts, the YACA board has the power to terminate its contract with YALA if the relationship is deemed unproductive for its schools.**

**(1) ROLES OF BOARD MEMBERS** YACA was founded in 2012 as a non-profit, 501(c)3 organization to govern all Young Audiences Charter Schools and to ensure all financial, academic and legal requirements for compliance with local, state and federal guidelines.

The YACA board of directors is comprised of ten members, seven of whom reside in Orleans Parish and one is a parent from YACS – Jefferson. Should YACA be granted an Orleans Parish Type 1 charter, the board plans to add at least one board member from the new school community to facilitate the transition. The board is led by the chair, who is supported by a vice chair, treasurer and secretary. Each board member serves for up to two terms of three years, participates in monthly meetings (10 per year), and serves on at least one of five committees (executive, academic, finance, facility, and governance). YACA intends to add a Fundraising and Public Relations Committee in 2018. Board members are identified and selected based on commitment to the school and organizational mission and expertise and experience in at least one of the committees. Board areas of expertise and their knowledge members are as follows:

1. Academics: Edna Moore, Martin Drell, Erica Seeman, Mary Nass
2. Finances: Charles Gaspard
3. Legal Issues: Christine Guillory
4. Management and Operations: Sandra Levy, Edna Moore, Arnold Baker, Jennifer Benjamin
5. Community Relations: Edna Moore, Ron Loesel, Jennifer Benjamin

The Board of Directors is responsible for oversight of the academic performance goals of the school, monitoring progress toward those goals and ensuring that the school has the necessary resources to



be successful. Additionally, the Board is responsible for the operational and fiscal performance of the school, providing oversight in establishing operational goals, monitoring progress and ensuring resource availability including annual budgeting, auditing processes and long-term financial, operational and strategic planning. Specifically, the board is responsible for appointing and evaluating the CMO's Chief Executive Officer. The Board is also responsible for ensuring that members are recruited, oriented and assessed, that legal and ethical standards are met and exceeded and that the schools and organization are supported.

**(2) MONITORING OF OVERALL SCHOOL PERFORMANCE** The YACA board regularly evaluates the performance of the overall organization as well as the schools under its authority. Academic, finance, and legal/ advocacy/special projects committees meet monthly with the staff leaders and report findings to the full board during meetings. The board collects and analyzes data, monitoring progress along monthly, quarterly, annual and longer-term targets and informs the CEO if sufficient progress toward goals is not being met. The CEO is responsible for meeting with the School Leader(s) to develop plans to mitigate factors that impede success and, in turn, the School Leader(s) meet with department heads to formalize adjustments. Professional growth plans to improve systems and outcomes are put in place when necessary. Data collection includes data related to:

1. Student performance:
  1. State standardized assessments: iLEAP for third grade
  2. National NWEA MAP assessments for reading and math: first through third grades
  3. LEAP360 diagnostic and interim assessments in all core subject areas: third grade
  4. Fountas & Pinnell for early literacy: Pre-K through third grades
  5. Arts-Integrated program assessments through the portfolio system
2. Financial and operations:
  1. Monthly financial reports showing budgeted vs. actual expenditures
  2. Audited financial statements
  3. Operational dashboard (including transportation, facilities, technology)
3. Student Recruitment/Retention:
  1. Recruitment and enrollment, including the enrollment rates of targeted demographic sub-groups

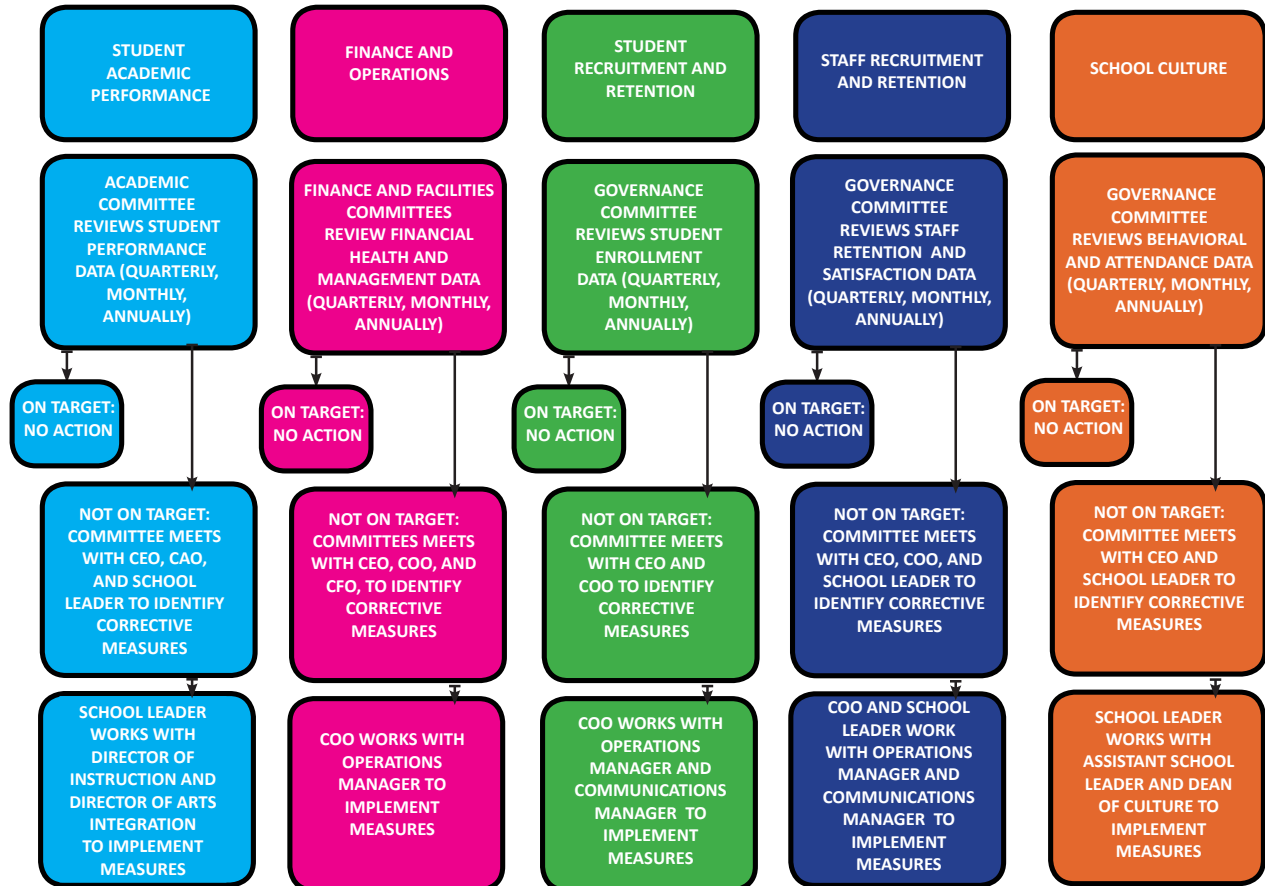


2. Student retention and attrition data
3. IEP and gifted and talented student participation data
4. Staff:
  1. Recruitment and retention data
  2. Evaluation data: To date, this has included the School Leader, however, will shift to the CEO on an annual basis following the creation of the CMO
5. School Culture:
  1. Behavioral referral data
  2. Attendance data
  3. Staff, student, and parent satisfaction surveys

The YACA Board follows the process below for monitoring school performance and taking action when corrective measures need to be implemented:



### YACA BOARD SCHOOL EFFECTIVENESS DECISION-MAKING AND ACTIONS PLAN



In all instances the CEO reports actionable steps, corrective measures, and progress to the respective board committees.

**EVALUATION OF SCHOOL LEADER** Evaluation of the School Leader at YACS – Jefferson is currently conducted by the YACA Board using the COMPASS Louisiana Leader Performance Evaluation Rubric as the primary evaluation tool. A secondary evaluation is conducted using the Marzano School Leader Evaluation Model Rubric which measures effectiveness of the following domains on a scale of one to four (1) data-driven focus on student achievement; (2) continuous improvement of instruction; (3) guaranteed and viable curriculum; (4) cooperation and collaboration; and (5) school climate. YACA also conducts leadership evaluations through staff surveys. **The responsibility of evaluating school leaders will transfer from the board to the CEO after the formation of the CMO.**

The Board and YACA CEO will hold the School Leader accountable for academic, financial, and organizational standards, ensuring that he/she meets or exceeds expectations prioritizing areas that YACA believe are critical to the success of the School Leader. These areas include: academic performance; academic program fidelity; selection, recruitment, development, support, satisfaction, and evaluation of all staff; financial and operational management, including budgeting, accounting, auditing, and financial planning; and community satisfaction and relations, including student





recruitment, enrollment, and engagement of students and families.

The CEO, School Leader, and Academic Committee of the YACA board will develop appropriate short, medium, and long-term performance goals that align with the COMPASS/OPSB Charter School Performance Framework. The board will collect data from public and internal sources, including from the Louisiana Department of Education and through faculty, staff, and parent surveys as well as from nonprofit partners. To ensure solid and effective evaluation YACA provides board training in assessment of School Leader performance, particularly in the area of understanding academic performance assessments. Prior to the start of each school year, board members participate in a special session conducted by the CEO and CAO to review school performance assessment measures including MAP and LEAP 360 testing and how to interpret results as reflective of student growth. This training is also a part of new board member orientation.

In the event that the School Leader does not meet pre-established performance standards, YACA places the School Leader on a Performance Improvement Plan (PIP). The PIP allows YACA to address targeted concerns in leadership performance and provide supports necessary for improvement. This protocol is triggered when a School Leader receives a “2” (partially meets standard) in one or more areas of his/her COMPASS evaluation. PIPs are developed by the Board President, Board Committee Chairs, and CEO and include performance remediation targets for each indicator identified as requiring improvement. Support in the form of mentorship, professional development, and resources is provided to improve targeted outcomes. PIPs are set for the duration of an academic year; if sufficient progress is achieved, the School Leader is taken off the plan. Partial improvement or unacceptable improvement trigger the reissuance of the PIP or consideration for dismissal.

**CEO PERFORMANCE EVALUATION** CEO performance evaluation is conducted based on a 5-item Likert scale with 5 being “Highly Effective” and 1 being “Does Not Meet Standards.” Evaluation is based on goals determined prior to the start of the school year by the board, CEO, and leadership team as applicable.

PERFORMANCE AREA	CRITERIA	SYSTEMS/SOURCE	
Academic Performance (40 points)	Likert scale based on percentage of academic performance goals met for academic year	1.	State assessments
		1.	National NWEA MAP assessments
		2.	LEAP360 assessments
		3.	Internal interim assessments
		4.	Fountas & Pinnell
		5.	Portfolios



		6.	Student grade level promotion data	
Financial and Operations Management (25 points)	Likert scale based on percentage of enrollment targets met and revenue/expenses (surpluses/deficits); adherence to operations goals and procedures; successful staff recruitment	1.	Enrollment data	
		2.	Financial reports	
		3.	Audited financial statements	
		4.	Contracts and Transportation data	
		5.	Staff surveys	
		6.	Hiring data	
Academic Program Fidelity (20 points)	Likert scale based on success in meeting or exceeding adherence to academic program as outlined in charter application (curriculum; arts integration; professional development; assessment system; SPED, ELL, G&T services; extra-curricular activities)	1.	Teacher surveys	
		2.	Leadership surveys	
		3.	PD hours/completion	
		4.	District SPED reporting data	
		5.	Annual and interim parent surveys	
Parent/Teacher/Student Satisfaction (10 points)	Likert scale based on percentage of parents giving school a high letter grade (A, B, C, D); percentage of parents attending student conferences; participation in Parent Community Organization (PCO); teacher retention; student re-enrollment	1.	Annual and interim parent surveys	
		2.	Conference attendance data	
		3.	Teacher retention rates	
		4.	Annual and interim teacher satisfaction surveys	
		5.	Student mobility rates	
		6.	PCO participation and volunteer hours	
Fundraising and Community	Likert scale based on progress	1.	Analysis of gifts,	



Relations (5 points)	toward fundraising goals; establishment of new community partnerships	donor numbers, and grants
	2.	Community/corporate partnership data

**(4) CONFLICTS OF INTEREST** The YACA Board of Directors has a conflict of interest policy that each board member commits to upon joining the board and recommit to annually. This policy requires disclosure of conflicts and/or potential conflicts as well as abstention from voting on any matter in which there is a conflict. No member of the Board of Directors, or any of its committees, shall derive any personal profit or gain, directly or indirectly, by reason of his/her participation with YACA. Each individual shall disclose to the organization any personal interest which he/she may have in any matter pending before the organization and shall be prepared to refrain from participation in any decision on such matter. Board members complete annual conflict of interest forms to disclose any existing conflicts. In the event that a board member discloses a potential conflict of interest, the board will meet without the member in question to discuss if the potential conflict is legitimate. If determined to be a substantiated conflict, the interested board member will abstain from all discussion and decision-making regarding the matter. All exchanges regarding conflicts of interest are recorded in the board meeting minutes.

**(5) SELECTION, MEETINGS, AND COMMITTEES** Board members are selected based on their understanding and commitment to the mission to prepare students for high school and beyond. The board nominates new members each year as needed. Each board member serves up to two terms of three years and participates in 10 meetings annually.

The Governance Committee is responsible for reviewing and recommending applicants for appointment to the Board, organizing Board orientation and training, and conducting background checks on all potential board members. The YACA Board will be compliant with OPSB Policy HA; YACA currently has a parent of a YACS – Jefferson student as a Board member. Board member recruitment is as follows:

- Governance committee analyzes mission, vision, growth plan, and the performance requirements of the charter contract to determine (in addition to development/PR) any new skills, capacities, or connections necessary to maximize board functionality and school success. The committee also conducts a profile of current board capacity to determine strengths and areas for growth, closely considering voids created by members completing their terms.
- Governance committee researches potential candidates and solicits nominations from the Board. The committee mails recruitment packets including an introduction letter, board member “job description,” and information on YACA’s schools. Follow up calls are made to invite potential board members to tour school campuses and participate in prospective member orientation.



- Governance committee hosts school tours and orientation in order to clearly define expectations for members' time, involvement, and financial commitments; familiarize prospective members with YACA's mission, vision, and educational model; and answer questions. Committee members will also hold individual interviews with prospects and conduct background checks.
- Governance committee secures declarations of prospective members' willingness to serve in advance of election during June Annual Meeting.

All committees are chaired by a YACA Board member. Board members elect to serve on committees that maximize their expertise and personal, corporate, and community connections. Committees and responsibilities include:

**Executive Committee (Chair Sandra Levy):** The Executive Committee shall consist of all officers of the Association, the School Leaders, as non-voting members, and any other individuals appointed by the Chair and approved by the Board of Directors. The committee shall be led by the Chair and shall be fully authorized to act on behalf of the Association during the intervals between meetings. Actions taken by the Executive Committee shall be reported to the Board of Directors for ratification at the next regular meeting. The Executive Committee shall have no power to amend the bylaws, nor vote directors off the board.

**Academic Committee (Chair Erica Seeman):** The Academic Committee supports the School Leader in defining academic excellence and in meeting goals elaborated in the school charter.

**Finance Committee (Chair Charles Gaspard):** The Finance Committee shall be appointed by the Chair and shall be chaired by the Treasurer. It shall be responsible for oversight of the compilation of the annual budget for submission to the Board of Directors for approval, assisting the Association in the interviewing and selecting of accounting professionals to conduct the annual audit and reviewing any recommendations thereof upon completion of the audit, and reviewing insurance coverage and insurance companies for YACA. The Finance Committee shall also govern fundraising undertaken on behalf of YACA.

**Facility Committee (Co-Chairs Mary Nass and Ron Loesel):** The Facility Committee is established to advise and support maintenance of the school campus.

**Governance Committee (Chair Christine Guillory):** The Governance Committee will review and evaluate school policies on a regular basis to determine if policies are relevant and address the needs of the school. The committee will collaborate with stakeholders and school leader(s) to identify and develop new policies, and will advise the Board of Directors on policy-related issues. The Governance Committee shall be responsible for reviewing and recommending applicants for appointment to the Board. The governance committee also conducts background checks on all potential board members and maintains compliance with OPSB charter school board regulations.



In accordance with La. R.S. 44:1, et. seq. (Sunshine Law) the YACA board provides free of charge to any person of majority age all documents related to the operations or management of YACS – Jefferson or YACS – Orleans. Documents are kept for a minimum of three years. Information about how to obtain public record documents will be posted on the YACS – Orleans website. All board meeting minutes include (1) date, time, and place of the meeting; (2) members present and absent; (3) substance of decided matters; (4) Votes recorded by individual member if requested by any board member; and (5) other information requested for inclusion by a member of the board.

#### Staff and Organization

1. As **Attachment 3**, provide an organizational chart. As **Attachment 4**, include job descriptions that summarize the scope of work for all staff on the school leadership team. If applicable, As **Attachment 5 and 6**, provide redacted and un-redacted resumes for any identified leadership team members.
2. Describe your administrator and teacher recruitment strategy, including legally required qualifications (LA R.S. 17:3983), as well as any school design specific qualifications. Include how you will attract a diverse applicant pool that includes candidates who share the same backgrounds with students and are from the Greater New Orleans area.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

**(1) YACS – ORLEANS LEADERSHIP TEAM** The leadership team at YACS – Orleans consists of the School Leader (Brandon House), Director of Curriculum and Instruction (Martha Mason), Operations Manager (Jon Cospers), Director of Arts Integration (Roscoe Reddix Jr.), Director of Special Education (to be hired), and Dean of Culture (to be hired). The position of Assistant School Leader will be added in Year 3. The Operations Manager will report directly to the CMO COO so that the School Leader’s focus can remain on academics and school culture as opposed to daily operations.

**(2) ADMINISTRATOR AND STAFF RECRUITMENT** YACA is committed to finding high-performing, experienced individuals who are dedicated to educating the whole child through arts-integration. The Chief Academic Officer (CAO) and Chief Executive Officer (CEO) are responsible for recruiting, hiring, and training the School Leader and Assistant School Leader (Year 3). YACA is also committed to attracting and cultivating high performing, engaged, visionary teacher-leaders. The leadership team at the school level will lead this effort in concert with the central office team.

Primary recruitment strategies will be:

1. Promoting from within and pathways to leadership – Internal promotions are a foundational element of YACA’s educational model. The current school leader began his work with YACS – Jefferson as the Director of Curriculum and Instruction, the Director of Arts Integration began his work as a YALA Teaching Artist, and the current Instructional Specialist began as a teacher at YACS - Jefferson. This pathway continues to interventionists who began as para-professionals and assistant teachers who have worked their way to become lead classroom teachers. Promoting from the existing staff, when a qualified candidate is available, ensures administrators and staff that understand and embrace the school’s mission, and promotes retention of highly qualified staff with aspirations of advancement and leadership. This model is critical to retaining a diverse staff that represents the student body.
2. Referrals – Hires who have been referred by current staff members are often the most successful additions to the staff. YACA encourages and incentivizes recommendations from



current staff of friends, past-colleagues, and other peers who they believe would be committed to the YACS - Orleans mission and vision. Current YACS - Jefferson staff members are also ambassadors, and are able to give potential candidates a realistic picture of what it would be like to work at YACS - Orleans so that they may enter the application process with an awareness of the school culture and expectations.

3. Local and national outreach - In order to reach as many potential applicants as possible, YACA will leverage its connection to the Young Audiences national network and the Wolf Trap national network to notify educators across the country of open leadership positions. Other local and national outreach will occur through multiple facets, including posting to local and national job boards, print and online marketing, teacher job fairs, college fairs, and social media.
4. Outreach to teacher preparatory programs – YACA currently has existing partnerships with teacher education programs at Tulane University, Xavier University, and Loyola University. Through these partnerships, YACA recruits teachers who have been thoroughly prepared to enter the classroom through a traditional education program and have had the benefit of being mentored by experienced classroom teachers.

**Qualifications:** All YACA faculty and staff must embrace the mission and values of the school, exhibit respect for self and others, demonstrate excellence, integrity, honesty, and high ethics, and appreciate diversity. For teaching applicants, a bachelor's degree and/or Louisiana Teacher Certification will be minimum requirements. A copy of the qualification will be cited for verification at the time of interview. An in-person interview will be conducted, including a model lesson and teaching demonstration. Each candidate will be evaluated using a rubric that reflects YACA's high standards. While some artistic background is preferred it is not required. Teachers must demonstrate willingness to learn arts-integrated strategies and implement them in the classroom. YACA's highly qualified teachers working in the roles of Director of SPED, G&T Coordinator (Year 2), interventionists, and SPED teachers meet specifications of "highly qualified" in accordance with the Every Student Succeeds Act and Louisiana's special education certification or will complete the certification process during their academic year of hire.

**Staff Diversity:** The success of YACA schools is closely tied to the quality of the school leadership team and teachers. YACA is very intentional about teacher recruitment seeking diversity that closely reflects the student body, classroom experience, and willingness to embrace arts integration combined with rigorous academics. YACS - Jefferson currently employs 42 instructional staff, of which, 47% identify as African American, 12% identify as Latino, and 39% identify as White. Of the staff, 41% are male. According to a 2015 article by the Times-Picayune only 32% of teachers in Jefferson Parish identify as African American and 4% as Latino. **A comparison of the staff at YACS – Jefferson to the district average makes clear that YACA's efforts to recruit a diversity of instructional staff are effective.** YACS – Orleans will also prioritize staff diversity and reflection of student backgrounds.

Just as we expect our faculty and staff to develop a positive learning environment for our students,





YACA leaders will create a positive working environment. Regular survey data shows that YACS – Jefferson has a high rate of satisfaction among staff and faculty, with 95% of faculty and staff that were offered positions returning for 2017-18 school year. The high faculty-staff retention rate exhibited at the established school will be a part of the new school’s annual goal setting and our School Leaders’ reviews.

**Recruitment Timeline:** YACA will begin recruitment in early January 2019 and plans to have all faculty and staff hired by June 1, 2019. YACA realizes the importance of identifying, cultivating and hiring instructional personnel as early as possible, as high performing instructional staff often accept positions early in the spring. In order to extend the vision of YACA, the experienced support staff and service providers at YACS – Jefferson will expand roles and responsibilities to accommodate the needs of the second school site. Efforts to ensure that teaching staff have attained required credentials will be supported by the experienced support staff at YACS - Jefferson and YACA network team. Those “Highly Qualified” candidates will be prioritized, as will teachers who are experienced in arts-integrated instruction and teachers who have been a part of the transformation of schools serving a similar urban demographic to impressive results.

**Hiring Process:** YACA central office will conduct an initial resume screening for baseline qualifications, they will then conduct an initial phone or video interview that will seek evidence to support the candidate’s commitment to the mission and values of the organization and candidates will be asked to discuss specific examples in their teaching or life experience where those values were evident. The YACA central office will advance those candidates who meet that qualification bar to the school-based team. For teaching applicants, the School Leader will lead the hiring process but will rely on input and support from the Director of Operations, Director of Curriculum and Instruction, Assistant Principal, and Director of Arts-Integration. Candidates will be interviewed in person, asked to create a model lesson and provide a teaching demonstration. The recruitment team will assess the candidates’ classroom management, content, motivation, artist/teacher relationship, assessment, child development, and presentation skills.

#### Mission Critical Partners

Educational Service Providers are not considered “Mission Critical Partners” for the purposes of this section. Applicant groups which will use an Educational Service provider should complete the Educational Service Provider section of this application.

1. Describe the mission-critical partnerships that your school has established and provide, as **Attachment 7**, the terms of these partnerships in form of a written commitment or MOU.
2. What is the contingency plan if these partnerships are not maintained?

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

**YOUNG AUDIENCES OF LOUISIANA** Young Audiences of Louisiana, YALA, is the key Mission Critical Partner of YACS-Orleans. YALA provides services to YACA through a contractual agreement. As the founding organization that established YACA, YALA provides the backbone of the model’s signature arts integration plan and implementation: teaching artists for every grade (2 for Pre-K), professional development, performances, Director of Arts Integration, and comprehensive afterschool and summer programs of which a majority of activities are arts based such as band, ballet, theater, and



media arts. Currently, YALA also provides operations and back office support services for YACS – Jefferson. If YACS – Orleans is approved, YACA will achieve an economy of scale enabling YACA to take over operations and back-office services, and YALA will transition to a service provider role.

The following list shows the scope of services that YALA will provide on a contract, fee-based service specifically for YACS – Orleans beginning in the 2019-20 academic year (Professional and Technical Services budget line in Attachments 23 & 24).

- YALA will provide Professional Development in arts-integration to the leadership and instructional staff of the Charter School (curriculum sample included in Attachment 7).
- YALA will provide a Director of Arts Integration to supervise and assess teaching artists, and to work with each grade level team including classroom teachers to develop an arts integration curriculum. The Director of Arts Integration will also train teaching staff to provide YALA programs including Arts for Learning Literacy Lessons.
- YALA will supervise 6 teaching artists (2 for pre-k and 1 for each subsequent grade) who will work with classroom teachers to develop lesson plans and curriculum, and co-teach arts-integrated units with partner teachers.
- YALA will supervise an afterschool and summer program at the Charter School. This program will include academic support, arts instruction and health and recreation activities, and will enroll a minimum of 150 students.
- YALA will provide bi-monthly performances on Fridays supervised by the Director of Arts Integration (YALA in-kind support).
- YALA will facilitate contracting of and communication with additional partners to supplement arts-integration services.

As an affiliate of the national organization Young Audiences, Inc. (YA), YALA brings best practices and professional development opportunities from across its national network of 33 affiliates, as well as the researched based curriculum Arts For Learning Lessons. YALA also brings access to YA national funding opportunities. Most recently YA national funds supported the Arts-Integrated Leadership Development Framework, designed to prepare leaders at all levels to support the arts-integrated model at YACA schools.

YALA is also a regional affiliate of Wolf Trap Institute for Early Learning Through the Arts (WTI). Through this affiliation, YALA brings the WTI professional development model to YACA schools, rooted in extensive research and best practices in arts-integration for early childhood classrooms. YALA is also eligible for funds through WTI, which are used to further support the model in YACS kindergarten and first grade classes.

Because arts-integration and YALA programs are the foundation of the school, YALA brings a unique understanding of the operational needs for this school model. With a 55-year history of managing arts in education and youth development programs serving hundreds of thousands of children, YALA has demonstrated excellence in fiscal management within complex systems. Since 2005, YALA has



managed over 15 million dollars in state and federal funds, with 100% clean audits. YALA will bring this insight and expertise to the management of the afterschool program.

**ADDITIONAL PARTNERS** Goat in the Road Productions (GRP) provides professional development for teachers and direct arts-integration services for students through their Play/Write program. Teachers learn how to integrate theater into all core content areas during professional development institutes. Throughout the year, GRP teaching artists conduct workshops using theater to access student writing skills and guiding them to write their own scripts. Students then participate in the Play/Write Showcase, where professional theater companies stage selected student plays from the area schools that GRP serves. YACA has partnered with GRP for the past 3 years because we value of the one of a kind experience for our students. Having a refined, published work that is presented by professional theater companies is a tremendous opportunity for students and they benefit from being part of a community of young playwrights across the greater New Orleans area. GRP services include:

- GRP will provide one full day professional development workshop for classroom teachers.
- GRP will provide each student with Play/Write curriculum packets.
- GRP will perform a selection of student written plays for the school to kick off the Play/Write program.
- GRP will coordinate a field trip to Dillard University's Cook Theater in May to view the Play/Write Showcase, a selection of student works presented by professional theater companies. Provide each student with a formatted, bound copy of his or her play.

**Project Peaceful Warriors (PPW)** provides Trauma Aware Yoga and Mindfulness training for teachers. It is likely that students and teachers who have experienced trauma will be among the diverse demographic that YACS –Orleans will serve. PPW staff comes with trauma specific training that equips them to meet the needs of these students and teachers. PPW services will include:

- PPW will provide a one-hour professional development for YACS-Orleans staff.
- PPW will provide ongoing yoga and meditation support for staff and students.

Services fees for Goat in the Road and Project Peaceful Warriors are included in the Professional and Technical Services budget line (Attachment 23 & 24).

**Arts Council of New Orleans (ACNO)** supports Friday performances at YACA schools, and facilitates the flow of information between the schools and the greater arts community. ACNO's commitment to bringing professional artists into educational settings makes it a natural partner for YACA. With its wide its network of contacts, ACNO is a strategic communications partner, connecting high quality artists from the community with opportunities at the schools. ACNO services include:

2. ACNO will provide financial and technical support for the Friday performance series at YACA schools.
3. ACNO will distribute information to its networks including, but not limited to, school events, job postings, and volunteer opportunities.
4. ACNO will share information with YACA schools including, but not limited to, upcoming funding



opportunities, visiting artists, and upcoming exhibits and field trip opportunities.

*Loyola University's Institute for Quality and Equity in Education (IQEE)* IQEE conducts school evaluations through site visits, classroom observations, focus groups with school administration, and semi-structured interviews with school leadership. IQEE's role is to assess the school's arts-integrated model, curriculum, daily and data management systems, professional development, and staff organization in order to present strategic recommendations to improve school performance and adherence to mission (Attachment 23 & 24 fees included under Consulting).

**Partner Goal Setting and Accountability:** YACA leadership team will identify appropriate partners and appropriate points of contact for partners from YACS - Orleans/YACA CMO. Partners and points of contact will establish goals and timelines together as well as associated standards (similar to COMPASS framework) indicating whether a partner has not met, partially met, met, or exceeded agreed upon standards. Points of contact and partners will review partner goals and activities a minimum of twice annually and report to school leader, CEO, and YACA Board. Partners not meeting the standard or only partially meeting the standard are subject to termination pending board review of activities, goals, and progress to date. All partners are expected to positively impact students academically, socially, emotionally, and/or developmentally. Partners who fail to achieve satisfactory standards will be released in favor of suitable replacements. YACA will send out requests for partnerships a minimum of once per year.

**Contingency Plan:** YACA is confident that our partnerships are stable and that our partners have demonstrated longevity in their operations. Contingency plans to replace function and services of discontinued partners include solicitation of replacements through ads in the paper, through social media, and professional affiliations like the Greater New Orleans Collaborative of Charter Schools. In instances where partnership is dependent on funding, YACA will seek alternative public and private funding for partner services deemed to integral to the model i.e. arts integration.

#### Operational and Financial Readiness

1. Provide, as **Attachment 8**, a detailed start-up plan for the school. Specify tasks, and key milestones, timelines for completion, and the individuals or positions responsible for each. Indicate at which point key individuals will become employees of the organization, as well as contingency plans if you are unable to open in your preferred timeframe.
2. Provide as **Attachment 9**, your school's start-up and Year 1 operating budget.
3. Do you plan to use a financial manager or a back-office service provider? If the entity that will provide your financial services has been chosen, please provide its name and attach the contract as **Attachment 10** and the resume of the person designated as your qualified business manager as **Attachment 11**. If that entity is an individual financial manager, please provide his / her one-page resume as **Attachment 11**.
4. To whom will your financial manager or back-office service provider report: the school leader, a network/CMO level staff member, or the board?



5. If your school leader or organization are considered an experienced operator include as **Attachment 12** your School/Portfolio Performance workbook.

**TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.**

Healthy finances and decision-making with regard to short and long term budget goals are the keys to a successful school operation and are achieved by making sure that a proper set of checks and balances are put into place as well as a transparent reporting system. This will ensure accountability of leadership and the Board to the community and to the state, as well as foster a sense of trust and support with the stakeholders vested in the school's success. The Board has a priority on organizational sustainability and fiscal solvency and as a result, the school has a prudent approach to financial decision-making that is focused on leveraging assets to maximize educational impact. YACA has managed YACS- Jefferson responsibly. As of November 30, 2017, YACS-Jefferson had total net assets of \$1.48 million and has earned a rating of 97 of 100 based on financial health indicators valued by the Jefferson Parish Public School System.

**(3) FINANCIAL MANAGER:**

YACA engages an experienced back office service provider to ensure a strong foundation for effective school operations. Michael Dunn of Dunn Financial Solutions, LLC will be hired and employed as the Chief Financial Officer (CFO). Mr. Dunn, is an experience financial professional with over 25 years of financial experience, 10 years non-profit experience, is former CFO of KIPP New Orleans. Mr. Dunn has provided financial services for several charters school in Louisiana, including YACS – Jefferson. The CFO will report directly to the CEO and provide monthly reports for review by the Board of Directors in cooperation with the COO and School Leader. The CFO, COO, School Leader, and Operations Manager will work closely with the Board Finance Committee to ensure that all finances are accurately accounted for in the school's financial statements.

The Board of Young Audiences Charter Association appoints a Finance Committee to ensure fiscal accountability and transparency. The committee will do this by:

- In conjunction with CEO and School Leader, reviewing the school's financial statements, including the balance sheet and revenue & expense statement with the CFO, COO, and Operations Manager on a monthly basis;
- Ensuring proper financial and accounting practices in compliance with all applicable federal, state and local regulations;
- Conduct thorough investigations of any financial discrepancies or irregularities; report any issues to the appropriate agencies;
- Choose a qualified CPA firm to handle the annual audit and tax returns

Original annual operating budgets and budget updates are prepared by the CFO in conjunction with the School Leader, CEO, Operations Manager, and Finance Committee and submitted for approval to the full Board. Any updated operating budgets with greater than a 5% variance in either revenue or expenses are required to have full Board approval (after review by the Finance Committee).



Young Audiences Charter Association uses Financial Edge (Blackbaud) as its accounting and financial reporting. The software will be set up to coincide with the Louisiana Accounting Uniform Governmental Handbook (LAUGH) system to allow for uniform financial reporting. The school will implement the same financial policies and procedures instituted at YACS - Jefferson that cover, at a minimum, the following areas:

- o Cash receipts
- o Cash disbursements
- o Purchasing
- o Accounts payable
- o Federal & state grants management
- o Payroll
- o Financial reporting
- o Fixed assets

The Operations Manager, School Leader, COO, and CFO will together to manage all receivable and payables with oversight from the CEO.

In addition, there will be a record retention policy.

The Board will choose a qualified CPA firm based on proposals gathered by school staff to audit the school's financial records, including payroll and grants. All transactions and documents will adhere to Generally Accepted Accounting Procedures (GAAP). Furthermore, the CPA will ensure that restricted grant funds have been properly appropriated according to the terms associated with the awarding of those grants. The CPA firm will also make recommendations on general financial accounting and financial analysis practices.

The CPA firm will complete the following annually:

- Annual financial audit which includes review of all financial statements and internal control processes;
- A-133 Single audit (if necessary) which is a federal audit required if receiving more than \$500,000 in federal funds;
- Agreed upon procedures reports as required by BESE
- 990 tax return (information return from the IRS).

Start-up of YACS – Orleans will be facilitated by a grant anticipated from the Walton Foundation. The contingency plan, if Walton funds are not available, is facilitated by Mission Critical Partner Young Audiences of Louisiana who will loan YACA up to \$259,000 in start-up funds. YALA's board has approved an interest free loan to help with costs related to start-up which must be repaid in full after five years (a copy of a draft loan agreement is included in Attachment 24). **YACS – Orleans's current five-year budget plan reflects the repayment of the loan in full by the close of Year Three.**





\$259,000 of anticipated funds (either from Walton or as a loan from YALA) will enable the CMO to hire a full time Communications Manager and to engage the CEO, COO, CAO at 0.25 FTE each to begin student and teacher recruitment 11 months prior to opening. The funds will also enable the Operations Manager and School Leader to work full time six months prior to ensure a smooth opening for the new OPSB school. A detailed list of start-up activities is attached (attachment 12). If funds are acquired through loan, they are budgeted to be repaid in full by year three per five year contingency budget planning.

Mission Critical Partner YALA will not be contracted during the YACS – Orleans startup period, but will be a contracted service provider for the five year duration of YACA’s initial YACS – Orleans charter. Under the contract (Part 1, Attachment 7) YALA will provide arts-integrated professional development services; grade level teaching artists; Director of Arts Integration; arts-integration support services/consulting; afterschool programming; and grant-writing (YALA’s grants team has extensive experience in winning grants in support of arts-integrated programming). YALA’s contracted amount for Year 1 services is \$520,000. This figure will increase per year of operations as YACS – Orleans adds grades, requiring additional personnel and services (Attachments 23 and 24).

The COO, with support from the CEO, will be responsible for identifying and securing a school facility in the eleven months prior to opening. Our priority will be to work with OPSB to lease and maintain a current OPSB building to house our arts integrated model. We are prepared to pursue other options in the event that an OPSB building is not available, including leasing any building that is currently unoccupied from the Archdiocese of Louisiana and other entities.

Contingencies: If enrollment is lower than in current budget projections, CEO, CFO, COO, CAO, and the school leader will meet agree on areas to reduce spending with the goal of maintaining and maximizing classroom staff and resources.

#### Attachments

1. Attachment 1: (Optional) Student Recruitment Evidence
2. Attachment 2: Governing Board Roster & Resumes
3. Attachment 3: Organization Chart & Staffing Plan
4. Attachment 4: School leadership team job descriptions
5. Attachment 5: Redacted Leadership Team Resumes
6. Attachment 6: Un-redacted Leadership Team Resumes
7. Attachment 7: (If applicable) Mission Critical Partner MOUs/Contracts
8. Attachment 8: Detailed Start-up Plan
9. Attachment 9: Start-up and Year 1 Budget
10. Attachment 10: (If applicable) Financial Manager Contract
11. Attachment 11 Qualified Business Manager/Financial Manager resume
12. Attachment 12: (Experienced Operators) School/Portfolio Performance workbook