School of Business and Tourism at Miguel Contreras Learning Complex
Pilot School Application

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A. Mission Statement

The School of Business and Tourism allows each student to have broad-reaching focus in an area of huge economic growth and impact, thus providing a viable path of employment and preparation for a four year University, giving them the foresight of a career path and a leg up in college acceptance by showing a maturity and foundational learning in a chosen career.

B. Vision Statement

BT believes all students should have a meaningful and challenging learning experience where data driven instruction and common core curriculum is embedded into thematic interdisciplinary models of project based learning. It is our vision that every student is able to access the business and tourism career pathway to connect students to authentic practices through industry leaders/mentors, job-shadowing experiences, community internship opportunities, field trips and creation/evaluation of Project Based Learning (PBL) units, that are determined by the BT Advisory board members including: Anshultz Entertainment Group (AEG), Consulates of South Africa and Chile, Chase Bank, Mexico Travel and Tourism Board, Deloitte Financial and the Dept. of Water and Power. A prime example of an integrated PBL unit is our proposed class in partnership with the CTA where students will design tours tied to novels set in Los Angeles. This approach to English Literature clearly fulfills A-G core course work, but spins the class, keeping in plain sight the overarching thematic learning of travel and tourism.

The fundamental purpose of BT is to encourage each student to develop his/her intellectual, social and personal character in order to engage in healthy personal relations with their peers, professionals and community. Additionally, BT stakeholders have a commitment to engaging parent and family participation in student learning. We believe that by creatively approaching class work in an interdisciplinary manner, students will be more apt to contribute, engage more fully and learn at a deeper and longer-lasting level.

Intellectually, BT students enhance:
- The ability to analyze and evaluate complex issues and events.
- Their skills to become enterprising and open minded contributors to the community.
- Work cooperatively with other individuals, modeled through PBL, to support business practices.
- The skills necessary to successfully matriculate competitively, to prestigious Ivy League Universities, UCs and CSUs.

Many of our courses focus on a core skill in BT, problem solving and conflict resolution. Forming the ability to overcome obstacles, work well with people, and become solution oriented breeds intellectual independence.

Personally, BT students demonstrate:
- Respect and acceptance of self and our communities' diversity, and individual cultural differences.
- A commitment to individual empathy, character, responsibility and ethical behavior.
- Effective communication strategies; verbally, written and technological.
- An understanding of their role as local and global contributors

Success in BT means a deep understanding for many cultures and a high level skill of communicating with people of all kinds.

BT Families will actively engage in:
- Meeting with teachers, attending parent workshops and actively seeking to enhance their capacity to support their children's education
- Participating in the school decision making process through Governance Board and Parent Teacher Student Association
- Increasing their understanding of what their children need to achieve in high school to be college and career ready.

The Culture of BT Exemplifies:
- High expectations for all students.

- A personalized atmosphere created to insure students are resilient and able to learn from all experiences.
- Healthy relationships with student, staff, and family community members.
- Enhanced student learning experiences through teacher looping and adjustment of period assessment to match with the curriculum map.

We believe it takes a maturity to make the choice of BT and we treat our students with the respect that merits, fostering a level of acceptance while demanding that our students meet rigorous academic standards.

All BT stakeholders commit to supporting the Mission and Vision. It is essential that teachers continue to expand their expertise through utilizing research based professional development and effectively monitoring student mastery of standards, communicating effectively with parents, students and Advisory Board members to prepare students for the challenges of College and Career.

C. School Data Profile/Analysis

1. Current School Profile

Student and Community Demographics. BT first opened its doors on September 5, 2006 on the campus of MCLC. This urban school is part of the Los Angeles Unified School District and is located three blocks west of downtown Los Angeles in the densely populated Pico Union area. MCLC was opened to relieve the overcrowding at Belmont High School, and is included in the Belmont Zone of Choice within LAUSD. BT operates as a single-track, traditional calendar school which currently houses approximately 470 students in grades nine through twelve (approximately 36% female and 64% male). Over 50% of incoming feeder students within the Belmont Zone of Choice come from John Liechty MS.

Since the school opened, BT has served a primarily Latino student population; in 2011-12, 95% of our students were Latino. The following table illustrates our racial and ethnic makeup for 2011-2012:

	Asian	Filipino	Pacific Islander	Black	Hispanic	White
2011-2012	1.4%	1%	.1%	1%	95.1%	1.3%

Over 90% of BT students qualify for the Federal Free and Reduced Price Meal Program and 93.9% come from homes where Spanish the primary language spoken. Socio-economically, the neighborhood consists of mostly working class, immigrant and low-income families. The neighborhood has, for many years, seen a great deal of gang activity and related violence. BT is a safe haven; students have a great respect for the campus, as it has a welcoming, safe, and calm atmosphere.

Although we do not formally maintain the citizenship data for our student population, we are aware that large numbers of our students are undocumented immigrants. This has had a tremendous impact on their ability to attain scholarships and grants and to afford many 4-year colleges and universities even though many of our students are accepted. 98% of BT students are the first in their families to complete a high school education and to attend college at any level. According to parent responses on the BT enrollment application, approximately 16% of parents have graduated high school.

Academic Achievement. Our students face an interconnected set of challenges that impact their ability to maximize their academic potential. 65% of our students are reclassified Fluent English Proficient; often, they fall behind in mastery of core subjects as they struggle to learn English. As they encounter difficulties succeeding in school, the lure of the streets becomes increasingly powerful. As noted above, the majority of BT parents did not graduate from high school, so our students do not have many strong academic role models. Language barriers, coupled with a lack of knowledge about formal educational systems, make it difficult for parents to adequately support their children's education. Although the overwhelming majority indicate that they feel welcome on campus, only 29% report having spoken to their child's teachers.

Within this challenging context, our student performance data show both areas of strength and areas of concern.   The charts below provide additional detail.

Strengths
- BT students exceeded the district average of the four year graduation rate in 2011-2012.
- Social Studies CST scores are ahead of district average, which we believe is a reflection of our ability to connect students to the curriculum via the BT pathway.
- 10th grade CAHSEE pass rate in both ELA and Math exceeds the district average.

Concerns
- BT student lag significantly behind the LAUSD average in all Math and Science subjects on the CST, indicative of a need for more intervention.
- While the gap isn't as wide as in Math and Science, BT students also are not on par with their district peers with respect to ELA CST scores.
- Although our graduation rate has been on an upward trend, data show that approximately 1/3rd of our 10th grade students are not on track to graduate in four years.
- There is a significant achievement gap between our English Learner and Special Education students and the overall student population, as reflected in Math and ELA CST scores.

2011 CST Performance Levels (% Basic or Above)

2011 CAHSEE Pass Rate (10th Grade)
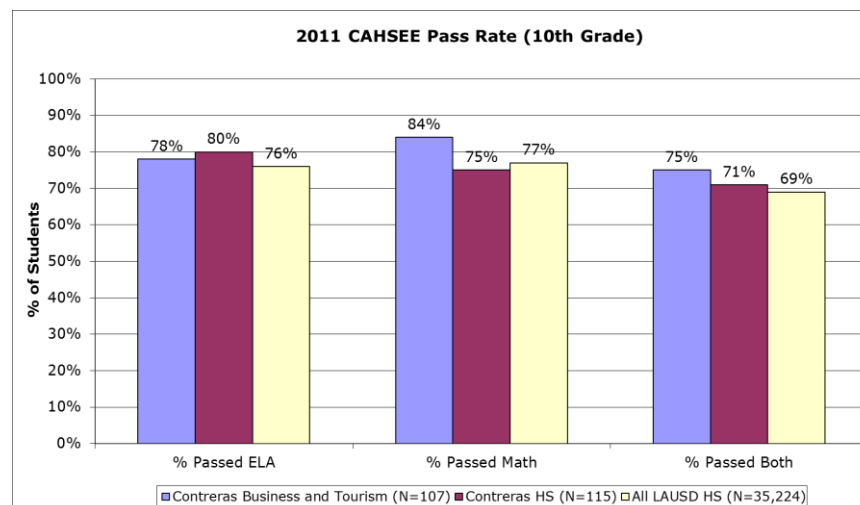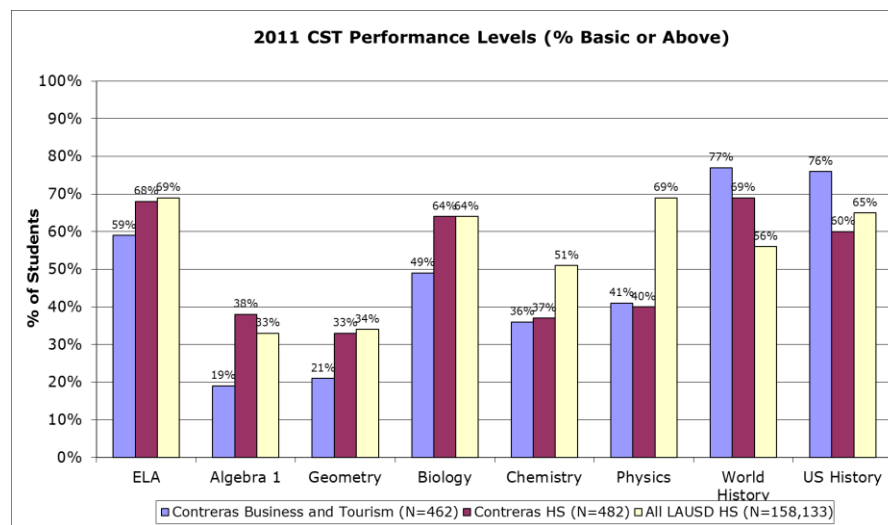
Students On Track to Graduate							
Grade Level	*Enrollment*	*# on track*	*Percent on track*	*# not on track*	*Percent not on track*	*# unknown*	*% Unknown*
Grade 9	197	0	0	58	29.4	139	70.6
Grade 10	119	79	66.4	38	31.9	2	1.7
Grade 11	85	63	74.1	22	25.9	0	0
Grade 12	70	63	90.0	6	8.6	1	1.4
TOTAL	471	205	43.5	124	26.3	142	30.1

Other School Strengths. Although there is room for improvement in student achievement, BT has many strengths that lay a foundation for future growth as a pilot school. These include:

- Academic growth over time listed as "far above predicted" growth
- Highly qualified staff; 100% of teachers and staff have post-bachelor's degree (Doctorate, Double Credential, Master's Degree, National Board Certified)
- Overall Attendance Rate of 96%, which is above the district average, is indicative of the fact that students are engaged in learning.
- Number of students reporting that they feel safe on campus has increased each of the last three years, with 84% of students reporting feeling safe on the most recent survey.
- Graduation Rate has increased 10%
- Vast majority (84%) of students take the ACT and/or SAT; upward trend in college acceptance

2. Most Urgent Issues/Challenges

After reviewing the current BT Data, the Data Committee identified the following three areas as priorities, which were approved by the full Design Team:

1) Improving the mastery of content standards for struggling students (students with IEPs, English Learners & Standard English Learners).
2) Ensuring that students are on-track to graduate within four years
3) Increasing parental capacity to support their children's college and career readiness.

D. Rationale For Choosing Pilot School Model

1. Issues, Challenges, Needs. The faculty and staff of BT are committed to achieving LAUSD's ambitions to prepare all students for college and get them career ready. We have determined the strengths and weaknesses of our school based on data-driven analysis. As a result, we have concluded that the autonomy and flexibility of a pilot school will support the needs of our learning community. We continue to struggle to meet certain academic goals set by the district. Students are below the annual targets for many of the core subjects. Although the percentages of proficient or advanced students in secondary Mathematics and English Language Arts are steadily increasing, we will still have difficulty meeting the 2013 target of 50% proficient or advanced in English Language Arts and 41% in Mathematics. These numbers are based on the CST scores for the past three years, but as we move toward the common core standards, it is our belief that our students will be able to achieve at a higher level because we have introduced them to integrated subject material through Linked Learning projects. As an SLC, we are not able to fully engage our students in Project-Based Learning (PBL) because our school structure constricts our ability to make necessary changes. Our ultimate goal is to become a certified Linked Learning Academy, fully developing our BT pathway according to the certification requirements. That goal will not be realized without the autonomies that a pilot school offers. The School data and profile section of this proposal revealed some other areas of concern such as meeting the needs of an increasing English Learner population, the percentage of students on track to graduate, and parent involvement. We believe that PBL is key to addressing each of these issues. For English Learners and other struggling students,

the opportunity to work in teams and get peer support is extremely beneficial, as is the connection between classroom learning and real-world applications.

In our current school structure we are reaching several targets. A compilation of data indicates upward trends in graduation rates, attendance, and school safety. In the last three years there was a 10% increase in graduation rate. We are on pace to meet or exceed LAUSD's 2013 annual target. Further, MyData reports an average rate of 95% or greater per month for student attendance. This shows that students recognize the importance of being in school every day. We believe students are more engaged at school and therefore want to be present because we are involved with Linked Learning and PBL. Increased student engagement has led to a decrease in student discipline issues and as a result we have seen fewer suspensions in the past years according to district data. LAUSD's Performance Meter also indicates that the vast majority of students feel safe on campus, and this rate is steadily increasing.

It is our firm belief that the adoption of PBL as a core instructional strategy, coupled with our thematic pathway, is key to the gains our students have made over the last several years. BT faculty and staff plunged into the world of Project-Based Learning over three years ago. We have spent numerous hours inside and outside of school developing curriculum, engaging students, facilitating collaborative project planning, and attending professional development trainings with a focus on Project-Based Learning. We decided to move this direction based on research that suggested that we could increase student achievement as well as 21st Century skills if we moved toward a more project based learning environment. A ConnectED article, *Evidence from California Partnership Academies: One Model of Linked Learning Pathways,* suggested that students engaged in Linked Learning were more likely to pass the California High School Exit Examination as sophomores, complete the A – G requirements of California's public universities, and are more likely to graduate (Studier, May 2008). Evidence of this success is starting to take shape here at the school of Business and Tourism. Project-Based Learning will also help prepare our students for the rigor of the new Common Core standards. It is our understanding that the new common core examinations will integrate standards for different subjects within several examinations. This is exactly what we do within Project-Based Learning, and as a result our students will be better prepared for Common Core exams.

Project-Based Learning has and will continue to help us get parents and community members involved with student learning, another priority need identified. We often create projects that will be presented to an audience made up of teachers, students, community stakeholders and parents. This is an open venue where community members are able to participate in the learning process for our students. Typically there will be a portion of time for questions and comments after a group presents.

2. *Pilot School Autonomy and Flexibility.* There are several pilot school autonomies that are key to our ability to fully realize our vision for becoming a certified Linked Learning Academy, using PBL as the core instructional strategy:

1) **Budget Autonomy:** To fully implement PBL we need the flexibility to spend additional funds on supplemental curricular materials, to adjust our staffing and hire specialized staff members to support PBL, etc.

2) **Schedule Autonomy:** Through the flexibility in the bell schedule afforded to pilot schools, we will address several key issues: a) extended class periods will allow for more intervention for struggling students; b) additional opportunities for students to participate in internships and job shadowing that are limited currently by bell schedule; and 3) more common planning time for staff.

3) **Curricular Flexibility:** Although we are not proposing to deviate from the LAUSD curriculum, we need the flexibility to alter the pacing and to restructure the periodic assessments to align with PBL.

4) **Professional Development Flexibility:** Rather than being constrained by district PD mandates, it is imperative that we have the flexibility to use our PD time to focus on continued PBL development and to develop additional pathway courses beyond the one per grade level that currently exists. We also will use some of our PD time to develop proposals to have our pathway courses approved as UC A-G courses. Currently, only two of our pathway electives are approved UC A-G courses, as it is a time and labor-intensive process to obtain approval.

3. *Evidence of Interest in Establishment of Pilot.* As described in more detail in Section F, *every* member of the BT faculty has been involved in the creation of this pilot school application, attesting to the strong level of interest in becoming a pilot school. A number of parents offered input into the application design, further demonstrating that there is widespread interest in establishing a pilot.

4. *Factors that Moved Design Team to Propose Pilot School.* As we began developing our Linked Learning curriculum, we are realizing that our current school structure will not allow for a seamless transition to Project-Based Learning. It is our intention to become a pilot school in order to free ourselves from the logistical shackles that have hindered our progress toward becoming a true Linked Learning academy, as described in Section D.2., above.

We fully understand that we will need to put in extra time and effort to help sustain a pilot school. More importantly we believe the resulting autonomy and flexibility of a pilot school will help to increase student achievement and will therefore be a worthwhile change for our students, parents, faculty and staff. The School of Business and Tourism has been making progress toward meeting certain learning targets, but we feel we could be more effective in meeting district goals if we were a pilot school. Project-Based Learning is a major component of our curriculum, but in order to truly realize our goal of becoming a certified Linked Learning school we need to make some necessary changes to our school structure— changes that can be made if we became a pilot school. A focus on Project-Based Learning as a pilot school will empower our learning community with the tools necessary to prepare our students for a rigorous college environment and a competitive career setting.

E. Pilot School Transformation

1. Curriculum, Instruction and Assessment

a. *Instructional and Assessment Philosophy*. Business and Tourism's instructional philosophy is driven by interdisciplinary PBL, focused on our BT pathway. The interdisciplinary mode of instruction allows teachers, in a joint and collaborative effort, to reflect and assess student's individual weaknesses and strengths throughout the year, which may influence common projects and/or assessments. The school's philosophy will directly align with the new Common Core by including all teachers of every discipline in a PBL. The school strives to create thematic connections across curricular subjects at every grade level. Our school's philosophy is to cultivate students who are creative, intellectually curious, and globally-aware life learners. Our hope is to foster a school where students are active participants in their learning and where teachers are willing to be innovative in their instruction.

PBL is a model that organizes learning around projects. According to the definitions found in PBL handbooks for teachers, projects are complex tasks, based on challenging questions or problems, that involve students in design, problem-solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson,1999). Other defining features found in the literature include authentic content, authentic assessment, teacher facilitation but not direction, explicit educational goals, (Moursund, 1999), cooperative learning, reflection, and incorporation of adult skills (Diehl, Grobe, Lopez, &Cabral, 1999). A number of research studies confirm the effectiveness of PBL. For example:

- In a five-year study, researchers at SRI International found that technology-using students in Challenge 2000 Multimedia Project classrooms outperformed non-technology-using students in communication skills, teamwork, and problem solving. The Center for Learning in Technology researchers, led by Bill Penuel, found increased student engagement, greater responsibility for learning, increased peer collaboration skills, and greater achievement gains by students who had been labeled low achievers. The project conducted a performance assessment designed to measure students' skills in constructing a presentation aimed at a particular audience. Students from Multimedia Project classrooms outperformed comparison classrooms in all three areas scored by researchers and teachers: student content, attention to audience, and design. The

Multimedia Project involves completing one to four interdisciplinary multimedia projects a year that integrate real-world issues and practices.

- A 1999 study by the Center for Research in Educational Policy at the University of Memphis and University of Tennessee at Knoxville found that students using the Co-nect program, which emphasizes project-based learning and technology, improved test scores in all subject areas over a two-year period on the Tennessee Value-Added Assessment System. The Co-nect schools outperformed control schools by 26 percent.
- A three-year 1997 study of two British secondary schools -- one that used open-ended projects and one that used more traditional, direct instruction -- found striking differences in understanding and standardized achievement data in mathematics. The study by Jo Boaler, now associate professor of education at Stanford University, found that students at the project-based school did better than those at the more traditional school both on math problems requiring analytical or conceptual thought and on those considered rote, that is, those requiring memory of a rule or formula. Three times as many students at the project-based school received the top grade achievable on the national examination in math.

Key to our approach to PBL is the way that each grade level project builds upon the skills learned in previous year's project. This vertical integration model starts in the 9th grade where students will learn the basics elements of a professional presentation and introductory technology skills. The rest of the staff are briefed on each grade level PBL and each subsequent grade level PBL team builds on those skills and attempts to go beyond the previous year's benchmarks. By the time students reach the 12th grade we expect a high level, professional grade project that will demonstrate their growth and mastery of the standards over four years. The upper grade level projects are usually done with help from our business partners who provide true real world business expertise and feedback to our students.

b. *Academic/Curricular Themes*. In the school, all teachers thread elements of our pathway, Business and Tourism in their classes. At every grade level, students also take a specific pathway elective: 9th: Geography/Speech; 10th: Eco-Tourism; 11th: Virtual Enterprise; and 12th: Business Economics. Currently, the Geography and Virtual Enterprise class are an approved UC A-G classes; our goal is to have the remaining electives approved as A-G courses and to develop additional pathway electives that also count toward students' A-G requirements. For example, to be successful in the tourism industry it is imperative that our students have strong expertise in marketing, so additional coursework around digital visual arts, web site design, online marketing would greatly strengthen the pathway curriculum. Similarly, we would like to create an additional history class with a more explicit CTE focus, so that students are developing tourism CTE skills while fulfilling an A-G requirement.

PBL activities have been developed to support the BT pathway. For example, the 2012-13 Fall PBL for 12th graders is to develop a business plan to accommodate a national political convention in an assigned city/state, with English, Math, Foreign Language, Business Economics and Government classes participating. There is still much work to be done with respect to PBL to more fully realize the BT pathway.

c. *Curriculum, Instructional Methods, Assessment*. BT will continue to use the LAUSD curriculum, but will dramatically alter the way that the curriculum is delivered. Teachers will incorporate student-directed lessons, and attempt to deviate from traditional teacher-directed lessons in classrooms. The school's philosophy is to develop learners who are intellectually curious and can question: text, processes, theories, and peers' perspectives on learning. To accomplish this, teachers will also emphasize critical thinking at every grade, using Bloom's Taxonomy or Costa's Three Levels. Instructors will also use shared inquiry, Socratic seminar, Fishbowl, Sage and Scribe, debates, lab experiments, learning through experience, think based, classroom discussions, and authentic project-based assessments to instruct and assess students. In using these strategies and measurements, teachers will construct a lively educational setting where students are actively and rigorously engaged in learning. Students will work on short-term tasks as well as long-term projects in which they master facts as well as in-depth understanding. English teachers will use the following strategies to instruct and improve reading skills:

SOAPSTONE, SQUIDS, DIDLS, "This says, This means", and graphic organizers. In time, teachers, in the other disciplines, will also adapt these strategies to facilitate student reading in their own content area.

    d. *Student and Faculty Groupings.* English and History teachers practice two-year looping from the 9th grade to 10th grade; this forges personalization between students and teachers; and this also strengthens instructional practice because individual teachers can appropriately reflect and modify their teaching practices due to their knowledge of students' academic weaknesses and assets. To further personalize their school experience, students remain with the same Advisory teacher for four years.

    BT will also extend periods to address students with special needs and those who struggle with English. By extending the periods by 10-15 minutes, the Resource Specialist will be able to tutor and/or help students who are experiencing difficulty mastering the standards in a core class. This additional time will also benefit teachers who will employ a multitude of strategies to appeal to students with different learning modalities, and also provide additional time for these students to complete assignments and/or tests. By including a variety of activities, they will be able to challenge and engage all types of learners. Teachers will also follow accommodations and modifications stated in their Individualized Educational Plan. Students with low math and/or reading CST scores will also take Math and English intervention classes to receive additional help in the subject. Students will benefit from the extra help in that particular subject where they are experiencing difficulties in order that they master the standards.

    e. *Literacy and Numeracy Instruction for Diverse Learners.* Since the school's teachers use student-centered instruction, they will use a variety of instructional strategies which are beneficial for different modalities. Students who, traditionally, are ill-equipped to perform and succeed on objective tests will thrive in cooperative learning and project based learning assessments. Objective tests will not entirely disappear from the curriculum, but their value will be diminished. Teachers will also practice differentiated instruction such as, multi-sensory learning in the classroom. As a school, we want to have a culture of revision and redemption. In this environment, students are not left behind. Students will be compelled to revise and rewrite essays. Teachers will also offer opportunities to retake tests to help students master the content. This provides students with opportunities for practice and revision. The goal is for students to produce quality work and this will require successive effort on the parts of all the stakeholders. Studies show students learn successfully writing from composing multiple drafts.

    f. *Addressing Needs of English language Learners and Students with Special Needs.* As noted above, BT will extend class periods to allow for intervention for English language Learners and students with special needs. In addition, these students will benefit from the peer support they receive through cooperative learning and PBL and from the school's focus on mastery of content through revision of essays, re-taking of tests, etc. We strive to create an environment in which every student can succeed.

    g. *Assessment.* BT's goal is to have one cross-curricular (**summative**) PBL assessment for each semester. Interdisciplinary essays will also be summative assessments. On a daily basis, teachers will progress monitor to check student understanding. Teachers may also use think pair share, dialectical journals, questions, reflective journals, graphic organizers, informal classroom discussions, question, answer activities, etc., to assess student learning. Lastly, teachers may use Easy Grade Pro or another type of electronic grade book to monitor student learning.

Assessment Plan

    BT's primary goal is incorporate cross-curricular PBL units at every grade level. These interdisciplinary assessments include panel presentations, PowerPoint presentations, group presentations, plays, magazines, etc,. As a component of a PBL, teachers will also eventually create rigorous writing assessments and objective assessments to replace LAUSD periodic assessments. These assessments will be appropriate and correlate to each teacher's pacing schedule allowing students to develop their own ability to evaluate their mastery through multiple pieces of evidence (Stiggins et al., 2004). For the school's first year as a pilot, teachers will use the LAUSD's periodic assessments. Subsequently, in the second year, the school's teachers will use a modified version by using parts of the LAUSD assessments and developing their own periodic assessments for the appropriate parts. By the fifth year, teachers will

design and develop appropriate, rigorous and relevant assessments that relate to our pathway, Business and Tourism.

Our school's assessment plan will include various types of assessments such as, objective multiple-choice tests, presentations, essays, plays, brochures; PowerPoint Presentations, research papers, Socratic seminars, Fishbowl, debates, and project based learning assessments. In most classes, there are daily assessments such as vocabulary dispatches or grammar warm-ups and weekly assessments include vocabulary tests and/ or grammar tests. Periodic or formative, assessments may include interdisciplinary essays or written responses.

Informal assessments may include lessons when a teacher progress monitors and checks for student understanding. On a daily basis, an English teacher may ask students to read out their vocabulary sentences to the class so that everyone can listen to how the word can be used appropriately and differently. An English teacher may formally assess a student's knowledge and understanding of rhetoric by having them write a literary analysis essay in which a student analyzes and critiques Brutus' and Antony's rhetorical devices in the *Tragedy of Julius Caesar.* Assessments are used to keep students and their parents apprised of their progress. Teachers post student grades on their web sites, including results of all formal assessments. Teachers also may create monthly newsletters to update students' parents about assessments and subsequent grades.

Examples of assessments are as follows:

- In a 9th grade PBL assessment, students create and present a historical monument with a biosphere, which includes a blueprint of the monument. They also include a persuasive rationale of why people should visit this monument. The assessment is graded by their English, geography, biology, math, and environmental studies teachers.
- In a 10th grade PBL assessment, students research a specific country, develop a traveler's itinerary, and write a narrative essay. English, history, math, eco-tourism, and chemistry teachers evaluate and grade this project.

2. Schedule and Calendar

BT is not requesting calendar autonomy; we will maintain the same single-track, traditional calendar that is currently in place, with 180 instructional days per year.   The bell schedule, however, will be adjusted significantly with the autonomy available to pilot schools, as indicated below:

Monday	Tuesday – PBL (evening)	Wednesday – PD (morning)	Thursday	Friday
Period 1 8:10-9:10 (60)	**Period** 1 8:10-9:40 (90)	*PD* 8:10-9:00 (50)	**Period** 1 8:10-9:10 (60)	**Period** 1 8:10-9:10 (60)
Period 2 9:15-10:15 (60)	**Period 2** 9:45-11:15 (90)	**Period 4** 9:05 – 10:35 (90)	**Period 2** 9:15-10:15 (60)	**Period 2** 9:15-10:15 (60)
Period 3 10:20-11:20 (60)	Lunch 11:15-11:50 (35)	**Period 5** 10:40-12:10 (90)	**Period 3** 10:20-11:20 (60)	**Period 3** 10:20-11:20 (60)
Lunch 11:20-11:55 (35)	*Advisory* 11:55-12:40 (45)	Lunch 12:10-12:45 (35)	Lunch 11:20-11:55 (35)	Lunch 11:20-11:55 (35)
Period 4 12:00-1:00 (60)	**Period 3** 12:45-2:15 (90)	*Advisory* 12:50-1:35 (45)	**Period 4** 12:00-1:00 (60)	**Period 4** 12:00-1:00 (60)
Period 5 1:05-2:05 (60)	*CP (PBL)* 2:30-3:10 (40)	**Period 6** 1:40-3:10 3:10 (90)	**Period 5** 1:05-2:05 (60)	**Period 5** 1:05-2:05 (60)
Period 6 2:10-3:10 (60)			**Period 6** 2:10-3:10 (60)	**Period 6** 2:10-3:10 (60)

1. The reason PD/PBL is 2 hours in length is so that we have more time to *plan and discuss key issues that affect our teaching practice* so that we **can impact student learning**

2. PD/PBL starts at 1:30pm allowing us 30 minutes afterschool to **provide assistance to students** who can't make it for tutoring or make-up work at 3:15 due to sports or work. It is also a time to prepare ourselves for PD (gather materials or network with colleagues). This block of time also is conducive to students obtaining internships off-campus.
3. Our **Advisory focus will be an intervention approach** determined by each professional teacher (e.g., – counseling support, student mentors, CAHSEE/SAT/ACT/CST preparation, college access)

Changes from Current Schedule. The schedule will be modified to extend class periods so that struggling students receive additional intervention and to give teachers a 90 minute PD block weekly to focus on further development of the PBL curriculum. We also decided to extend the lunch period to allow students to get their lunch and also meet with a teacher for extra help, to re-take tests, or to complete make-up work.

We decided to move to a block schedule on Tuesday and Wednesday; these periods will be ninety minutes. This will allow for more time in the classroom to work on our project-based-learning assignments and provide more time for students to do standards-based classwork on their own with the teacher present and able to answer questions. We believe this is especially important to aid our English Learners and struggling students. Extended class periods would also support our work-readiness program by allowing us to send students to job-shadowing experiences and participate in internships during and at the end of the school day.

We changed our Monday, Thursday, and Friday schedule to allow all periods to meet. We noticed there are a lot of three-day weekends that fall on Mondays or Fridays, resulting in inequity of instructional time. With the schedule the way it is proposed for next year, if there is no school on a Monday or Friday, it will not result in one period getting more instructional minutes than another.

Our Advisory period schedule will shift, but Advisory will remain part of every student's schedule. Our Advisory teachers remain with their students for all four years, serving as mentors to students. Through Advisory, teachers are able to check-in weekly with these students about their grades and attendance and keep them on-track to graduate and go to college or enter the workforce with a solid career path, which is our ultimate goal. Students will have extra opportunities to focus on critical benchmarks such as the CAHSEE, SATs, and college applications. In addition, Advisory will be used to support our work-readiness program by providing students time to write resumes and prepare for mock interviews.

The schedule change also will enable students to participate more in internship programs, as they currently are limited by the LAUSD bell schedule and to have one day per week when teachers will be available for tutoring and individual assistance in the afternoons. Currently, tutoring is available in the mornings, but most students do not take advantage of the opportunity to receive help. While we will continue to offer tutoring in the morning for students, by allowing an extra day of tutoring in the afternoon, students will have more opportunities to get help. Furthermore, we want to give teachers an opportunity to collaborate and create the best possible standards-based projects. We believe all of these changes will aid in our mission.

3. Staffing

Staffing Plan. The table below shows the staffing needs from start-up through Year 5, as well as various ratios and numbers of students per classroom. The school staffing plan is designed to make learning more accessible to all students and enabling teachers to address individual student needs more effectively.

	Current	Year 1	Year 2-5
Enrollment	468	470	470
Grades	9th – 12th	9th – 12th	9th – 12th
Certificated Staff			
Principal	1	1	1

English Language Art (ESL)	3.5	3.5	3.5
Social Studies	2.5	2.5	2.5
Math Teacher	3	3	3
Science Teacher - 1 Health Teacher	3	3	3
Spanish (ESL)	1	1.5	1.5
Physical Education Teacher	1.5	1	1
ROP/CTE	0*	1	1
Librarian	0	.25	.25
Counselor	1	1	1
Lead Teacher	.5	.5	.5
Special Ed RSP/SDP	0**	1*	0*
Title I / Bilingual Coordinator / Testing Coordinator	.5	1	1
Fine Arts Teacher	.5	.25	.25
Total Certificated Staff	18	20.5	19.5
Instructional Aides	1	1	1
Classified Staff			
School Administrative Assistant	1	1	1
Plant Manager	.25	.25	.25
Complex Administrative Assistant	.5	.25	.25
Total Classified Staff	1.75	1.5	1.5
Instructional Staff-to-Student Ratio	26.75 to 1	22.9 to 1	24.1 to 1
Students per Classroom	35, 50 for PE	35, 50 for PE	35, 50 for PE
Teacher per Classroom	1	1	1

ROP funded position for Career Technical Teacher.
**Currently the district funds 2 positions for MCLC, 1 Resource Specialist and & 2 Special Day positions (one position is shared between the Social Justice Academy & BT). To make learning more accessible to our special education population, and increase student achievement, it is in the students' best interest to create a SDC position for next year in case the district does not fund an additional special day teacher. Students would benefit from a least restrictive environment with small classes; in addition, there would be more support for resource students who may need to be in small core classes (eg. alleviate large algebra, science, social studies classes) for additional support. By Year 2 we should have a better idea of special day enrollment and we can assure that we have the number of students that we need for the district to fund this position.

Leadership Structure. All personnel assignments in place will assist all students in completing the UC A-G requirements and prepare them for college admission or to enter the workforce. The principal will articulate, promote, and implement the shared mission and vision of the School of Business & Tourism with all stakeholders. Inter-disciplinary teams will be organized across grade-level to facilitate collaboration on PBL in accordance with the Common Core standards. As such, each grade-level will have a lead to facilitate common planning time. Additionally, the lead teacher will provide support for PBL projects, facilitate communication with community partners and coordinate student internships that promote our school BT theme.

Serving Special Education and English language Learners. The entire BT staff will share the collective responsibility in meeting the needs of all learners in the school through better evaluation of student abilities when they enroll at our school, teacher professional development in inclusion strategies

for student with special needs, language acquisition support and the use of Specially Designed Academic Instruction in English (SDAIE). Our project based-learning approach will foster use of differentiated lessons, collaborative groups, multi-modal lessons, development of 21st century skills and technological supported differentiation to support the success of special education, Standard English learners and English Language Learners. Our staffing plan includes an additional .5 FTE position for English as a Second Language to better accommodate our EL students and the plan for staffing to meet the needs of special education students is described above.

     Alignment with Mission. BT believes all students should have a meaningful and challenging learning experience where data-driven instruction and Common Core curriculum is embedded into thematic interdisciplinary models of project-based learning. Our teachers realize that traditional teaching methods are no longer an effective way to make learning accessible to all students and therefore are devoted to PBL as a primary method towards closing the achievement gap in every classroom. In accordance to district mandates we will continually use state and district data to evaluate our teaching practice, learn about our students' academic abilities and make better decisions about how to assess learning and better serve our student populations. In order to fulfill our mission, all staff will work an additional forty hours per year, as described in our Elect-to-Work agreement.

     Differences in Staffing Structure. We have initially proposed only minor modifications to the staffing structure, as we do not yet know exactly what our dollars will be able to support. The flexibility in budget and staffing will allow for us to move money and create positions to meet the needs of all learners. We will continue to work on decreasing the teacher to student ratio in an effort to make student learning more personalized and to assure that all students are getting the academic support they need. With increased funding via per pupil dollars, BT will be able to hire more teachers and ideally, within the next few years, be able to assign every teacher one grade level rather than two. Currently, the majority of our staff teaches two grade levels, which hinders our ability to both adequately plan and implement our Project Based Learning (PBL) units. As PBL is the basis for Linked Learning, it is imperative that we have the necessary staff and time to design and execute relevant, enriching units for our students.

     Working Conditions for Administration and Certificated Staff. Details regarding working conditions are delineated in the Elect-to-Work Agreement. Salaries and benefits will remain the same as traditional LAUSD schools and teachers will continue to be represented by UTLA. There will be additional responsibilities associated with being a BT teacher, including 40 hours per year of adjunct duties, serving as an Advisory teacher, holding weekly office hours for students and parents, etc. In return, staff will be guaranteed a working environment that enables them to be maximally effective, including clean classrooms, safe and properly equipped science labs, updated computers, etc. Our School Leadership Team, which includes broad representation from a cross-section of staff, will annually review the staff's working conditions and requirements.

4. Professional Development

     The goals of staff collaboration are to take collective responsibility for achieving shared educational purpose and to foster teachers who are open-minded to learning new techniques. Thus, the essence of our vision for professional development is to empower teachers and in turn, educators will empower their students with confidence and skills. Our vision is to alternate training between grade level teachers (**horizontal integration**) with teachers teaching the same subject at different grade levels (**vertical integration**). This will continue to reinforce the rigor and personalization of the program.

     The article by Jacqueline Ancess, "Urban Dreamcatchers: Launching and Leading New Small Schools," (The National Center for Restructuring Education, Schools, & Teaching, Teachers College, Columbia University, 1997) emphasizes that change takes time and is slow. Ancess's article captures the challenge our professional development workshops will have to overcome: community building, credibility, culture, concreteness, and celebration. Our SLC has a strong community of teachers, students, and community members which will be further strengthened through the flexibility of a pilot school.

     Under the autonomy afforded to pilot schools, we will focus our professional development in areas where our teachers most need training and on key instructional strategies including developing and

implementing standards-based PBL that supports the Common Core, inquiry-based learning and service learning. BT will utilize professional development to clearly outline the expectations students must meet and the teaching practices educators will utilize to accomplish this end.

a. *Areas of Focus*. We have identified a number of areas in which staff needs further training. These include:

- Peer observation and coaching- Staff needs training on how to perform proper and meaningful peer evaluations.
- Advisory planning- Teachers need training on grade-level Advisory curriculum implementation, such as Drucker's Institute which focuses on leadership strategies
- Looking at student works – Teachers need training on "Critical Friends" to evaluate student work and provide meaningful feedback to improve teaching practices.
- Vertical Integration- Teachers from same content areas will meet to discuss curriculum, grade level goals and common practices.
- Technology training- Teachers will receive training on various uses of technology. Currently, we are looking at learning to produce school and teacher websites, how to post grades online, and how to communicate with parents online through the web sites.
- Common Core standards – Teachers will receive training on the new Core Standards.
- EL and Special Ed – Teachers will receive training to better reach and help our EL and Special Ed student populations.
- Teaching Strategies – All teachers need training on various strategies to help students improve their reading skills and access the textbooks. We will begin by focusing on ways to improve reading skills.
- Horizontal integration for business, tourism, and technology related courses.
- Training re: service learning and inquiry-based learning offered by local universities

b. Format. PD will occur twice per week. One PD session is whole-group and designed to support teachers in developing techniques and skills to address our three priorities, with topics drawn from the list delineated above. Trainings are provided by partners such as LAEP and NAF and specialized trainers are brought in as needed. Even though there is a fundamental necessity to have experts expound on their research and theories, trainings will be interactive and enhanced with hands-on activities. This is essential since it is a key aspect of our vision: we teach how we are taught. If we aspire to teach our students to be active critical learners and participate in discussions, our professional development should reflect this philosophy.

The 50 minute PD on Wednesday mornings will allow teachers to work in grade-level teams to create, implement, and assess the effectiveness of current PBL curriculum.

c. Evidence of Effectiveness. Ultimately, the evidence that our professional development efforts are effective will lie in improvements in student performance. Intermediate measures of effectiveness will include:

- Staff will perform helpful peer evaluations through instructional rounds (Elmore, 2009). Development and use of peer evaluation tools; record observation/feedback and follow up times; reflections from peer evaluations; evidence that staff has had coaching support i.e. schedules.
- Advisory teachers will feel comfortable and confident in implementing the Advisory grade-level curriculum. Record times of training, collaboration/planning/reflection re curriculum, pacing of curriculum is evidenced in student syllabus/teacher lesson plans.
- Teachers will implement the "Critical Friends" to evaluate student work and provide meaningful feedback to improve teaching practices.(Darling-Hammond & Snyder, 1998) Calibration and use of common rubric to evaluate student work; collaboration/planning/reflection re rubric and next steps.
- Collaboration and development of common pacing, common assessments; content-alike reflection/feedback re pacing, assessments and practices.
- The school will have both teacher web pages and a school web site. Teachers will have the knowledge on how to post grades online (teachers will post grades online), and provide for another

manner for parents to communicate with teachers by using teacher web pages. Communication with parent via signed letters, meetings or emails to inform them of online resources.

- Teachers will understand how the Common Core Standards relate to the subjects they teach. Teachers will use the Core Standards to drive the pacing, units and assessments in applicable courses. Pacing guides contain written Common Core language, unit focus written with Common Core language and development of assessments are guided by Common Core standards and released items.
- Teachers will learn additional teaching strategies to help EL and Special Ed students learn. Students increase in language development ie reading, writing, listening and speaking as evidenced by applicable assessments such as the CELDT, CAPA, CMO.
- Teachers will learn additional strategies to improve student reading skills. Scheduled teacher training on reading skills/comprehension strategies such as Reciprocal Teaching; collaboration time focuses on use of teaching the reading strategies at specific times in the curriculum, targeting instructional materials to be used.

  d. Differences from Current Practice. With professional development autonomy, we will make a number of changes to our current PD practices:

- Teachers currently do not use Peer observations and coaching to perform peer evaluations. We need this training to perform meaningful peer evaluations and that a culture of collaboration may develop and effective teaching practices will become the norm at the school.
- Teachers often find themselves not teaching the same material in the same grade-level Advisory classes due to a lack of training in curriculum implementation.
- Looking at student work – Teachers need training on "Critical Friends." Training is needed so teachers can calibrate to higher rigorous standards for all students and provide meaningful teacher feedback to improve teaching practices.
- Numerous teachers currently do not feel comfortable using some of today's educational technology due to a lack of knowledge and some teachers do not use some technology due to a lack of awareness of the technology that is available. We need to produce school and teacher websites, and learn how to post grades online for students and parents to view, and we need additional ways of getting parents better involved in their children's education through technology such as teacher web pages. These concrete implementation goals allow for authentic learning and increases sense of urgency for teachers.
- Teachers currently are not aware of how the new Common Core Standards pertain to their subjects. Time is of the essence as the new Core Standards come into effect in the following school year. The implementation of the Core Standards is also important as they provide expectations re: college and career readiness.
- Teachers feel they can do better in improving English skills by learning additional teaching strategies for improving English skills in high school students.

5. School Culture

Strategies to Personalize Learning. High school students often feel disconnected and have few personalized relationships with the adults who educate them. We have incorporated several key strategies to personalize learning, including 9th/10th grade looping in History and English and Advisory periods, where students remain with the same advisor over the full four years of high school. Student advisories offer a way to overcome the anonymity many students feel. Advisory programs are based on the belief that students need the opportunity to develop trusting relationships with adult educators, and that doing so benefits students in a variety of ways. (Newvisions).

BT will have a four year Advisory class in which a teacher will track student progress, counsel the students and cover different curricula for each grade level. Advisory teachers take on an enormous responsibility as a mentor, coach, and in some cases a second parent to this small group of students during their path through high school. The Advisory classes have specific areas of emphasis during each grade level. Specifically, the 9th grade classes focus on life skills/ study skills, the 10th on the California High

School Exit Exam, the 11th grade on the SAT, and 12th grade on college applications and career readiness. The advisor also becomes the primary contact person for parents, increasing their involvement, which has been linked to student achievement at all levels of schooling. By having a more in-depth relationship with teachers, parents are more informed about their child's academic needs and successes and can better support them. Having the advisor as the contact person also increases the overall level of accountability in the school: each teacher is directly responsible for certain students, and each student is directly responsible to a particular teacher.

There is a body of research supporting the effectiveness of Advisories. For example:

Van Ryzin, M. (2010). Secondary school advisors as mentors and secondary attachment figures. *Journal of Community Psychology*, 38(2), 131–154.

> This study examined whether students in two small secondary schools would nominate their advisor as part of their attachment hierarchy. The 40 percent that nominated their advisor to be a secondary attachment figure reported greater engagement in school and demonstrated greater gains in achievement and adjustment compared to those who did not.

MacLaury, S., & Gratz, Z. (2002). Advisories led by trained facilitators: Their impact on middle school students. *Research in Middle Level Education Online*, 26(1). Retrieved from http://www.nmsa.org/Publications/RMLEOnline/tabid/101/Default.aspx

> This study examined the impact of advisories led by staff members trained in group facilitation. The researchers surveyed 44 students who participated in advisory groups and 27 who did not. The surveys measured social support, school environment, and school performance. The data suggested that students in advisories might be more likely to share their feelings with a teacher, seek out help from persons in their community, and perceive improvement in their school behavior.

Norms and Attitudes. We have established a common set of norms for both students and staff, reflective of our business pathway: 1) Be Respectful; 2) Be Responsible; 3) Be Professional; and 4) Be Ethical. We foster a culture of business professionalism through Dress for Success Wednesdays, where all students and staff dress in professional business attire. Because our students regularly engage in group projects, we also have developed a set of norms related to collaboration that are applicable both to students and to staff: 1) Be on time and begin on time; 2) End on time; 3) Stay on topic; 4) Respect questions; 5) Listen attentively; 6) Discuss issues, not people; 7) Avoid side conversations; and 8) Assume positive intentions.

The overarching objective is to create a positive school culture where students can thrive academically, feel like contributing members of the school community and develop key 21st Century workforce skills which reflect our ESLRs. Staff are expected to model these norms for students on a daily basis.

Appreciation of Diversity, Civic Participation and Conflict Resolution. An appreciation for diversity is woven into many aspects of the BT experience. Health class will cover a section on anti-discrimination, anti-bullying and an appreciation for cultural diversity. PBL units incorporate a multicultural curriculum that acknowledges contributions of diverse groups to social, cultural and scientific knowledge. We hold cultural assemblies and take field trips to numerous communities that reflect the diversity of Los Angeles.

Our tourism pathway offers numerous opportunities to develop appreciation for diversity as it is imperative that our students understand diverse cultures in order to be successful in the tourism industry. Our students learn about diverse cultures at both the local and global levels. For example, a 10th grade PBL activity entails creating a virtual vacation in another country, including a travel itinerary and budget, mock travel photos and a fictional travel narrative using multi-media. 11th grade PBL units include researching and creating a report and presentation about a community in LA to promote tourism in that community and teaching that information to others and researching a distinct ethnic cuisine in the U.S. and creating an advertisement to promote healthier eating. As we continue to develop additional PBL units, we will help our students to expand their knowledge about diverse cultures, with emphasis on those cultures that are most heavily represented as tourists in Los Angeles. For example, Chinese tourists are

the fastest growing segment of the LA tourism market, so our students will learn more about the Chinese culture so that they are better equipped to work with this population.

Civic participation is integral to student life at BT. Our students have numerous opportunities to participate in school governance, including serving as representatives on the MCLC Complex Council and the School Site Council, serve as peer leaders in our College Summit, interning with elected officials, engaging in service learning during 11th grade history class and have opportunities to organize, plan events, volunteer, fundraise and create awareness campaigns via 11th and 12th grade leadership classes. PBLs are designed to help students gain skills and confidence as leaders.

Development of conflict resolution skills is inherent to PBL, as students must learn to work together as a team and positive resolve any differences that arise. We train students as peer mediators, who work in teams to resolve conflicts among their fellow students. Explorations of conflict also are woven into the curriculum: *Literature*- explore the concept of conflict escalation in novels and short stories; *Health* - recognize and evaluate the consequences of unhealthy behavior and brainstorm alternative choices and *Physical Education* - discuss the differences between competitive and cooperative games.
For students needing more individualized assistance with the development of conflict resolution skills, we offer on-site counseling and anger management programs.

Students, Family and Community Culture. We believe that teachers are in a unique position to guide students as they form their attitudes toward race and culture. By increasing cultural awareness, teachers can help educate students about other cultures, and prevent them from developing prejudices. We integrate instructional materials that mirror the diversity in their local communities. For example, teachers ask students to share their family's sayings and traditions, particularly around holidays so that students can learn about each other and discover new cultures. Whenever possible, staff will facilitate learning outside the classroom. Field trips and guest speakers are excellent ways to increase awareness of community cultures, including trips to museums or local communities where there are strong immigrant influences.

Community, Business and Industry Partners. As a thematic career academy, our business and industry partners are crucial to our students' learning. BT Advisory board members, including AEG, Consulate of South Africa and Chile, Deloitte Financial and the Dept. of Water and Power, help to develop thematic PBL units to ensure their relevance to the workforce. Specific contributions of business and industry partners are as follows:

- **Los Angeles Education Partnership** - Assistance with job shadows, internships, resume workshops, organizing mock interviews and setting up FAHSA workshops, help with Humanitas curriculum and interdisciplinary units
- **Omni Hotel -** Job shadowing, classroom speakers, hosts BT pathway ceremony.
- **Junior Achievement – F**inancial literacy programs and career exploration modules for our freshmen and sophomores (done in 9th/10th pathway elective courses) and field trip to Finance Park.
- **Wells Fargo Bank** -- Financial literacy for seniors and job-shadow visit to corporate headquarters in Downtown.
- **LA INC** (Los Angeles Convention and Visitor Bureau) -- Scholarships for students who complete pathway courses and job-shadowing opportunities in hospitality sector.
- **Deloitte** – Financially supports College Summit training for seniors so that they can peer tutor other seniors in college-readiness) and provides workshop training for our students to learn how to set up non-profits.
- **AEG** - provides job-shadow/ internship opportunities for our seniors
- **National Academy Foundation** – specialized professional development for educators who teach business, tourism, and technology related courses.
- **L.A. Area Chamber of Commerce** – Access to potential Advisory Board Members through the "Principal for a Day Event".

In addition to business and industry partners, we collaborative with community-based organizations to further support our students. For example, Circle of Help provides substance abuse counseling and Hillsides provides anger management groups and other support groups based on student needs.

Incorporating Parents/Other Adults into Culture of School and Classroom. As noted in Section C, BT serves a largely immigrant, Spanish-speaking population and most of our parents have limited formal education. Consequently, they often lack the skills and confidence to support their children's education and do not feel comfortable interacting with teachers. While parents always have the legal right to enter their child's classroom, schools often do not encourage parents to take advantage of this right. BT, on the other hand, will broadly communicate its open-door policy and encourage parents to visit their children's classrooms. Each teacher will hold weekly office hours, open to both students and their parents. One of the responsibilities of the Advisory teachers is to maintain communication with each of their student's parents throughout each of the four years. This gives the parents a consistent contact at the school with whom they can develop a relationship, enhancing their comfort level in the school environment. The School Counselor also will meet with the parents of seniors to discuss graduation requirements; typically this meeting takes place with students only, but BT will involve parents as well.

Parents also will be encouraged to attend PBL presentations; typically, 3-5 parents attend and we will strive to increase that number. As we develop additional PBLs, we also will work to incorporate parents as "clients." For example, students might develop a promotional package in Spanish and English featuring free and low-cost activities for families in diverse LA neighborhoods. This might entail interviewing their parents about their interests so that they develop an effective campaign for their target audience.

6. School Governance

Currently, we have a School Leadership Council that oversees day-to-day operations. That council will continue, with an additional Governing Board added to handle all governance responsibilities associated with being a pilot school. Responsibilities and composition of each body are delineated in the table below. The Governing Board has much more inclusive representation than our School Leadership Council, indicative of our commitment to involve all key stakeholders as active partners in fulfilling our school's mission. Members will be selected through interviews and elections.

	Governing Board	School Leadership Council
When they meet:	Minimum monthly	Weekly
Members:	UTLA Rep (1) Lead Teacher (1) Administrator (1) Clerical (1) Title I Coordinator (1) Other Teachers (3) Students (2) Business/Industry/Community Partners (2-3) Parents (2)	UTLA Rep (1) Lead Teacher (1) Administrator (1) Clerical (1) Title I Coordinator (1) Other Teachers (3)
Duties:	• Approve, amend, veto any items brought to the Governing Board by the School Leadership Council • Record concerns from parents and inform the School Leadership Council • Ensure compliance with all pilot school protocols and procedures	• Bring any new ideas to the Governing Board for final approval • Discuss Professional Development needs and develop plan • Interview candidates for positions • Conduct teacher and administrator evaluations • Review the budget • Propose amendments to the Elect-

		to-Work agreement
		• Discuss calendar and bell schedule
		• Address safety issues
		• Review suggestions/concerns from students, parents and faculty received in suggestion box in office
Decision-making	2/3rds majority	2/3rds majority

7. Budget

Business and Tourism (BT) as a Small Learning Community	Business and Tourism (BT) as a Pilot School
• All budgets are distributed by LAUSD with specifications on their use. • The budget is shared with another SLC. • State and federal funding for students with special needs are allocated by the district and regulated by district norms. • Due to shared norming with another SLC, BT must share theater arts, ESL, Athletic Director, and Special Ed. teaching positions.	• BT will receive a per pupil budget and will prioritize funding to provide more teaching positions, more college/career assistance, and support services to meet the varying student needs and increase parental involvement. • The BT Governing Board will prioritize spending based on BT student needs determined by the specifically designed committees. • The BT Governing Board will ensure compliance with all funding sources, including but not limited to, categorical programs and grants.

BT Budget Priorities. Budget priorities shall be consistent with the BT vision and include:
- Hiring additional teaching staff to lower class size and allow for teachers to have a common planning period.
- Hiring an ESL teacher so we can support our students in BT as they learn English.
- Hiring one coordinator for Title 1/Bilingual/Testing to make sure we are in compliance with Federal/State mandates in terms of budget and testing.
- Hiring college mentors and tutors to support students academically.
- Providing support for students with special needs (including those identified and unidentified as having learning disabilities and ESL and EL students) as they navigate our college preparatory curriculum.
- Providing a college preparatory environment for students, including but not limited to: technology, AP Courses, SAT and ACT Testing services, access to a college center.
- Promoting a college-going culture through College Summit that includes: seminars, workshops, college fairs, outreach program, overnight visits to college campuses.
- Promoting career readiness through field trips
- Enhancing the curriculum through purchase of supplementary materials that support PBL
     Plans for Additional Fundraising. The BT Governing Board, Budget Committee, Advisory Board Members, and Student Leadership Executive Board will be responsible for raising additional funds. We have been successful in obtaining Linked Learning grants and other support in the past.

8. Family and Community Engagement
   Barriers to Participation and Meaningful Engagement. As discussed previously, our population is comprised primarily of low-income, Latino families, many of which are recent immigrants. There are number of barriers hindering their participation, including: language barriers; lack of parent understanding about school culture; limited technology knowledge and work schedules that preclude

meeting with teachers or counselors; and lack of funds to provide transportation assistance, child care, etc. to encourage parent involvement. In the past, we have not made parental engagement a priority in our school but we recognize its importance and have identified it as a priority issue to be addressed.

   Strategies to Overcome Barriers. Technology, meetings and Advisory classes will be in the front line in overcoming some of the communication barriers between the school, parents and community. As noted previously, Advisory teachers will be responsible for maintaining ongoing communication with parents, giving them a personal connection to the school. Strategies for overcoming each of the barriers identified above are as follows:

- **Language barriers.** We will hold monthly parent workshops in Spanish and English and provide translators during parent conferences.
- **Lack of understanding about school culture.** We will offer monthly parent workshops covering a variety of topics to better familiarize parents with school culture and ways in which they can support their children's education. In addition, the Advisory teacher will provide a bridge to the school and make parents more comfortable in the school environment.
- **Limited technology knowledge.** A large volume of information about students (grades, assignments, etc.) is now delivered electronically to parents. We will offer periodic technology training to parents on how to access the school web page and how to communicate with teachers via e-mail or through the web page and will keep those pages updated with information for parents in both English and Spanish.
- **Work schedules that inhibit meeting with teachers and counselors.** We will alternate parent conferences to allow parents to come morning or afternoon. In addition, teachers will hold weekly office hours that will be adjusted as needed to accommodate parent schedules.
- **Lack of funds to provide transportation assistance, child care, etc.** We will use budget autonomy to allocate resources to incentivize parent involvement, such as providing child care, refreshments, bus tokens, etc. We also will provide incentives such as gift cards to parents who are able to bring in other parents to workshops, etc., as we know that peer outreach is an effective means of increasing parent involvement.

   Difference in Cultures Between Staff and Community. Many of our staff are bilingual in Spanish, reducing one of the barriers to parent and community involvement. As a tourism academy, we view differences in cultures as opportunities to learn and grow, rather than as barriers. We offer a multicultural curriculum and through our tourism pathway, PBLs are geared to raise cultural awareness and to help students develop positive attitudes toward diverse racial, ethnic and cultural groups. Research shows that a multicultural curriculum that is implemented with good teaching strategies that are interactive and personalized, increases student interest and therefore grades. As students become more comfortable with other cultures, they can in turn help their parents to increase their comfort level. At the same time, we will offer professional development to teachers around cultural awareness so that they better understand the community that they serve, focused on topics such as immigration, values, ethnic identity, assimilation and acculturation, etc.

   Awareness of Parental Role. As part of our priority focus on enhanced parental involvement, we will incorporate a number of strategies to increase parental awareness of their role in their children's educational life. These include:

- Creating parental/family engagement policies, e.g., a parent pledge at 9th grade registration
- Developing and supporting a cadre of parent trainers that who can help recruit and inform other parents, encourage participation in parent meetings, attendance of teacher office hours, etc.
- Providing interpreters at ALL times in meetings and assemblies to overcome language barriers
- Giving parents opportunities to coordinate cultural festivals or celebrations of cultural traditions
- Creating a program where parents shadow their children at school
- Connecting parents with the business and industry partners that support their students so that they better understand the skills their children will be expected to possess when entering the workplace

- Job shadowing opportunities for parents to give them a concrete sense of the professional behavior expected of their children
- Student-led workshops for parents to help them understand the connection between the skills they need in the workplace and the academic classes they are taking.
- Student/parent grade-level orientations to discuss expectations, parent involvement opportunities, etc.
- Ongoing communication with Advisory teachers to ensure that parents are apprised of their children's progress and made aware of steps that they can take to support their children's learning

Incorporating Community Organizations. As delineated in the *School Culture* section, our most critical community partners are our business and industry partners, as they provide our students with internships, job shadowing, mock interviews, etc. to help them to be career-ready. We have an excellent group of core business/industry collaborators, but will seek to expand that base to provide our students with the widest array of opportunities possible. We also have relationships with community-based organizations such as CHIRLA and SALEF, which provide services such as assisting with financial aid applications and college applications and identifying scholarship suitable for our students' needs and immigration status. We will seek to expand those types of collaborators, as well as increase the availability of supports for students needing assistance with mental health issues, substance abuse issues, etc. Circle of Help and Hillsides currently offer services in those areas, but we will reach out further into the community to expand the breadth and depth of supports available for our students.

Measuring Progress. We will assess our progress in increasing parent and community involvement using a variety of measures, including:
- Parent Attendance data at parent-teacher conferences, office hours, etc.
- Attendance data from PHBAO and Open House
- Parent attendance at PBL presentations
- Attendance at parent workshops
- Parent communication via e-mail
- Phone calls to the office logged
- Parent contact log with school staff
- Percentage of parents reporting speaking with teachers on School Climate Survey

F. School Planning Team

1. Members of Planning Team

All BT faculty members agreed to participate in the process of creating this proposal. We felt that it was important that all teachers take part in creating a school with a focus and vision in which we all believe. For this reason, our staff did not choose one person to be the Design Team leader; instead, we decided that every staff member would have an instrumental part in creating our school plan. We formed committees based on each component of the proposal and every member of the faculty agreed to volunteer for at least two areas where they felt they could be most beneficial.

The members of our faculty and their experience and qualifications are described below. As the individual bios reflect, our Design Team is comprised of individuals with a breadth and depth of experience, encompassing not only classroom teaching but counseling, administration, school governance, career pathways curriculum development, developing Individualized Education Plans for students with special needs, etc.

Kathleen Acosta (School Governance and **School Profile Committees)**: Holds Social Studies, World History, US History, Geography, and Government credential. MA in Education from DePaul University in Chicago, IL. Has been a full-time teacher at BT since its inception in 2006. Elected member of the 2012-2013 School Site Council (SSC).

Amanda Axelson (School Planning Team and **Schedule Committees)**: English teacher at Miguel Contreras Learning Center for 6 years. Holds a Masters from USC in Professional Writing. Currently on the Shared Decision Making Council, and has served as a SSC member.

Paula Barajas (School Culture and Family Engagement and Staffing Committees): Spanish teacher, part of the BT faculty since the academy opened. Has been teaching for 10 years, 3 years in the Adult school division, teaching different levels of ESL and Citizenship. Served as SSC member.

Philip Busalacchi (School Governance and Staffing Committees): Social Studies teacher for 14 years in LAUSD. Has a BA in Social Science and teaching credential in Social Studies from San Diego State University and a Masters in Medieval and Modern European and Middle Eastern History from Cal State Los Angeles. Has been involved with creating the Business and Tourism pathway for 10 years, starting at Belmont High School in 2003. Part of the BT Smaller Learning Communities writing team and UTLA Chair at MCLC for 5 years. Also helped to establish our Shared Decision Making Council.

Ernesto Castro (Schedule, Staffing, and Budget): Holds a single subject Preliminary credential and scheduled to complete clear credential on May 2013 from LAUSD District Intern program. Graduated from San Diego State University with a B.S. in Cellular Molecular Biology. Member of School Site Council (2 years, from 2010-Present) and head coach for the MCLC baseball program.

Luis Coronel (Budget, Schedule, and Mission and Vision Committees): Has been a full-time math teacher at MCLC since the school opened in 2006. Holds a math teaching credential and has taught Algebra 1, Geometry, and Algebra 2. Served as a voting member of the School Site Council in 2010-2011. Currently a candidate for National Board certification.

Sandra Castellanos (School Culture and Family Engagement and Curriculum Committees): Holds a Bachelor's of Science degree in Mathematics. Has taught Algebra 1, Geometry, Algebra 2, Honors Math Analysis, Honors Statistics, and AP Calculus. Started teaching career at Belmont High School in 2004 and in 2005 joined the Business and Tourism Academy.

Rene Estrella (Professional Development and School Culture and Family Engagement Committees): Holds a B.S. in Wildlife Biology and an M.S. in Education. Has teaching credentials in Life Science and Health. Holds a BCLAD credential and Level-A Spanish fluency. Has been member of the Shared Decision Making Council and SSC. Additionally, has held the following positions: Student Activities Coordinator, Modernization Coordinator, TUPE (Tobacco Use Prevention & Education) Coordinator and was the Health Department Chairperson. Outside of teaching serves as a Federal Officer with the U.S. Coast Guard - Dept. of Homeland Security.

Patricia Farley-Terry (Implementation and Vision Committees): Holds credential in Home Economics and Health; teacher in LAUSD for 28 years. Holds a Pupil Personnel Services Masters in Education from Azusa Pacific University; counselor in LAUSD for 2 years full-time, 5 years part-time.

Stuart Hashimoto (Curriculum and Professional Development Committees): Has been a teacher for 10 years and has taught at MCLC since school opened. Member of the Coordination of Services Team and Student Success Team. Part of the DVR prep. Team. Writes and conducts IEP meetings.

Huy Hoang (Budget, Curriculum, and Professional Development Committees): Physics and Chemistry teacher at BT. Graduated from the University of California at Berkeley in 2006 with a B.S. degree in Molecular Cell Biology and Biochemistry. Currently, holds single-subject credentials in Physics, Chemistry, and Biology. Has also served as the school's science coordinator, chemical safety coordinator, photography club sponsor, and weekend CAHSEE teacher.

Rocky Paneno (Rationale and School Governance Committees): Holds a Master's Degree from USC and is a Mathematics Teacher; has been with BT for 3 years. Currently the 9th grade level lead for Linked Learning.

April Rainwater (Schedule and Staffing Committees): Holds a B.A. in Journalism and teaching credential in English. Seven years of teaching experience, including six at MCLC. She teaches American Literature, Advanced Placement English Language, and Modern Literature. Prior to entering the teaching profession, she worked as a flight attendant and has also worked in corporate sales and real estate.

Roxana Salazar (Curriculum Committee): Has been teaching twelve years, was part of the committee that wrote the original SLC proposal that qualified Business and Tourism to move from Belmont High School to its present site. Founded an organization to promote gender equality, Girls' Empowerment Movement (GEM), which has branched out to two different schools. She has served on the MCLC's School Site Council five years and has received specialized training and certification to teach

Advanced Placement Language and Composition and Advanced Placement Literature. Currently, she is a candidate for National Board Certification.

Yolanda Salazar (School Governance and **Implementation Committees)**: Holds a Bachelor's Degree in Political Science from USC and Master's degree in Educational Administration. Nineteen years teaching experience in Social Studies (core and elective courses), certified Humanitas teacher and Social Studies department chair. Developed Business & Tourism (originally Travel & Tourism) academy in 1996 and was primary writer for Smaller Learning Communities proposal in 2005, to move program from Belmont High School to MCLC. In addition, 10 years experience in career pathway curriculum development and grant writing.

Alfonzo C. Webb, II, Ed.D. (Budget and Mission and Vision Committees): Four years as Assistant Principal and has recently been promoted to BT Principal. Dr. Webb is primarily responsible for forging and sustaining a school culture that is conducive to improved student achievement through his leadership in the following areas: Professional Development, Discipline, Supervision of entire SLC Personnel, Testing, Textbooks, Student Success Teams, IEPs, 504s, COST, ELAC Parent Meetings, School Budgets, School Site Council, Safe School Plans, Coordinating WASC Accreditation, and Athletics. He also serves as an Adjunct Faculty Member in the Graduate School of Education and Psychology at Pepperdine.

Menh Vong (School Profile Committee): Physical Education teacher with 14 years teaching experience, including 7 years with BT. Ms. Vong has been teaching for 14 years, 7 years with Business and Tourism. Currently coaching both Girls' and Boys' Volleyball Teams.

Committees met before school, after school, and during professional development meetings to flush out their proposal sections. Drafts of progress went out via email, and committees had time during PD to survey faculty members to gain input into critical issues within their sections. The Design Team agreed that any changes or ideas would need to have a 67% majority in order to be implemented.

2. Parent and Community Engagement

To help us engage and involve community, the nonprofit organization Los Angeles Education Partner(LAEP) supported the Design Team through this process. LAEP's mission is to "work both outside of schools to engage parents and community, and within schools as a collaborative partner, bringing ideas, resources and expertise to ensure that underserved students have the resources and support they need to succeed." They are supporting our Linked Learning programs through mock interviews, job shadowing, internships, graduation, speakers, etc.

To engage and involve parents in this process, we handed out a letter in each of our Advisory classes explaining that we were writing a school plan and would like for parents to be involved. We asked them to share wishes/ideas on how to improve the curriculum, increase parent involvement, and enhance student achievement within the School of Business and Tourism. A core group of five parents was most actively involved; they provided input for our School Culture and Family Engagement Committee on issues such as the Advisory class and parent workshops.

G. Implementation

PROPOSAL ELEMENT What element of the proposal plan will be implemented?	TIMELINE In what month/year will this implementation take place.	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress and what will be the evaluation process?
STAFFING				
EWA finalized and presented to staff.	Feb 5, 2013	Staffing Committee		
Final date for EWA to be signed by existing staff members.	March 15, 2013	Staffing Committee		Number of individuals signing agreement
Job description for open positions in staff and classified will be advertised.	March 16, 2013- June 30, 2013 or until all positions filled.	Dr. Webb	Advertising with LAUSD job posting	Number of applicants for positions
Teacher rubric designed for available positions	Finished by March 16	Staffing Committee		
Interviews conducted	April 30 until positions are filled.	Governance Board, Leadership team and School Culture Committee	Interview protocols	Quality of individuals applying for positions.
STUDENT RECRUITMENT				
Student recruitment material developed.	December 5, 2012, ongoing	BT Small School Design Team	Brochure Printing Video Equipment	Analysis of student selections and parent feedback.
PROFESSIONAL DEVELOPMENT				
A time-line for the self-study process (WASC) will be developed using the backward planning model.	September 2013	Lead Teacher, Administration, Counselor, Teachers	WASC handbook Time	Feedback from WASC

Observation protocol developed for peer evaluation. All staff trained in this protocol.	September 2013	UTLA representative Administration Staff Committee	Sample teacher evaluation protocals.	Feedback from stakeholders.
Training for Common Core	Summer 2013 Ongoing	Teacher		Teacher feedback
Teaching strategies such as SDAIE and Socratic Seminar	Summer 2013 Ongoing	Teacher		Teacher feedback
Teacher Training on technology.	December 2013	Teacher Technology expert	Computers	Using technology in classroom.
CURRICULUM AND INSTRUCTION				
Develop grade-level, interdisciplinary PBL units and rubrics.	July/August 2013	Grade Level Teams	Common Core Standards. Curriculum Maps Meeting time	Teachers plan, assign and analyze learning outcomes of projects.
Teacher teams will create a curriculum map	July/August of 2013 Ongoing	Grade Level Teams	Common Core Standards Meeting time	Teachers plan, assign and analyze learning outcomes of projects.
Internships will be set up that are aligned to pathways.	Beginning May 2013, ongoing.	Lead Teacher Small School Counselors.	Internships related to the pathway.	# of students placed and percentage that successfully complete terms of internships
Review 4-year plan to ensure that all students are provided with an A-G and pathway courses.	Annually	Small School Team, Small School counselors	4 year IGP plan Transcripts	
Develop Advisory curriculum by grade level	June 2013, ongoing	Advisory Team	Time	Teacher feedback
Identify alternative means for students to take credit recovery courses (i.e. online, adult school)	October 2013	Counselor	Contacts with local colleges. Computers	Number of students making up credits through alternative means
SCHOOL CULTURE AND FAMILY ENGAGEMENT				
Develop college awareness plan by grade level, using backwards planning model	May 2013	Counselor Advisory teachers	A-G requirements College entrance data University liaisons.	Student and parent feedback College application and enrollment rates
Develop college awareness website	May 2013	Counselor	College information.	Number of seniors that use the

			Financial Aid Information	website.
Hold College Fair, College Summit and FAFSA/Financial Aid workshop.	Beginning May 2013	Counselor	Partnerships with local colleges	The number of college representatives that visit campus.
Parent Engagement activities (e.g., conferences, workshops) calendared and communicated to parents and students	July/August 2013	Administration, counselor, lead teacher, and Culture Committee	District and school calendar	Parent feedback School Climate Survey results
Create Parent Newsletter to keep parents apprised of upcoming curriculum and events.	Monthly	Content teacher, Advisory teacher.	District and school calendar	Parent feedback School Climate Survey results
Grade Level meetings to inform parent of grade level expectations.	Bi-annually	Advisory teacher	School policies and rules	Parent feedback Parent reportcard
Develop additional vehicles to communicate with parents (e.g., web site, ISIS Family Module) ConnectEd)	August 2013, ongoing	Administration Teachers Title I coordinator	Accurate parent contact information. Access/training for ISIS Family Module	Number of parents accessing information
Develop parent workshop series (transition, college, parenting)	October 2013, ongoing monthly	Counselor Teacher	Curricular materials	Parent feedback Number of parents participating
Assessment				
Teachers will develop and assign standards-based rubrics and evaluation tools for PBL	September 2013	Teachers	District rubric	Evaluations of rubrics
Teachers will align curriculum map with Periodic Assessment.	December 2013	Teachers	District periodic assessment calendar	Periodic assessment scores
Logistics				
Compile personnel roster and responsibilities matrix	April 2013	Team members	Time	Staff member feedback.
Elections for Governance council, CEAC, Student Court	April 2013	Principal, Staffing Committee, Teachers Coordinators	District/School Calendar	Staff/Parent /student feedback.

ATTACHMENT A

If you are interested in applying to become a Pilot School, please submit this Letter of Intent Form by **Friday, September 14, 2012** via e-mail to LA-PilotSchools@lausd.net. Schools or Design Teams can still submit full proposals on <u>Wednesday, December 12, 2012</u> even if a Letter of Intent (LOI) was not submitted. The LOI form provides us with contact information so we can communicate information sessions and workshop schedules.

This sheet must be submitted with your full proposal.

LETTER OF INTENT / INFORMATION SHEET

School Site Name:	Miguel Contreras Learning Complex-School of Business and Tourism
Proposed School Name (*if planning to change current school name***):**	School of Business and Tourism at Miguel Contreras Learning Complex
Conversion or New Pilot School:	Conversion
School Address:	322 S. Lucas St Los Angeles, CA. 90017
Primary Contact Name:	Yolanda Salazar- Lead Teacher Philip Busalacchi-UTLA Representative
Primary Contact Phone No:	Yolanda Salazar-213-240-3843 (work) or 818-416-5099 (cell) Philip Busalacchi 310-489-5547 (cell)
Primary Contact E-mail Add:	Yolanda Salazar: yls9488@lausd.net Philip Busalacchi: pab5752@lausd.net
Proposed Grade Level Configuration for 2013 – 2014:	9-12
Proposed Thematic Units or Areas of Focus (*if applicable***):**	Business and Hospitality

Attachment C:

School of Business and Tourism at Miguel Contreras Learning Complex

Election to Work Agreement

1. Preface

_____ (insert name) is voluntarily electing to work at the Pilot School of Business and Tourism at the Miguel Contreras Learning Complex. Signing this Election to Work Agreement indicates that you understand and agree to the following terms and conditions of employment.

The School of Business and Tourism at Miguel Contreras Learning Complex is under the Los Angeles Unified School District Pilot Schools Program that was agreed to by LAUSD and United Teachers Los Angeles and detailed in the Memorandum of Understanding between LAUSD and UTLA from December 2, 2009. The School of Business and Tourism received the right to petition LAUSD to receive Pilot status under The LAUSD-UTLA Local School Stabilization and Empowerment Initiative of 2011. Under these terms all teachers will continue to receive, the base salary and health and welfare benefits that they are entitled to according the LAUSD Salary Table based on their post graduate educational attainments and years of service. However, additional non-uniform salary may be earned for additional duties performed pursuant to Government Code 3543.2(e)

Future changes to this agreement and any additional terms and conditions to your employment can and will be determined by the School of Business and Tourism Leadership Council with input and consultation with the Governing Board of the School of Business and Tourism prior to the start of each new school year. Any teacher who decides not to sign this Election to Work Agreement or any future year's Election to Work Agreement acknowledges that they will leave the School of Business and Tourism and will be entitled to employment at another LAUSD school site. Teachers who do not follow the terms of the Election to Work Agreement can face disciplinary action by the school administrator or the School Leadership Committee, including transfer out of the School of Business and Tourism.

2. Salary, Benefits, and UTLA Membership

- Your salary and benefits will remain the same as if you were at a traditional LAUSD school, with wage increases tied to post-graduate units and years of service.

- You shall continue to have the same rights, protections, obligations, and duties as traditional certificated employee under the California Education Code.

- You will continue to be a member and contribute to the California State Teachers Retirement System

- You will continue to add years of seniority as described in the California Education Code.

- Teachers in the School of Business and Tourism will continue to be represented by, and if they choose, to be members of, United Teachers Los Angeles in contract negotiations with the Los Angeles Unified School District.

3. Terms of Employment

- The School Year: The School of Business and Tourism will follow the same school calendar as traditional schools in LAUSD. However, in the future, the school of Business and Tourism has the option to alter its calendar to better meet the needs of its students. Any calendar change will be made in consultation with the students, parents, and faculty, with final approval needed by the School Leadership Council and the Governing Board.

- The Work Day: The School of Business and Tourism will have a schedule made up of six instructional periods that meet four day a week, plus an advisory class that meets two days per week. All faculty are expected to arrive at school 7 minutes before the start of the school day and finish 7 minutes after the end of school.

- Professional Development: Embedded into our schedule are two scheduled professional development meeting. One meeting each week will be a general faculty meeting, where LAUSD and California State Mandated professional development will take place. The other weekly meeting will be grade level team meeting to develop, coordinate, and evaluate our grade level Project Based Learning (PBL) projects.

4. Staff Responsibilities

The teachers of the School of Business and Tourism will hold themselves to a higher standard expectations and responsibilities than traditional LAUSD schools. The teachers know this extra effort and commitment is what is needed to increase our students' success both inside and outside the classroom. Teachers are expected to not only hold their students accountable for their actions, but should also think of themselves as models of responsibility for their students.

- Advisories: The School of Business and Tourism will continue to have an Advisory class, where a small cohort of students will have the same advisory teacher for their entire four year high school career. The Advisory are expected to establish a mentor relationship with each one on their individual path through high school. Advisory teachers are expected to keep in regular contact with the student's parents, including a minimum attempt of one personal meeting or phone conversation outside of parent conferences each school year. It is the goal of the School of Business and Tourism to lower the student-teacher ratio in advisory to maximize teacher interaction with each of their student. To this end, every certificated faculty member will have an advisory class, unless the staff decides that an individual staff member can better serve Business and Tourism out of class during advisory. These advisory teacher decisions will be made prior to the start of each new school year by a staff vote.

- Office Hours: Each teacher with the School of Business and Tourism will have posted weekly office hours where students can go to receive tutoring, do make up work, or have a place to work on assignments and projects. Office hours should total a minimum of 1 hour per week and can be conducted before school, during lunch or after school. Office hours must be on set days and times so both students and parents know when they can talk with each teacher. Ideally, office hours should be listed in class syllabi at the start of each school year.

- Dress for Success: The School of Business and Tourism is dedicated to fostering a culture of professionalism. To this end, every Wednesday all students and staff will wear business professional attire. It is the responsibility of every teacher to model and enforce this important aspect of our school culture. Each teacher must make a record of their advisory students' Dress for Success.

- Curriculum: All teachers in the School of Business and Tourism are expected to teach lessons based on Common Core Standards and to continually focus on the school's theme of business and tourism. All classroom teachers are expected to collaborate with their grade level peers in creating, planning, implementing, and evaluating a minimum of one interdisciplinary PBL (Project Based Learning) each semester for each class where they have a predominant grade level. These PBLs are the centerpiece of the School of Business and Tourism and all teachers agree that the projects will count for a significant percentage of the grade in their class each semester.

- Meetings: All staff members of the School of Business and Tourism are expected to attend all faculty meeting, professional development meetings, and grade level collaborative meetings. These meetings are critical for our staff to meet all federal, state, district, and school mandates and goals.

- Adjunct Duties: Teachers in the School of Business and Tourism understand that this school will not function without their extra effort and dedication. To ensure a well run school each faculty member agrees to contribute a minimum of 40 outside the classroom. 20 of these hours must be dedicated to school governance or curricular time such as running an after school tutoring lab for all students, membership on the school leadership committee and governing board, or attending unpaid professional development on their free time. The remaining 20 hours must be dedicated to planning or supervising school activities such as chaperoning schools dances, fundraisers, club activities, or sporting events. The school has decided to set the minimum number of yearly extracurricular activities each staff member must attend/ supervise at 3. It is the responsibility of each staff member to create a log of the number of hours and activities and to turn in those hours when completed by the end of the year to the school administrator for verification. Failure to complete the required hours could result in disciplinary action and/ or referral to the School Leadership Committee.

- Peer Observation/ Coaching: Each staff member in the School Of Business and Tourism will participate in the Peer Observation/ Coaching process every school year. Participation includes either being observed/ coached by a group of teachers and the school administrator or participation on a Peer Observation Committee. It is the job of the administrator of the School of Business and Tourism to select members for each teachers observation committee, conduct pre and post observation meetings with both the teacher being evaluated and the observing teachers, plan the observations dates and times, and provide coverage , if necessary, for evaluation team members. The School of Business and Tourism feels this interaction between teachers in the evaluation process will allow for increased growth for everyone involved.

5. Dispute Resolution and the Grievance Process

Teacher in the School of Business and Tourism are still represented by and can voluntarily join or remain part of United Teachers Los Angeles (UTLA). As such staff members are still subject to the Grievance Provisions in the UTLA/ LAUSD Collective Bargaining Agreement in the following areas;

- **Reduction in Force-Article XII**

- **Evaluation –Article X and Peer Evaluation-Article XXVII, Section 3.2 (e)**

- **Discipline-Article XII**

- **Holidays Article XVII**

- **Election of Chapter Chair- Article IV Section 8 (a) to (c)**

- **Leaves- Article XII**

- **Peer Assistance and Review- Article X-A**

- **Dues Deduction-Article IV-A**

All other matters will be dealt with on site through the school administrator, the School Leadership Committee, and the School Governing Board. Any staff member or committee member that has a conflict of interest in the grievance process should recuse themselves during the grievance process. If a staff member has a dispute or grievance the process is as follows;

A) Step 1: Appeal to School Administrator

B) Step 2: Appeal to School Leadership Committee

C) **Step 3: Appeal to Governing Board**

6. Performance Evaluation

The School of Business and Tourism is dedicated to providing the best education possible for our students and make sure they meet the standards for each subject area. In order to achieve these goals, the staff of Business and Tourism has decided to implement a Peer Observation/ Coaching Procedure as well as traditional evaluations by the school administrator. The school administrator in consultation with the Leadership Council and Governing Board shall determine at the start of the school year, what teacher will be up for evaluation in a given year. Once the number of teacher up for evaluation is determined the following will occur;

A) Statement of Goals: Each staff member up for evaluation will submit in writing to the school administrator a statement of goals for their year.

B) Administrator-Staff Member Pre-Observation Meeting: Prior to the Administrator Evaluation and the Peer Observation process begins, the faculty member up for evaluation will meet with the Administrator and discuss their statement of goals for the year and discuss the composition of their Peer Observation Group.

C) Peer Observations: A group of administrator selected teachers will observe and provide feedback on strengths, areas for growth, and goals for the year. The observation team will conduct a minimum of 3 full classroom visits per year; A) Initial Observation in the start of the year, B) A mid-year visit, C) A final visit towards the end of the school year.

D) Peer Observers-Staff member reflective meeting: After each peer observation, the observing teachers will meet with the staff member up for evaluation and discuss what the team saw, provide feedback, and recommend areas for growth. The   feedback and recommendations on areas for growth are the basis of the Peer Observation.

E) Final Peer Observation recommendation will account for 30% of the final Administrator Evaluation at the end of the school year.

F) Administrator Evaluation: Will occur in the same manner as the Peer Observation, but not necessarily done during the same observation times. The school administrator will continue to use the STULL evaluation form and procedure. The major difference is 30% of the final administrator evaluation will be based on the Peer Observation team's recommendation.

7. Transfers, voluntary and involuntary

- Voluntary Transfer: You may transfer to another LAUSD school at the end of any school year. We ask you provide sufficient notice to the school administrator and the School Leadership Council so as to provide them sufficient time to find a replacement.

- Involuntary Transfer: The School of Business and Tourism School Leadership Committee in consultation with the Governing Board may transfer you at the end of any school year following evaluation and discipline procedures included in the UTLA/ LAUSD Collective Bargaining Agreement, the Memorandum of Understanding on Pilot Schools, and this Election to Work Agreement.

- Transfer Location: If transfer occurs you will be assigned to a qualified school within the School Zone/ Geographic region of the School of Business and Tourism, if a vacancy exists. If no vacancy exists, then you could be transferred to a school outside the School Zone/ Geographic region

8. Dismissal

Dismissal Procedures will remain the same as traditional non-pilot schools as described in the UTLA/ LAUSD Collective Bargaining Agreement.

9. Signature

I voluntarily agree to work at the School of Business and Tourism at the Miguel Contreras Learning Complex. I acknowledge that I will follow all parts of this Election to Work Agreement. I also understand that failure to follow this Election to Work Agreement could result in disciplinary action and possible transfer to another school.

_____

Teacher Name (print)   **Signature**   **Date**

School of Business and Tourism at Miguel Contreras Learning Complex

Staff Vote on Pilot School

Question: Shall the School Business and Tourism at Miguel Contreras apply to become a Pilot school ofor the 2013-14 school year?

Yes-14=77%

No-2=11%

Abstentions-2=11%

Date of vote was Tuesday August 28th, 2012