#	Requested revision	How addressed	Where to Find the revision(s)
1	*Revise and resubmit the Curriculum and Instruction section and cite research to support every element of the proposed instructional plan. Please highlight the areas that were revised so that they may be easily identified by reviewers.*	1. Additional citations added to section 2. 2. List of Citations to support every major element of the proposal	1. Original citations are highlighted in green. Newly added citations are highlighted in yellow. 2. Appendix K: Research basis for Los Angeles River School Plan, pages K-1 thru K-3
2	*Revise and resubmit the Assessments and School-wide Data section of the proposal to include a clear plan for assessment and data analysis that is connected to the instructional program. Please highlight the areas that were revised so that they may be easily identified by reviewers.*	3. Section 4e revised and expanded to address questions 4. Draft logic model linking curriculum/instruction to student achievement outcomes	3. Newly drafted section 4e, pages 36-39 4. Appendix L: Data and Assessment Logic Model, page L-1
3	*In a separate attachment, provide the comprehensive, coherent, and detailed plan that clearly articulates how you will meet the needs of EL students beyond compliance.*	5. New document prepared to clarify our support for English Learners	5. Appendix N: Support for ELs, pages N-1 to N-5
4	*In a separate attachment, provide a detailed implementation timeline focused on school start up.*	6. Revised implementation plan, addressing updates and additional items	6. Appendix G: Implementation Plan, rev, pages G-1 thru G-6 Timeline has been updated. New or updated cells in the table are shaded in blue.
5	*In a separate attachment, provide a budget to support the implementation of the plan.*	7. Budget Narrative and Rationale, explaining our budget priorities 8. Draft budget	7. Appendix M: Budget Narrative and Rationale, page M-1 7a, b, & c. Draft LARS Budget Forms
6	*Revise and resubmit the Service Plan for Special Education to provide further details and address the concerns listed in the Next Steps attachment (a through g). Please highlight the areas that were revised so that they may be easily identified by reviewers.*	9. Revised Service Plan for Special Education, addressing concerns	9. Appendix D: Service Plan for Special Education, revised. Changes are noted with the element a-g and highlighted in blue.

2. Curriculum and Instruction, revised

a. **Instructional Philosophy:** Provide a thorough description of the proposed Instructional Program and the underlying theory that drives it. How does the proposed Instructional Program align with the critical educational needs of the population of students you propose to serve? Include an explanation of what students should know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will posses upon matriculation that will prepare them to be successful adults in the 21st Century.

Additional citations
Original citations

The instructional philosophy of the Los Angeles River School is rooted in the belief that learning is a nonlinear, complex process that requires collaboration, multiple perspectives, challenging work, and meaningful reflection. We know that to develop into articulate adults who can convey their ideas powerfully, students must spend much of their time in class speaking rather than only listening; this is even more critical for our students, many of whom are second language learners. To embody these values, we have developed an innovative plan for a small school that will create heterogeneous, mixed-ability, mixed-age classes; focus on developing students' communication fluency; and engage students and teachers in authentic, purposeful, collaborative work. We will create an environment in which students and teachers collaborate as they investigate the complex challenges of our city and environment and seek solutions.

We envision a school in which students are active, responsible agents of their own education, not passive receivers. Students will be supported to make appropriate choices about their own education, ranging from their choice of thematic unit and courses to their approaches to projects and assessments. Classes will be heterogeneous, mixed-age and mixed-ability. Segregating students from their more-proficient peers is socially and academically isolating, but can be counterbalanced with variable and flexible grouping strategies and careful differentiation of curriculum (Hoffman, 2002). Multi-age classes encourage more rapid socialization of younger students into an intellectually challenging environment and require the differentiation that is too often underdeveloped in same-age classes (Song, 2009). We are confident that the challenge of creating differentiated classes for all students will help create high expectations for all students, not just the academically proficient students who typically achieve at high levels in our schools (Grossen, 1996).

Curriculum at the Los Angeles River School will be designed using the Humanitas instructional model. The Humanitas model has a twenty-year track record of being a powerful tool, both for creating exciting, engaging curriculum, and for sustaining teachers' interest and focus on collaboration and instructional practice. In a traditional Humanitas program, grade-level

teacher teams (who share a common cohort of students) develop a thematic link for their courses and unit, which connects their disparate subjects to a question or concept larger than what any one subject can address alone. Essential questions guide teachers' daily lesson planning and assessments, and the unit culminates with an essay, project, or experience, which asks students to synthesize their learning from the separate disciplines and apply that learning in a new context. We have adapted the Humanitas model, with teachers working with mixed-age classes and with additional electives. Instead of sharing students within the same grade-level, teachers in our model will share a common cohort of students from multiple grade-levels. To the extent possible, classes will be multi-age and heterogeneous, differentiated to support students' diverse needs and interests (Wassell et al., 2010; Geier et al., 2007; Freeman & Freeman, 2003). Multiple, core content area electives will expand the possible approaches to the interdisciplinary theme of the unit. Each 18-week unit will have a thematic, interdisciplinary focus related to the environment, such as sustainability, water quality, food systems, or energy.

Course assignments, assessments, and projects will demand that students inquire deeply into their topic, explore it from multiple viewpoints, and defend their position (Capon & Kuhn, 2010). Challenging work necessitates reading, writing, listening and speaking, contextualizing our focus on developing articulate students who can explain their ideas. Each interdisciplinary unit will culminate in a collaborative group project, in which diverse groups of students will synthesize their learning to propose a novel solution to a current problem. For example, as the culmination of a unit on the history of the Los Angeles River and its ecology, students may be asked to invent a revitalization plan and present it.

People—students and teachers—learn when they are actively involved in projects and understand their connection to their world. We believe that student practices should model adult practices; when students have an opportunity to join the adult world, working alongside adults who are passionate about their discipline, the students begin to become the scientists, mathematicians, filmmakers, writers and historians we want them to be (Strobel & van Barneveld, 2009).

b. Core Academic Curriculum: Describe the core academic curriculum that your proposed school will use. Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards. For high schools only, explain how your proposed school will meet A-G requirements. Additionally, outline the plan for Western Association of Schools and Colleges (WASC) accreditation.

Rigorous, Standards-based, Interdisciplinary Curriculum. All Los Angeles River School courses are standards-based. All students will complete the UC/CSU A-G college

entrance requirements while developing the communication and thinking skills necessary for college and career success. The school's innovative course matrix and Advanced Placement program will reflect the strengths and interests of students. Intervention will be included in the school day for all students needing support in basic literacy and numeracy skills or in study practices required for academic success.

All students, regardless of their special needs or educational backgrounds, deserve a rigorous and engaging curriculum (Oaks, 1985). Interdisciplinary, relevant, project-based learning provides a powerful context for students to develop the skills necessary to transfer learning, improve achievement, communicate persuasively, and apply higher-order thinking skills to cognitively demanding tasks. Researchers in special education, ELL, gifted, and general education support this approach of holding high expectations for all students (Guess & Thompson, 1989, Heshusius, 1988, Waxman & Tellez, 2002, Van Tassel-Baska, 2008, Newmann & Wehlage, 1995).

Linked Learning. We will develop a CTE-certified pathway in the Energy and Utilities Sector (Environmental Science pathway) to engage students in relevant learning. Linked learning, a framework for college- and career-ready high school curriculum, is a powerful tool for creating engaging and relevant learning opportunities for students. Linked learning has four critical components: challenging academics, demanding technical learning, work-based learning, and support services. At the Los Angeles River School, we will hire teachers with the necessary credentials to teach CTE courses, and we will support our own teachers in pursuing certification.

Just as important, curriculum throughout the classes at the Los Angeles River School will be culturally relevant, connecting students' learning to their community and world. Within each class and across classes through interdisciplinary collaboration, students will engage in projects that are hands-on, inquiry-driven, and relevant to their interests (Kulik & Kulik, 1992). Each semester 18-week unit will culminate in a collaborative group and individual project that asks students to synthesize their learning from their various semester classes. Projects will be designed collaboratively with community partners to ensure that they are relevant, timely, and purposeful (Lloyd et al, 1999).

The Los Angeles River School teachers' instructional units will fulfill the curricular requirements set by WASC, and will set the stage for WASC accreditation during the second year (the school will not open with a senior class). Teachers will collaborate with other Pilot school colleagues and attend regularly scheduled evening professional learning sessions during the first year with the Los Angeles Education Partnership to prepare for accreditation.

Science focus. Inquiry-based science presents many opportunities for students to use science and the English language to strengthen their skills in both. It has been established that the

longer ELLs are exposed to inquiry-based science programs, the better their learning gains and the higher their achievement scores in science (Amaral, Garrison & Klentschy, 2002). The objectives of an interdisciplinary and project-based curriculum are to promote students' understanding of scientific inquiry while emphasizing the development of students' English language and literacy skills—a powerful combination that improves students' understanding in multiple subject areas (Thier, 2002).

The core academic curriculum will center on a variety of science courses. As an environmental studies school, students will gain a strong foundation in the sciences through interdisciplinary coursework, project-based curriculum and relevant learning through service to the community. Differentiation strategies will help students' draw connections between science and other subject areas (Echevarria, Vogt, & Short, 2004; Lee & Fradd, 1998). Students will take courses in which they will develop skills to prepare them for a career, additional certification, or postsecondary education in the fields of energy and environmental technology.

Because of the flexible nature of the 4-by-4 block schedule, there will be room in students' schedules for science coursework in addition to the core D requirement courses typically offered. Science courses offered will include:

- Core courses*: Biology, Chemistry, Physics* (fulfills UCOP D requirement)
- Elective courses: *Marine Biology, Plant and Soil Science, Physiology* (D requirement), *Earth Science, Ecology, Physical Geology* (G requirement)
- AP courses: *Biology, Chemistry, Physics, Environmental Science*
- CTE courses: Approved A-G courses taught within the Energy and Utilities Sector for Career and Technical Education such *as Environmental Science, Environmental Technology, Exploring Technology, or Hazardous Materials Management.*

Teachers of the above courses will utilize the Hydrology and Energy lab in various capacities. First, teachers of core science courses and elective science courses will supplement the curriculum within these courses with resources provided in the lab. In collaboration with working scientists and lab technicians, students will work on investigations related to content standards and interdisciplinary projects in which lab experiments are a part. For example, students in a Marine Biology course might use the gas chromatograph to measure environmental contaminants. Students in a Chemistry course will use the mass spectrometer to identify unknown compounds and determine their physical, chemical, or biological properties. The greenhouse could be utilized in a service-learning project in which students propagate native plants for restoration of riparian ecosystems.

Students in advanced science courses such as AP Biology, Chemistry, and Environmental Science will have opportunities to use equipment from the lab for specialized experiments

specific to each of these courses. We also envision our students participating in internships in the lab and at other lab sites within the city related to the Energy and Utilities sector. We are in the process of developing partnerships with LADWP and the LA Infrastructure Academy to develop internship and job training opportunities and with LACC for concurrent enrollment and early college coursework programs.

As a school within the Energy and Utilities CTE sector, it will be essential for students to work alongside professionals and CTE teachers in the lab on a consistent basis. Each course will be taught by a certified CTE instructor. Professional development through the *Infrastructure Academy* will support the development of these courses.

To support interdisciplinary cohorts, instructors will work collaboratively to implement components of the California Education and the Environment Initiative (EEI). The goals of the Education and Environment Initiative are to increase environmental literacy in California schools and improve understanding of our relationship with the environment. This initiative was designed to help prepare today's students to become future scientists, economists and green technology leaders. Centered around five Environmental Principles and Concepts approved by the California State Board of Education and mandated by legislation AB 1548 and AB 1721, the initiative was developed out of a multi-agency education and Environmental Protection Agency partnership.

The five Environmental Principles outlined in the Initiative are:

1. People depend on natural systems
2. People influence natural systems
3. Natural systems change in ways that people benefit from and can influence
4. There are no permanent or impermeable boundaries that prevent matter from flowing between systems
5. Decisions affecting resources and natural systems are complex and involve many factors

These principles are then further delineated into specific concepts related to each topic. The Environmental Principles and Concepts served as the foundation for the K-12 model curriculum. Our teachers will have access to standards-based curriculum at the EEI website. The curriculum encourages responsible stewardship of the Earth and the development of knowledgeable leaders and consumers who can make informed decisions. The EEI will serve as a foundation for developing interdisciplinary and project based units. For example, students will be taught that people depend on natural systems (Principle I) through multiple lenses throughout their classes. Concept (a) associated with this principle states that "Students need to know that the goods produced by natural systems are essential to human life and to the functioning of our economies and cultures." To reinforce this concept teachers will use freshwater ecosystems as an example to study the way land management practices can alter forested slopes resulting in

erosion and alteration of stream habitats; disposal of liquid and solid waste can influence water quality and freshwater habitat; consumption of freshwater fish can result in changes to biological diversity; or how use of water to support human activities can alter freshwater habitats and result in the generation of wastewater. Teachers of core academic subjects, electives and CTE courses will work collaboratively to design interdisciplinary lessons and project-based units with the goal of increasing environmental literacy and understanding of the Environmental Principles (Gallagher et al, 1992, Lee, 2005).

Additionally, students will participate in internships and service-learning projects related to the curriculum in partnerships developed with LADWP, Metropolitan Water District, and non-profit and community-based environmental organizations. Students will have many opportunities to learn from and work alongside professionals in environmental technologies industries.

Inquiry-based science presents many opportunities for students to use science and the English language to strengthen their skills in both. It has been established that the longer English Language Learners are exposed to inquiry-based science programs, the better their learning gains and the higher their achievement scores in science (Camaral, 2002). The objectives of an interdisciplinary and project-based curriculum are to promote students' understanding of scientific inquiry while emphasizing the development of students' English language and literacy skills.

i. **Autonomy:** Describe how you will use curriculum and instruction autonomy to maximize student learning. If seeking Pilot School status, also discuss how the school will weave community, work-based and service learning opportunities into the curriculum to connect the classroom to relevant real-world learning.

The autonomies granted by the Pilot model are vital to the operation of the Los Angeles River School:

Curricular Autonomy. The Los Angeles River School curriculum model is centered on an interdisciplinary teacher-team model. Instead of being focused on grade-level teams, though, four teachers (typically representing the four core subjects) form an instructional team, each teaching three classes on a four period, block schedule. Teacher teams share a common cohort of approximately 100 students, who stay with their team of teachers for one 18-week semester. Many classes are mixed-age; others, such as math, will tend to include a smaller range of ages—although additional math electives will be multi-age. For example, a team might consist of an English, Social Studies, Science, and Math teacher. The English teacher might have two, mixed-age writing labs and a journalism elective. The Social Studies teacher might teach the traditional sections of World History, US History, and Government, but students would have the option of taking the courses in whatever order they find most appealing. The math teacher might offer Algebra 1, Algebra 2 and Statistics, and although the first two courses tend to be less diverse in

terms of age, Statistics can be taught to students at all grade-levels. Depending on credentialing, the Science teacher might offer Biology, Marine Biology, and Environmental Science, which would allow students to explore the biological sciences through multiple lenses. (CST requirements will necessitate some aspects of scheduling, but many courses can be taught out of the traditional sequence, if well-differentiated.)

Assessment Autonomy. An instructional "unit" at the Los Angeles River School is a semester-long collaboration among the four teachers and 100 students. Teachers design each unit as an interdisciplinary, thematic approach to a vexing societal problem. Students examine ideas from multiple perspectives, transferring knowledge and skills from one discipline to another. Linking learning to relevant, real-world problems allows teachers to partner with community organizations for each project, with the goal of creating authentic projects that address questions and challenges of the local community (Mergendoller, 2007). Teachers meet weekly throughout the semester-long unit, evaluating students' progress, making adjustments, and supporting one another. The unit culminates in a series of projects and assessments, designed to ask students to synthesize their learning from the various disciplines. The teachers develop their own periodic assessments for their team, such as projects, and end-of-term collaborative, interdisciplinary projects.

Schedule Autonomy. A rotating bell schedule, in which each day begins with a different period and continues sequentially, allows for various activities that are typically excluded from the traditional high school model. "Micro field trips," in which a teacher takes only the 25 students in her class on a trip, can occur in the afternoons after lunch, since no other classes will be affected. Time for internships, work experience, and service-learning are further supported, since students can be available for on- or off-campus experiences at different times on different days.

Professional Development Autonomy. In order to develop this school, it is vital to create and sustain a collaborative faculty culture. We will use a variety of Critical Friends and Adaptive Schools protocols to create a supportive climate where all teachers are encouraged and feel safe sharing their practice with their colleagues. Regular collective examination of student work will bolster teachers' insight into their own teaching practices, as well as each others' strategies. Regular peer observations will further support a culture of collective inquiry (Geier et al, 2007).

ii. **Curriculum Development:** If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to school opening.

Please Appendix G or our implementation timeline, which includes our timeline for developing our curriculum. The teachers on the design team have ample experience collaborating to create the innovative, interdisciplinary curriculum outlined in this proposal, and are committed to spending the time necessary to design the curriculum for the Los Angeles River School.

c. **Addressing the Needs of All Students:** Articulate how the proposed Instructional Program will reinforce a commitment to different methods of instruction to meet the needs of **all** students, including students of poverty, students with special needs, students with disabilities, gifted students, English Learner (EL) students and Standard English Learner (SEL) students, young children ages 0-5 (elementary schools only).

Multi-age Classes. Multi-age classes offer a novel solution to a challenging problem. When students fall behind or fail a class, the consequence is to repeat a class with a younger class of students. Being the oldest student in class often means being the least successful academically, leading to poor behavior and—ultimately—dropping out. The problem is not simply the student, though. By segregating students by age, teachers are discouraged from differentiating curriculum for a wide range of learners, leaving out the struggling student who is too easily ignored. Multi-age classes necessitate differentiation and new approaches to teaching and learning (Kulik & Kulik, 1992, Grossen, 1996, Veenman, 1996). Peer tutoring, small-group collaboration, and grouping students for specific needs are all approaches to differentiation that can be quickly employed, for example. These strategies are not only effective for engaging students in learning and increasing student achievement, but also push teachers to develop their practice, facilitating their knowledge of students as individual learners (Hoffman, 2002). As we begin to identify successful strategies and practices to differentiate for all students, we actually begin to support all students. Further, interdisciplinary collaboration allows students greater access to the core curriculum, and simultaneously provides teachers with purposeful collaboration time and support for one another (Burns & Mason, 1996, 2002).

Language Classifications. In a recent analysis of 858 Marshall High School C-track students, who live in Elysian Valley and will likely attend schools at the Central Region HS #13, we used SIS to analyze the student demographics and identified 68.3% of students as Limited English Proficient, also known as English Language Learners (ELLs). Of these, ELLs accounted for 16% of the total; Reclassified English Proficient (RFEP) accounted for 40.3% of the total;

Table 2c.1: JMHS C-track Students' Language Classifications

Language Classification	# of Students	Percentage
English Only	174	20%
IFEP	98	11%
RFEP	346	40%
LEP (not ESL)	137	16%
ESL (1 thru 4)	103	12%

and English as a Second Language (ESL) accounted for 12%. Only 31.7% were either English Only (EO, 20.3%) or were designated as Initially Fluent English Proficient (IFEP, 11.4%). (See table 2c.1 for a breakdown.) Clearly, the large percentage of former and current English language learners represent a potentially vulnerable and at-risk population.

Long-Term English Learners. In traditional practice we create *sheltered* classes for our students who have completed ESL 1-4. All English language learners (ELLs) are placed in these classes.

We often fail to account for the fact that there are two distinct groups of ELLs: short-term ELLs and long-term ELLs. Short-term ELLs entered the program more recently, typically in the last five years, have progressed through their ESL 1-4 classes, and are now preparing to be re-designated. They have been in classes where the teachers use Specially Designed Academic Instruction in English (SDAIE) strategies to ensure access to the content. These students are often highly motivated students who are engaged in their education, and they are typically re-designated (RFEP) in a timely manner.

Long-term ELLs are students who entered the program years ago, typically in the primary grades, and for various reasons have never achieved re-designation. Re-designation requires a passing score on the CELDT test, Basic or better on the ELA CST, and a C or better in their English class. Of the population of LEP students, the average number of years in sheltered classes is 8.4, with a maximum of 14 and a median of 10. Over 67% of these students have been in sheltered classes for 6 years or more.

By comparison, RFEP students spent an average of 6.2 years in sheltered classes, with a median of 6 years. Over 60% of these students reclassified as English Proficient within 6 years, indicating a successful progression toward English proficiency.

Table 2c.2: Distribution of Long-term ELLs

# Years in ELD	Percent of Total	Cumulative Percent
1 to 2	7.3%	7.3%
3 to 5	21.2%	28.5%
6 to 9	19.7%	48.2%
9 +	51.8%	100%

Needs of Long-Term ELLs. This group of ELLs is very different from their short-term peers: They appear to be fluent in English, but they struggle academically; their Basic Interpersonal Communication Skills (BICS) are in place, but they have not attained sufficient Cognitive Academic Language Proficiency (CALP, the reading, writing, listening, and speaking we do in the content areas), so they cannot successfully navigate the work in high school level classes. For many years their academic experience in school has been unsatisfactory; they have often become disengaged and deal with this in various unproductive ways (Ruiz de Velasco & Fix, 2000).

Long-term ELLs are usually engaged in the social aspects of school. During class activities they are actively involved as long as the work is more social, but when the work becomes academically demanding they may become silent, complain of boredom, find reasons to leave the room, become disruptive, or sit back and decline to participate in group work. A review of their grades often shows a pattern of failing classes through middle and high school, and their attendance deteriorates as the years pass. Most Long-term ELLs are disengaged; they either do not see the connections between working hard in school and the quality of their future lives, or they may feel hopeless about changing this situation (Olsen, 2010).

We suspect that personalization strategies such as well-designed and carefully maintained advisories and building relationships with community partners will help our long-term ELLs understand that the adults at school and in the community care deeply about their success (Olsen, 2010). Reconnecting long-term ELLs with their more proficient peers, through mixed-ability, multi-age classes will certainly help, since long-term ELLs are typically segregated and isolated from their peers. Project-based learning, linked learning, and CTE pathway classes will help them draw a clearer connection between work in school and success after graduation, especially as they engage in relevant curriculum with their more academically proficient peers (Goldenberg, 2008). Further, designing curriculum and service-learning opportunities that allows older students to work with elementary students can build long-term ELLs' self-esteem.

A central part of our ongoing professional development will be to research what others are doing to assist this often-unidentified group and to develop data to track what we are currently doing so that we can increase the efficacy of our service to our long-term ELLs (Genesee et al, 1999, Ruiz-de –Velasco & Fix, 2000, Goldenberg, 2008).

Taylor Yard School Collaborative: Supporting ESL Students

We will work with the other schools at the campus to ensure that students learning English as a second language have access to all of the schools. Schools will be prepared to offer ESL 1 thru 4 within their school, which will require combined classes. In addition we will also consider ways in which we can split up ESL classes, so they are stand-alone, then have students select one of the schools for the remainder of their high school studies.

:: Art**LAB** :: Los Angeles River School :: School of Technology, Business, and Education :: School of History and Dramatic Arts ::

Long-term ELLs are not the only students who struggle with school work, but they are the majority of our ELLs, and the strategies we use to help increase their academic success will help SPED, gifted students, and many other groups of struggling learners. Addressing their needs will improve our instructional programs for all our students (Kappler, 2002).

d. Instructional Strategies: Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program. Explain why these strategies are well suited to address the needs of the student population you plan to serve.

Critical inquiry is a set of instructional practices that compel students to preview texts, take layers of notes from those texts, and formulate questions. Students develop the skill of viewing reading as an activity that requires multiple iterations to create meaning. Students then apply their learning in a new context, such as a classroom discussion, writing exercise, or project. While critical inquiry is engaging for all students, it is particularly well-suited for the large academically at-risk population of students we will serve at the Los Angeles River School.

The model of critical inquiry is based, in part, on the work of Paulo Freire (1970). Freire championed "problem-posing" instruction, in which the teacher asks challenging questions of the students and guides them in developing their own answers. Our approach to critical inquiry will occur at two levels: the semester-long interdisciplinary Linked Learning units, and in daily lessons in individual classrooms. In this mode of instruction, teachers pose a problem that is complex, rich, and worth studying. Students research, read, analyze, and bring this to a discussion, debate, simulation, or activity, and learn how to articulate their ideas, how to hold a thoughtful, civil discourse. Students learn to develop ideas through dialogue, listen thoughtfully, evaluate ideas, evidence, and synthesize ideas. In the information age, we strive to create students who are critical consumers of information, evaluating the quality of the abundant information available to them (Genesee et al, 1999).

Ours is a different approach, focused on creating discourse for exploring ideas. All of the students' work leads to a final project in which students synthesize their solutions to a vexing community or environmental problem, pose a solution, and defend it. We intend to connect each semester unit and teacher team with a local community partner, business, or organization in order to craft problems and projects that are exciting, meaningful, and pertinent, while also expanding students' access to successful adults. Through regular community partnerships, we develop a base of support to sustain the Los Angeles River School.

These instructional strategies are particularly well-suited for the needs of the student population we serve, such as long-term English language learners (Hoffman, 2002). Academic and literacy skills learned in one class can be transferred to another, especially when the teacher team deliberately reinforces those skills. Collaborative group dynamics learned in one class will be reinforced in the next, and an embedded focus on using technology will be supported by all teachers and help students gain confidence in their ability to access and evaluate Internet sources as well as engage in academic, artistic, and community networks.

Instructional materials and advisories are selected and designed to build students' self-confidence and self-advocacy. In-depth thinking in each subject area results in students' ability to analyze, synthesize and evaluate the complex social, scientific, and economic implications of individual and societal decision-making, and promotes lifelong learning.

Section of PSC Proposal	Relevant Elements of Proposal	Literature to Support Plan
2. Curriculum and Instruction		
a. Instructional Philosophy	Heterogeneous populations	Hoffman, 2002 Grossen, 1996
	Mixed-age	Song, 2009; Wassell et al., 2010; Geier et al., 2007; Freeman & Freeman, 2003
	Inquiry-driven instruction	Capon & Kuhn, 2010
	Project Based Learning	Strobel & van Barneveld, 2009
b. Curriculum	Rigor and high expectations	Oaks, 1985; Guess & Thompson, 1989; Heshusius, 1988; Waxman & Tellez, 2002; Van Tassel-Baska, 2008; Newmann & Wehlage, 1995
	Interdisciplinary	Kulik & Kulik, 1992
	Linked Learning	Lloyd et al, 1999; Mergendoller, 2007
	Science focus	Amaral, Garrison & Klentschy, 2002; Thier, 2002; Echevarria, Vogt, & Short, 2004; Lee & Fradd, 1998; Gallagher et al, 1992, Lee, 2005; Camaral, 2002
	Shared Practices	Geier et al, 2007
c. ELLs	Multi-age	Hoffman, 2002; Kulik & Kulik, 1992 Grossen, 1996; Veenman, 1996; Burns & Mason, 1996
	Critical inquiry	Freire, 1970; Genesee et al, 1999
	Engaging long term ELLs	Ruiz de Velasco & Fix, 2000; Olsen, 2010; Goldenberg, 2008; Genesee et al, 1999; Kappler, 2002

3. School Culture and Climate

a. School culture	Parent involvement	
	Student choice and responsibility	Darling-Hammond, 2006/2007
b. Student support	Student voice	Darling-Hammond, 2006/2007
c. Social and emotional needs	deep, meaningful adult-student relationships	Darling-Hammond, et al., 2006/2007
	Peer Support	Kolstad, 1998
	Peer tutoring	Song, 2009
d. College and Career Readiness	Barriers to college	Nagaoka, et al., 2009; Oakes, et al. 2006
f. School Calendar / Schedule	4-by-4 block	Olsen, 2010
	Reduced TSOL	Ouchi, 2009

4. Assessment and School-wide Data

a. Assessment Philosophy	Interdisciplinary Approach increases achievement	Supovitz, 2002
	Support for ELLs	Olsen, 2010
d. Assessment Development	Collaborative development of curriculum	Wellman & Lipton, 2008
e. Data Collection and Monitoring	Three types of data (research-level, school team, and case management)	Wellman & Lipton, 2008
f. Graduation Requirements	Importance of high expectations	Song, 2009

5. Professional Development

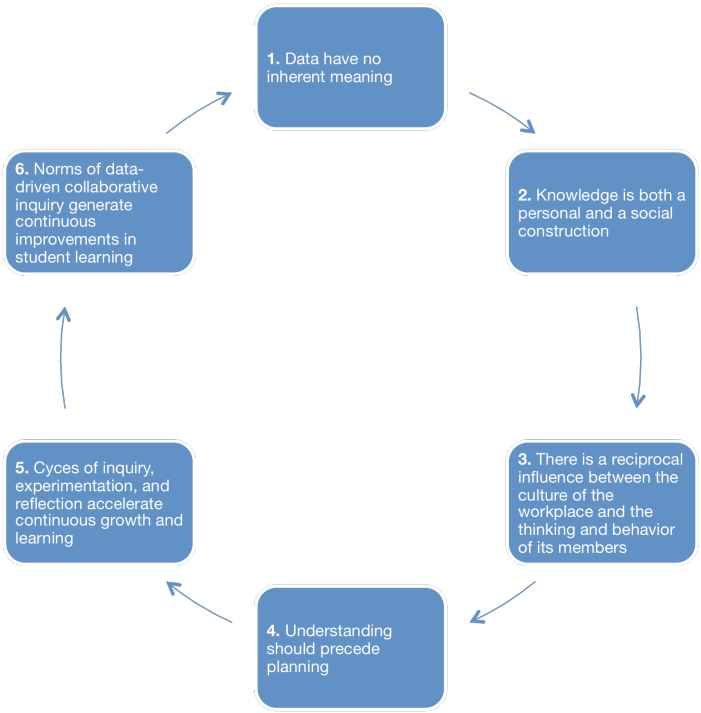
a. Professional Culture	Communities of instructional practice	Supovitz, 2002
	Adaptive Schools protocols	Garmston, 2008
b. Professional Development	Mission/Vision/Objectives/Goals	Dufour, Dufour, Eaker & Many, 2006; Senge, Kleiner, Roberts & Smith, 1994
c. Teacher Orientation	Impact of teacher collaboration	Newmann & Wehlag, 1995; Corcoran & Silander
d. PD Calendar	End-of-term Reflection	Dufour, et al, 2006
e. Program Evaluation	Annual evaluation of PD	Dufour, et al, 2006
	Evaluation of impact of PD	Guskey, 002

4. Assessments and School-wide Data

e. **Data Collection and Monitoring**: Describe the school-wide data collection and monitoring plan. What data, including ISIS, will the school collect to measure student progress? How will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development?

When we do come together in schools, we do so filled with the fear of being judged because we are in the business of fixing, saving, advising, and setting each other straight. So we find ourselves in these false forms of community in which the things we need to do to generate knowledge together simply aren't done. They are too risky in school settings where there is so much fear that we don't tell each other the truth. Instead, we posture or play roles or withdraw into silence in order to stay safe. If we want to create viable alternatives to researchers lobbing information at us we have to come together in community to engage in difficult forms of discourse out of which shared knowledge is generated. – Parker Palmer

At Los Angeles River School, we recognize a tension between improving student achievement and making teaching public. While we all certainly hope to improve outcomes for students, examining student-level data can be a challenging process, revealing teachers' vulnerabilities and strengths. As the Los Angeles Times' August 2010 release of their value-added models, student performance data can confirm and inflate concerns about teaching and learning. Even at the microcosm of the school setting, sharing and examining student data can be as vexing and difficult to discuss; though the size of the audience may only be a handful of teachers, the same anxieties and fears about the potential uses of data can quickly emerge. Thus, At Los Angeles River School, we believe that as we use data to inform our work, we must be both attentive to our *process for examining data*, as well as clear about the *content of the data* we will examine. We address both here.



i. Plan for Collaborative Data Analysis

Wellman and Lipton (2008) describe the research basis for their data-driven dialogue model. Collaborative examination of

data is as much a shift in workplace routines and norms as it is a paradigm shift. Examination of data without attention to facilitating dialogue to make meaning of the data jeopardizes the goals and gains we might hope to achieve by collectively examining student outcomes. Wellman and Lipton describe the six phases of collaboratively making meaning from data (at right).

In order to make data analysis meaningful and useful for teachers and staff, LA River School teachers will use a variety of data, protocols and tools to examine and discuss student data, ranging from work samples to key performance indicators to aggregate summative measures. Our *Data/Assessment Logic Model* (see Appendix L, page L-1) captures our rationale for which data we utilize to make improvements in teaching and curriculum, and at what level. The Logic Model provides a rationale for connecting day-to-day instruction and weekly teacher team reviews with long-term achievement goals (as provided in Appendix L: [Draft] Performance Management Indicators, page L-2).

Table 4e.1: Shifts in Focus (Wellman & Lipton, 2008)

Shifting *From*	**Shifting *To***	***Examples***
A teaching focus	A learning focus	*Examining student work samples*
Teaching as private practice	Teaching as collaborative practice	*Developing interdisciplinary curriculum; inte-visitations*
School improvement as an option	School improvement as a requirement	*Visiting and revisiting aggregate performance indicators*
Accountability	Responsibility	*Identifying struggling students and developing interventions*

We differentiate among three levels of data that correspond to time dimensions, and analyze these accordingly: and case-management (short-term, just-in-time); school teams (medium term, weekly to quarterly); and research-level data (long-term). Operating as professional learning communities, each interdisciplinary teacher team cohort will be trained in how to use protocols to use data to inform instructional decisions. Teachers will use a variety of data during their various meetings:

Weekly meetings. Each week, teacher teams meet for 90 minutes in the morning to discuss student progress, analyze data, and plan interventions. Teachers will compare grades and attendance for students in their cohort, identifying struggling students as well as outstanding successes. We are investigating various grade book software options that will enable us to view students' grades in all classes. Currently, we are exploring online grade book options with Engrade, Snapgrade, and Google Docs. We are developing a data dashboard to use during the weekly teacher team meetings. In addition to reviewing samples of students' work, grades, and attendance, the data dashboards will provide timely and relevant data collected from SIS, ISIS,

and MyData. The background data on all students in the cohort will be useful in determine how each subgroup is achieving.

Monthly Review. Each month, teacher teams will focus their attention on assessments and student progress. The teachers' analysis will focus on examining data related to students' conceptual and procedural fluency, and mastery of content standards. The outcome of the analysis will be altering lessons and curriculum for the subsequent month. Monthly data review will focus on percent of students passing each class; percent of students with > 96% attendance; and other measures appropriate for mid-term analysis.

Semester/Annual Review. At the end of each semester, we will set aside time (such as on a Saturday morning or a half-day) to reflect on our progress over the semester. We will examine aggregate and disaggregate measure to gather a picture of the successes and challenges of the semester. At this time we will revisit our mission, vision, values and goals, updating our goals as necessary, based on new data.

iii. Making Data Public

We believe that student-level data can empower educators, and that careful attention to student achievement indicators is vital to fulfilling our social justice mission to close the achievement gap. To that end, we are developing a number of tools to support these missions:

Data Wall. In our teacher workroom, we will designate one wall to collect data for an ongoing conversation about the quality of our work. The design is based on Wellman and Lipton's (2008) *Annual Review* strategy, in which teachers add sticky notes to a large wall-sized calendar and reflect on the generalized observations they make about trends and patterns in the semester or year. The tool is valuable for long-term reflections and planning, but is limited due to its qualitative nature, short duration for use, and lack of student data.

Instead, we will leave our Data Wall calendar up for the entire semester. The calendar will occupy a prominent position on the wall, with the months of the semester on the horizontal axis and the current goals for the semester on the vertical axis. Each week when teacher teams meet, we will contribute a few notes, facts, questions, successes, challenges, observations, measurements, and/or reflections to the calendar. For instance, if one of the goals for the semester was "Sustain high daily attendance rates," a relevant contribution to that goal on the Wall might be, "Tardy rate for 1st period this week was 10%" "All absences were cleared for last week," or, "Can we develop lunch-time detention for students with 5 or more tardies?"

The Data Wall will become a constant feature in our conversations and collaboration, asking us to consider the ongoing impact of our work. Throughout the semester we will look back on challenges, successes, and adaptations, and we will use the data in our end-of-semester reflections. Each semester, the calendar will be replaced, with new or revised goals added to the vertical axis.

Regular, Peer-Peer Observations. Supporting one another in developing and honing our practice is vital to the ongoing success of the Los Angeles River School. Teachers will be expected to regularly observe one another's classes, monitoring their own advisees as well as collecting evidence to help each teacher answer his/her own current question of practice. For instance, a teacher observing a fellow teacher for 20 minutes might monitor the 2 or 3 advisees in the class, and then follow-up with the students later that week or simply keep the notes for future use. The observing teacher might also make notes regarding the observed teacher's question of practice, such as, "How well are my special needs students supported in this class during group work?" The observing teacher would follow up with the colleague, and might share any or all of these observations in weekly discussions.

Inputs

Teachers 9 Gen. Ed. teachers & 2 SPED teachers

Staff Principal, Counselor, SAA

Space 15 classrooms and a teacher workroom

Autonomies Budget, Schedule, PD, Curriculum, Governance, and an Elect-to-Work Agreement

Students 270

Activities

Instruction Use SDAIE, PBL, and field investigations to develop students' conceptual and procedural mastery

Curriculum Develop authentic, interdisciplinary, LL curriculum tied to science themes and community partners

Linked Learning Connect learning to relevant, CTE science courses and work-based learning

Authentic Assessments Students synthesize their learning to help answer a problem of practice at end of each semester

Intensive Focus on Four Core Students take multiple electives in English, Math, Science, and History

Academic Preparation Advisory teachers support core curriculum through intensive interventions and additional support

Weekly Data Review Teacher teams meet for 90 minutes weekly to discuss student progress, design interventions, and reflect on progress

Data Dashboards Teams review weekly data tracking protocol, which includes data from SIS, ISIS, and MyData

Public Review of Data Update "Data Wall" with weekly indicators of student and school progress

Outputs / Data indicators to monitor

short-term goals → *long-term goals*

On-going Data Analysis Teacher teams at LARS meet weekly for 90 minutes to discuss student-level data and refine instructional practices. In addition to medium- to long-term data indicators, teachers share and analyze current grades, attendance, student work samples, assessments, and instructional practices. Teachers design interventions and extensions based on students' immediate needs

Weekly

Grades and Work Current grades and student work / 9-11

Attendance Percent with >96% attendance / 9-11

Semesterly

Credits Percent on track with credits / 9-11

A-G Completion Percent on-track, by subject / 9-11

CAHSEE Percent first-time pass ELA / 10th

CAHSEE Percent first-time pass Math / 10th

Annually

CST English Percent proficient on ELA / 9-11

CST Math Percent proficient on ELA / 9-11

CST History Percent proficient on ELA / 9-11

CST Science Percent proficient on ELA / 9-11

EAP Percent ELA pass / 11th

EAP Percent Math pass / 11th

Outcomes / Goals to achieve

1. GRADUATION

Improved retention and 4-year graduation rate

Increased percent of students completing A-G requirements

2. PROFICIENCY

Increased proficiency rates in ELA, math, science, and social science

Increased reclassification rates

3. ATTENDANCE

Increase the percentage of students with 96% attendance

Meeting the Needs of ELs

Definitions. We distinguish between two groups of English Learners in order to more effectively meet their needs: short term English learners (STELs) and long term English learners (LTELs). Our proposal defines these groups:

Short-term ELs entered the program more recently, typically in the past five years, have progressed through their ESL 1-4 classes, and are now preparing to be re-designated. These students are often highly motivated students who are engaged in their education, and they are typically re-designated (RFEP) in a timely manner. Traditionally these students have been scheduled into "sheltered" classes taught by teachers who have CLAD credentials, but there is little monitoring of whether teachers are using appropriate strategies.

Long-term ELs are students who entered the program several years ago, typically in the primary grades, and for various reasons have never achieved re-designation. This group of ELs is very different from their short-term peers: They appear to be fluent in English, but they struggle academically; their Basic Interpersonal Communication Skills (BICS) are in place, but they have not attained sufficient Cognitive Academic Language Proficiency (CALP, the reading, writing, listening, and speaking we do in the content areas), so they cannot successfully navigate the work in high school level classes. Typically we assign them to remediation classes, and for many years their academic experience in school has been unsatisfactory; they have often become disengaged and deal with this in various unproductive ways.

Long-term ELs are usually engaged in the social aspects of school. During class activities they are actively involved as long as the work is more social, but when the work becomes academically demanding they may become silent, complain of boredom, find reasons to leave the room, become disruptive, or sit back and decline to participate in group work. A review of their grades often shows a pattern of failing classes through middle and high school, and their attendance deteriorates as the years pass. Most Long-term ELs are disengaged; they either do not see the connections between working hard in school and the quality of their future lives, or they may feel hopeless about changing this situation.

a. Support Short Term English Learners

The major need of our short-term English learners is language development; we need to ensure that they develop strong basic interpersonal communication skills (BICS) as well as

developing their cognitive academic language proficiency (CALP). Effectively and consistently using SDAIE strategies is a central practice (Genzuk).

We will incorporate into our interdisciplinary lessons basic SDAIE strategies which enhance the level of comprehensible input received by our STEL students. These strategies include using:

- visuals rather than simply speaking to students
- relevant, real-world learning
- strategies that increase the amount of accountable talk students are engaged in
- programs that encourage and increase the amount of reading for pleasure students do
- cooperative learning and hands-on lesson elements.

Our school's focus on student voice and the use of critical inquiry as a central academic strategy supports the intense focus upon students' use of language. Our attention to Kate Kinsella's (2003) research and practice of working to increase students' use of academic language including developing their academic vocabulary provides access for our STELs to the use of critical inquiry in our classes (Feldman, & Kinsella, 2003).

Making sure that our STELs have lots of support to develop their academic writing skills is also important. Our writing workshop which includes individualized assistance for all students works particularly well for STELs who need lots of support synthesizing research into their own writing and lots of support to eliminate the mechanical errors so prevalent in their writing.

Project-based learning will help us meet the needs of our STELs in several ways. When students work in groups on projects, language use is enhanced. We can consider language status when establishing groups so that our STELs have access to primary language support from peers in their group but also have English language support and development from their English proficient peers. We are a science-based school and science-based projects have been demonstrated to be particularly appropriate for STELs (Center for Inspired Teaching).

As we plan each of our interdisciplinary units and projects, we will incorporate the appropriate English Language Development standards. Content area teachers often do not realize that these standards exist and how important they are to the language development of our STELs.

As part of our data assessment plan we will watch our reclassification rates as well as monitor weekly and by semester the progress of our STELs. (See section 4e.) Our attention to the needs of our STELs is also reflected in our professional development planning, as addressed in

section 5. We want to ensure that students who come to us as STELs achieve reclassification in a timely manner and do not become LTELs.

b. Support for Long Term English Learners

LTELs often fall between the cracks because they can easily hide their struggles behind their apparent language proficiency. Teachers sometimes do not recognize them as ELs because they are conversationally fluent in English (Menken & Kleyn, 2010). We will identify them based upon their language classification dates and CELDT scores, and they will be a prominent part of our data monitoring system. (See section 4e.)

Long- term ELs will benefit from the same instructional strategies mentioned previously, but will become a focal point for our data monitoring. We will carefully monitor their attendance, reclassification rates, grades, and other indicators of academic performance. LTELs are often marginalized in our current, comprehensive high schools, and it is our intention to highlight their needs and prioritize their success as our major goal.

c. Role of Advisories

As advisors we can build relationships with our advisees over their four years with us. This is especially important for LTELs because it is critical that they feel someone is paying attention; their advisor will have an overall picture of how they are doing in all their classes and can monitor their progress and provide support (Olsen, 2010).

Central efforts in advisory will be to help students identify post-secondary goals, see clearly the connection between schoolwork and achieving those goals, and make the steps to achieve the goals manageable. This is especially difficult for our LTELs because they have often experienced year after year of failure in school and have a hard time making these connections (Olsen, 2010). They cannot clearly see their way to the futures they dream of or they set high goals but cannot set up the smaller steps to take to get there. We need to help our LTELs build developmental assets and build social capital, especially building knowledge of and comfort with the steps needed to move on to college or post-secondary training.

Another important element of building relationships in advisory is that because we can know students better, we can honor the talents and personal qualities that they display outside of school, which we as teachers rarely know well. In advisory as well as in academic classes our

primary goal will be to reengage our LTELs so that they are motivated to undertake the remediation needed to help them catch up academically.

d. Support in each class

LTELs differ from most STELs in secondary schools in an important way: they have no primary language proficiency to help in the transfer of skills because the language of their primary academic language has been English (Menken & Kleyn, 2010).

Academic work needs to be particularly engaging for LTELs, and we need to make the most of their main strength – their conversational fluency in English. Our project-based, interdisciplinary lessons will be based upon critical inquiry and center around the application of what we learn in class to solving real-world problems (David, 2008). They can engage in this work in collaborative groups that highlight the social aspect of classroom work that they enjoy.

Each of our semester-long thematic units includes the participation of our community partners which offers our LTELs contact with an extended group of adults who are paying attention and who care about the students' achievement (Olsen, 2010). Participation in lessons that extend beyond the school room to the community also builds self-esteem. For example, we have seen higher levels of motivation in high school students who work with elementary school children. CTE courses are also effective options for LTELS because of the real-world application and the clear skill paths they offer.

We will make apparent to our LTELs, both in advisory and in academic classes their progress as they build their CALP; frequent reminders about the skills they are acquiring will help keep them from becoming more disengaged.

LTELs are the students most difficult to reclassify, so we will demystify the requirements, and help students keep track of their progress toward reclassification. As part of our professional development, we will continue to monitor the growing research on LTELs and effective practices to increase their achievement levels.

References

David, J. L. (2008). Project-based learning. *Educational Leadership*, *65*(5).

Feldman, K. and Kinsella, K. (2003). *Narrowing the Language Gap: The Case for Explicit Vocabulary Instruction.*

Genzuk, M. (). *Specially Designed Academic Instruction in English (SDAIE) for Language Minority Students*. Center for Multilingual, Multicultural Research.

Inquiry-Based Teaching. Washington, DC: Center for Inspired Teaching, 2008.

Menken, K. and Kleyn, T. (2009). The Difficult Road for Long-Term English Learners. *Educational Leadership*, *66*(7).

Olsen, L. (2010). *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for Long-Term English Learners*. Long Beach, CA: Californians Together.

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	**TIMELINE** *In what year will you implement this element of your proposal?*	**RESPONSIBILITY** *Who will lead the implementation of this element?*	**RESOURCES** *What resources are needed for a successful implementation?*	**EVIDENCE OF SUCCESS** *How will you know you are making progress post-implementation?*	**EVALUATION PROCESS** *What mechanisms will you use to measure progress?*	**CURRENT STATUS** *√ = completed IP = in progress NB = not begun*
Teacher Search	March 2011	LARS Design Team	LAUSD HR Support	Positions Filled	NA	NB
Middle School Recruitment	May 12, 2011	LARS Design Team	LD4 Support, LARS Brochure	Enrollment Numbers	LARS Design Team Evaluations	IP
Assign buildings to each school	March 2011	5 School Collaborative	LD4 facilitation	Buildings assigned	Consensus	√
Set norms for collaboration with 5 schools	April 2011	5 School Collaborative	Internal facilitation and dialogue	Consensus	Consensus	√
Develop campus-wide code of student conduct	April 2011	5 School Collaborative	Internal facilitation and dialogue	Consensus	Consensus	√
Hire SAA	April 2011	3 Pilots	Interview/select SAA	Hired	Successful hiring	√
Outreach to C-track Marshall students	April 2011	LARS and ArtLAB	Auditorium, PA, students	% Attendance	Q&A, % Attendance	√
Develop per-pupil budget	April 2011	LARS Design team	Cheryl Simpson, other Pilot staff, and legal guidelines	Budget appropriately allocated	Successful input into SFE	IP
Prepare textbook orders	April 2011	LARS Design team	Other Pilots, Rick Hassler, ILTSS	Books ordered	Books received	IP

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	**TIMELINE** *In what year will you implement this element of your proposal?*	**RESPONSIBILITY** *Who will lead the implementation of this element?*	**RESOURCES** *What resources are needed for a successful implementation?*	**EVIDENCE OF SUCCESS** *How will you know you are making progress post-implementation?*	**EVALUATION PROCESS** *What mechanisms will you use to measure progress?*	**CURRENT STATUS** *√ = completed IP = in progress NB = not begun*
Develop outreach plan for sending schools	April 2011	5 Schools + LD4	Timeline, info, access to students	Students enrolled in 5 schools	# of students who receive non-1st choice school or transfer	IP
Principal Search	April 2011	LARS Design Team	LAUSD HR Support	Position Filled	NA	IP, interviews scheduled for 4/27
School Goals	April 2011	LARS Design Team	District Data and LD 4 Support	Measurable First Year Goals are Monitored	SQR Process	NB
Budget Development	May 2011	LARS Design Team	LD4 Support, Per Pupil Budget	Create Financial Policies Yearly Budget 3 year enrollment and income/expenditure projections	Balanced budget	IP, draft prepared
Governing School Council	May 2011	LARS Design Team	LD4 Support	NA	NA	NB
Advisories	June 2011	LARS Design Team	Coalition of Essential Schools, Wildwood School	Advisory Program Student Evaluation	Student Data	IP, planning curriculum
Create Entrance Diagnostic Exams and Rubric	June 2011	LARS Teacher Teams	California Frameworks	Student success in classes programmed based on exam	Student Data	NB
Create Formative Subject Area Assessments and Rubric	June 2011	LARS Teacher Teams	California Frameworks	Student Engagement Student Scores	Student Data	IP

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	**TIMELINE** *In what year will you implement this element of your proposal?*	**RESPONSIBILITY** *Who will lead the implementation of this element?*	**RESOURCES** *What resources are needed for a successful implementation?*	**EVIDENCE OF SUCCESS** *How will you know you are making progress post-implementation?*	**EVALUATION PROCESS** *What mechanisms will you use to measure progress?*	**CURRENT STATUS** *√ = completed IP = in progress NB = not begun*
Create Summative, Standardized Measures and Rubric	June 2011	LARS Teacher Teams	California Frameworks	Student Scores	Student Data	IP
Parent Outreach	June 2011	LARS Design Team	Budget for fliers, refreshments	Community Survey	Parent Survey	NB
Obtain student records from feeder schools	June 2011	LARS counselor	Time, space, and clerical support	Students scheduled	# of schedule changes	NB
Hire office tech	July 2011	LARS principal	PC transfer list	OT position filled	OT position filled	NB
PD: Multiage Groupings	July 2011	LARS Design Team	PD Budget, AZ Multiage Institute	Student engagement, fewer discipline issues, attendance	Achievement data, Attendance data	IP
PD: Introduction to Inclusive Education: Co-Teaching and Collaboration	July 2011	LARS Design Teams	PD Budget, LD4, District Spec Ed Support	Student engagement	Student/Teacher Evaluations	NB
Design Labs and Lesson Series that make best use of HELAB and its equipment such as water/soil quality testing	July 2011	LARS Teacher Teams	HELAB, California Frameworks, Community Partners	Student engagement	Student Data, Student Surveys	NB

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	**TIMELINE** *In what year will you implement this element of your proposal?*	**RESPONSIBILITY** *Who will lead the implementation of this element?*	**RESOURCES** *What resources are needed for a successful implementation?*	**EVIDENCE OF SUCCESS** *How will you know you are making progress post-implementation?*	**EVALUATION PROCESS** *What mechanisms will you use to measure progress?*	**CURRENT STATUS** *√ = completed IP = in progress NB = not begun*
Create Exhibitions Projects and Rubric	July 2011	LARS Teacher Teams	Community Partners	Quality of exhibition, Student participation	Student Performance Community Partner Feedback	IP
Create Summative Interdisciplinary Project and Rubric	July 2011	LARS Teacher Teams	Community Partners	Student Engagement, Quality of Projects	Student Performance Community Partner Feedback	IP
Master Schedule Development	July 2011	LARS Design Team	SIS Operational Budget	Operational Readiness Schedule Completion	Percent accuracy of schedule	NB
PD: Introduction to Differentiation & RTI	July 2011	LARS Design Team	LD4	Student engagement, fewer discipline issues, attendance	Student/Teacher Evaluations	IP
Single Plan for Student Achievement	August 2011	LARS Design Team	Title One Funding	Student Data	Federal & State Guidelines	NB
PD: Project-based Learning	August 2011	LARS Design Team	PD Budget, LAEP	Student engagement, fewer discipline issues, attendance	Authentic assessments	IP
PD: Shared Inquiry	August 2011	LARS Design Team	PD Budget, The Great Books Foundation	Student engagement, fewer discipline issues, attendance	Student discussion, student essays	IP
PD: Linked Learning and Service Learning	August 2011	LARS Design Team	PD Budget, LD4	Student engagement, fewer discipline issues, attendance	Peer review, Lesson study, Student performance	NB

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	**TIMELINE** *In what year will you implement this element of your proposal?*	**RESPONSIBILITY** *Who will lead the implementation of this element?*	**RESOURCES** *What resources are needed for a successful implementation?*	**EVIDENCE OF SUCCESS** *How will you know you are making progress post-implementation?*	**EVALUATION PROCESS** *What mechanisms will you use to measure progress?*	**CURRENT STATUS** *√ = completed IP = in progress NB = not begun*
PD: LARS Partnerships/Cohorts	August 2011	LARS Design Team	PD Budget	Student engagement, fewer discipline issues, attendance	Student/Teacher Evaluations	IP
PD: Special Ed Policy and Procedures	August 2011	LARS Design Team	District Spec Ed Support, LD4	Referrals, Student Data, Compliant IEPs	Parent/Teacher Evaluations	IP
Data Driven Dialogue	August 2011	LARS Design Team	Budget, Facilities Support	Student Data	Testing Data, Student Achievement	NB
Policy, Practices and Procedure Development	August 2011	LARS Design Team	Budget	Create handbooks and discipline procedures	Student/teacher survey and referrals	NB
New School Opening Events	August 2011	LARS Design Team	Budget	Attendance, Surveys	Attendance, Surveys	NB
Student Orientation	September 2011	LARS Design Team	Budget, Facilities Support, Student Packet	Attendance, Surveys	Attendance, Surveys	NB
WASC Accreditation: • Create Teams • Develop Plan • Stakeholder meetings • Submit WASC Affiliation Form	September 2011-2012	LARS Design Team	WASC Action Plan	Focus Groups, WASC Committee	Evaluation Teams, Benchmarks, Data, WASC Report/Findings	NB

PROPOSAL ELEMENT *What element of your proposal program will be implemented?*	**TIMELINE** *In what year will you implement this element of your proposal?*	**RESPONSIBILITY** *Who will lead the implementation of this element?*	**RESOURCES** *What resources are needed for a successful implementation?*	**EVIDENCE OF SUCCESS** *How will you know you are making progress post-implementation?*	**EVALUATION PROCESS** *What mechanisms will you use to measure progress?*	**CURRENT STATUS** *√ = completed IP = in progress NB = not begun*
Fundraising Plan	October 2011	LARS Design Team	Budget, Outreach	Three-year plan, Foundation and grant prospects	Letters of support, student surveys	NB
Plan curriculum, assessments for fall semester	March thru August 2011	LARS teaching staff	LAEP PD, planning time	curriculum designed	Weekly meetings	IP

Budget Narrative and Rationale

At Los Angeles River School, our primary goal in our budget is to ensure that we have adequate personnel, equipment, and supplies to support our vision for student achievement. Below, we note a few goals and priorities as we develop and implement our budgets over the coming weeks:

General Funds. These funds pay for the principal, SAA, office tech and teachers. In agreement with SoHDA and ArtLAB, we intend to share the cost of one SAA for the three Pilot schools and instead hire one office technician for each school. At LARS, we will also eliminate the additional Chanda Smith clerk, assigning those duties to the full-time office tech. The savings provided by these changes should allow us to fully fund our counselor through the general fund. An appropriate SAA, with experience opening two Pilot schools, has already been hired and begins work April 25th.

We anticipate challenges with the per-pupil funding model, as it is currently devised. The combination of low enrollment and the delayed release of actual staff salary savings prohibits us from purchasing additional staff positions through the general fund.

Start-up Funds. In addition to funding the necessary summer staff positions (counselor, principal, nurse, and office tech), we will focus our funding on purchasing computers and equipment necessary to operate the school.

Categorical. We understand that the school will be a TAS (Targeted Assistance School) for the first year. We will focus our categorical funds on raising student achievement for English Learners and socio-economically disadvantaged students, based on the data and with the goal engaging students in authentic learning.

Maximizing Resources. Our proposal has resonated well with local community groups, non-profits, and businesses. We are leveraging community resources and partnerships to support the school in opening. For instance, our main partner, Los Angeles Education Partnership, is providing five days of teacher professional development during the summer for the teaching staff.

Our categorical budgets are currently under development, and will be submitted to our Fiscal Specialist on Friday April 29th. We can provide a final copy to PSC if needed.

School Summary of General Fund Unrestricted Revenues and Expenditures, 2011-12

Cost Center Name	Central Region HS #13 A
Cost Center	1857701
Type	S

Demographic Information

K-3 Enrollment	0
Enrollment	291
Attendance Rate (P2 ADA Rate)	90.02%
K-6 ADA	0.00
6-8 ADA	0.00
9-12 ADA	261.96
Total ADA	261.96

Enrollment By Grade, 2011-12

	W/O Enr Factor	W/ Enr Factor
K	-	-
1	-	-
2	-	-
3	-	-
4	-	-
5	-	-
6	-	-
7	-	-
8	-	-
9	124	119
10	87	84
11	80	77
12	-	-
Total K-12 Non-SDC	291	280
PreK	-	-
State PreSch	-	-
SDC	-	-
Total Enrollment	291	280

GF Unrestricted Revenues, 2011-12

Per Pupil Allocation Calculation — Allocation (Rate x Enrollment x Att Rate)

Description	Rate	Enrollment	Att Rate	Allocation
Elementary Per Pupil	$3,909	0	0.00%	$0
Middle Per Pupil	$4,186	0	0.00%	$0
Senior High Per Pupil	$4,333	291	90.02%	$1,135,065
Class Size Reduction				$0
Total Calculated Revenue				$1,135,065

** Adjustments

Attendance Adjustment	$0.00	0	0.00%	$0
Actual v Average Salary Adjustment	$0.00	0	0.00%	$0
Other Adjustment (+ or -)	$768.70	291	90.02%	$201,369
Total Adjustments	$768.70			$201,369

Total School Allocation		$1,336,433

2011-12 Expenditures (Based on District-Recommended Staffing Ratios and Resources)

Description	FTE	Total Cost
AP-Secondary Counseling Serv	0.00	$0
Arts Program		$0
Assistant Principals	0.00	$0
Assistant Plant Manager	0.35	$21,278
Building & Grounds Workers	1.23	$70,467
Counselors	0.50	$52,004
Custodial Supplies		$4,081
Differentials/Longevity (Sal)		$15,371
Financial Manager	0.33	$26,954
Instructional Materials Account		$6,402
Nurses		$10,204
Office Technicians Including MCD	0.50	$35,012
Pay Scale Level Advance		$6,402
Plant Manager	0.35	$28,815
Pool Custodian	0.00	$0
Principal	1.00	$144,448
Psychologists		$2,170
School Administrative Assistant	1.00	$68,051
School Facilities Attendant	0.70	$28,424
Substitutes, Cert (Day to Day)		$25,470
Substitutes, Classified		$1,048
Teachers	9.00	$785,322
Teacher Activity Differential		$1,310
Temporary Personnel Account		$3,201
Total	14.96	$1,336,434

Note: Revenue allocation differs from actual allocation due to rounding. Enrollment is based on Feb. 1, 2011 E-CAST data.

Certain Magnet School expenditures are reflected at the Home Fund Center. These include administrators, facilities, and clerical staff. Schools that share facilities reflect proportionate share (%) of position.

**Please see the Budgeting for Student Achievement Manual for a detailed explanation of all adjustments.

School Resource Allocation - 2012
Regular Programs

Fund Center 1857701 - Central Region HS #13 A **PI Status**
Local District D4 **Feeder** No

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Attend Rate	Participants	Calc ADA	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation
11068	6-12 Counselors-Sal	Hrly Rate-$63 + FB	1						$4,856	100.00 %	$4,856		$4,856
					Budget Item	**Description**		**Commit Item**	**Adj Alloc**	**Total Alloc**	**Reserves**		**Net Allocation**
					10853	ADVSR REG PREP		120024	**$4,856**	**$4,856**	**$0**		**$4,856**
11068	**6-12 Counselors-Sal**	**Total Net Allocation**											**$4,856**

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Attend Rate	Participants	Calc ADA	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation
12544	Spec.Day Classes-IMA-Spec Educ	17.85 PER SDC EIP	1		$17.8500		8		$143	100.00 %	$143		$143
					Budget Item	**Description**		**Commit Item**	**Adj Alloc**	**Total Alloc**	**Reserves**		**Net Allocation**
					40267	IMA		430010	**$143**	**$143**	**$0**		**$143**
12544	**Spec.Day Classes-IMA-Spec Educ**	**Total Net Allocation**											**$143**

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Attend Rate	Participants	Calc ADA	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation
12817	Mandated Cost-C Smith-Schs	FEB 2011 EST AVE.IEP	1		$85.0000		22		$1,870	100.00 %	$1,870		$1,870
					Budget Item	**Description**		**Commit Item**	**Adj Alloc**	**Total Alloc**	**Reserves**		**Net Allocation**
					11275	PROF. EXPERT CERT		190004	**$1,870**	**$1,870**	**$0**		**$1,870**
12817	**Mandated Cost-C Smith-Schs**	**Total Net Allocation**											**$1,870**

School Resource Allocation - 2012
Specially Funded Programs

Fund Center 1857701 - Central Region HS #13 A — **PI Status**
Local District D4 — **Feeder** No

Title I NCLB

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Participants	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation	Poverty Rate	
7S046	CE-NCLB T1 Schools	Low Income Students	1		$687.0000	213.00	$146,331	85.00 %	$124,381		$124,381	73.21 %	
	Title I NCLB				**Budget Item**	**Description**		**Commit Item**	**Adj Alloc**	**Total Alloc**	**Reserves**		**Net Allocation**
					40261	PENDING DISTRIBUTION		430009	**$124,381**	**$124,381**	**$1,244**		**$123,137**
					40239	POTENTIAL FNDING VAR		430098			$1,244		
7S046	**CE-NCLB T1 Schools**	**Total Net Allocation**											**$123,137**

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Participants	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation	Poverty Rate	
7E046	CE-NCLB T1 Sch-Parent Invlmnt	Low Income Students	1		$20.0000	213.00	$4,260	85.00 %	$3,621		$3,621	73.21 %	
	Title I NCLB				**Budget Item**	**Description**		**Commit Item**	**Adj Alloc**	**Total Alloc**	**Reserves**		**Net Allocation**
					40261	PENDING DISTRIBUTION		430009	**$3,621**	**$3,621**	**$0**		**$3,621**
7E046	**CE-NCLB T1 Sch-Parent Invlmnt**	**Total Net Allocation**											**$3,621**

EIA

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Participants	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation	Poverty Rate	
7S539	CE-EIA State Comp Ed (SCE)ScHS	Low Income Students	1		$11.0000	213.00	$2,343	85.00 %	$1,992		$1,992	73.21 %	
	EIA				**Budget Item**	**Description**		**Commit Item**	**Adj Alloc**	**Total Alloc**	**Reserves**		**Net Allocation**
					40261	PENDING DISTRIBUTION		430009	**$1,992**	**$1,992**	**$20**		**$1,972**
					40239	POTENTIAL FNDING VAR		430098			$20		
7S539	**CE-EIA State Comp Ed (SCE)ScHS**	**Total Net Allocation**											**$1,972**

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Participants	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation	Poverty Rate	
7N539	CE-EIA-State Comp Ed-Add'l Alloc	Low Income Students	1		$30.0000	213.00	$6,390	85.00 %	$5,432		$5,432	73.21 %	
	EIA				**Budget Item**	**Description**		**Commit Item**	**Adj Alloc**	**Total Alloc**	**Reserves**		**Net Allocation**
					40261	PENDING DISTRIBUTION		430009	**$5,432**	**$5,432**	**$54**		**$5,378**
					40239	POTENTIAL FNDING VAR		430098			$54		
7N539	**CE-EIA-State Comp Ed-Add'l Alloc**	**Total Net Allocation**											**$5,378**

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Participants	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation	Poverty Rate	
7S536	CE-Eco Impact Aid/Dis Bil Dir	English Learners	1		$441.0000	68.00	$29,988						
	EIA	Redesignated			$284.0000	8.00	$2,272						
							$32,260	85.00 %	$27,421		$27,421		
					Budget Item	**Description**		**Commit Item**	**Adj Alloc**	**Total Alloc**	**Reserves**		**Net Allocation**
					40261	PENDING DISTRIBUTION		430009	**$27,421**	**$27,421**	**$274**		**$27,147**
					40239	POTENTIAL FNDING VAR		430098			$274		
7S536	**CE-Eco Impact Aid/Dis Bil Dir**	**Total Net Allocation**											**$27,147**

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Participants	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation	Poverty Rate	
7N536	CE-EIA-LEP/Dis Bil-Add'l Alloc	English Learners	1		$61.0000	68.00	$4,148						
	EIA	Redesignated			$40.0000	8.00	$320						
							$4,468	85.00 %	$3,798		$3,798		
					Budget Item	**Description**		**Commit Item**	**Adj Alloc**	**Total Alloc**	**Reserves**		**Net Allocation**
					40261	PENDING DISTRIBUTION		430009	**$3,798**	**$3,798**	**$38**		**$3,760**
					40239	POTENTIAL FNDING VAR		430098			$38		
7N536	**CE-EIA-LEP/Dis Bil-Add'l Alloc**	**Total Net Allocation**											**$3,760**

School Resource Allocation - 2012
Specially Funded Programs

Fund Center 1857701 - Central Region HS #13 A
Local District D4

PI Status
Feeder No

TITLE II

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Participants	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation	Poverty Rate	
71N78	NCLB T2A Teacher Gr 9-12 TITLE II	12C ECAST	1		$30.0000	291.00	$8,730 $8,730	85.00 %	$7,421		$7,421		

Budget Item	Description	Commit Item	Adj Alloc	Total Alloc	Reserves		Net Allocation
40261	PENDING DISTRIBUTION	430009	**$7,421**	**$7,421**	**$0**		**$7,421**

71N78	**NCLB T2A Teacher Gr 9-12**	**Total Net Allocation**	**$7,421**

TITLE III

Program	Program Description	Allocation Basis	Alloc	Magnet	Rate	Participants	Derived Alloc	Percent	Calc Amount	Adjustment	Allocation	Poverty Rate	
7S176	T3A-LEP-Limited Eng Profcncy TITLE III	English Learners	1		$35.0000	68.00	$2,380	85.00 %	$2,023		$2,023		

Budget Item	Description	Commit Item	Adj Alloc	Total Alloc	Reserves		Net Allocation
40261	PENDING DISTRIBUTION	430009	**$2,023**	**$2,023**	**$0**		**$2,023**

7S176	**T3A-LEP-Limited Eng Profcncy**	**Total Net Allocation**	**$2,023**

LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLIC SCHOOLS OF CHOICE
SERVICE PLAN FOR STUDENTS WITH DISABILITIES
ASSURANCES

(To be reviewed by the assigned Confidential Administrator)

School Identification #: **Central Region HS #13**

I assure that **Los Angeles River School**, a Public School of Choice will maintain compliance with the following:
School Name

Number	Assurance	Signature
1	The Public School of Choice named above will comply with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.	
2	The Public School of Choice named above will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree.	
	As part of the agreement to abide by the conditions of the Chanda Smith Modified Consent Decree the Public School of Choice agrees:	
3A	To use the Welligent IEP Management System	
3B	To use the LAUSD Elementary or Secondary Student Information System. (Either ESIS, SSIS or ISIS upon implementation)	
3C	To operate a compliant Special Education Program using the LAUSD Special Education Policies and Procedures Manual	

3D	To complete and submit the "School Self Review Checklist" for programs serving students with disabilities annually.	
4	The Public School of Choice agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements.	
5	The Public School of Choice agrees to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records, 3) confidentiality, and 4) due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.	

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	**Search and Serve**	Following the LAUSD Special Education Policy manual based on state and federal law governing special education, The Los Angeles River School will actively seek to identify students with special needs in their student population. 1. At the beginning of the year, LAUSD's *Are You Puzzled by Your Child's Special Needs?* Brochure will be given to every student take home. Also, the following publications will be readily available in the main office for parents and staff upon request: • *Are You Puzzled by Your Child's Special Needs?* Brochure • Student Enrollment Form • Request for Special Education Assessment Form • Student Information Questionnaire for Parents and Guardians • *A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)* The Parent Resource Network poster will be posted in the main office. 2. Los Angeles River School will use the district enrollment form for students enrolling at the school which has the parents answer the following five questions: A. Did the student receive special education services at his/her previous school? B. Did the student have an Individualized Education Program (IEP) at his/her previous school? C. Did the student have a Section 504 Plan at his/her previous school? D. Does the student have difficulties that interfere with his/her ability to go to school or learn? E. Has this student been identified for Gifted and Talented Educational services (GATE)? If the parent answers no to all of the questions, no further action is required. If the parent answers yes, the school administrator or designee will do the following: a. Incoming student is from another LAUSD school-the school will look up the IEP on Welligent and provide the services as stated on the IEP. Should any concerns or possible changes need to be addressed, the school will hold a review IEP. b. Incoming student is from a school in California that is outside the district-the school the SA will obtain a copy of the active IEP from the other school district in order to provide comparable services after consulting with the parents until a 30 day IEP can be held. c. Incoming student from another school where an assessment has begun-the administrator and/or designee will collaborate with the previous schools to complete the assessment and hold an initial IEP. d. Incoming student from another state-the administrator and/or designee will collaborate with parents and provide comparable services until a new evaluation is conducted.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		The administrator or designee will use the Welligent system to track the progress of all new IEPS. Referring Students for A Special Education Assessment Anyone can request an assessment by making the request in writing the administrator and/or designee. The administrator/designee will be granted 15 days to provide the parent with a special education assessment plan. The administrator/designee will work with the school psychologist, special education teacher, and nurse to create an assessment plan and provide the plan to the parents. Denial of requests for assessments must comply with federal law and follow district policy. All staff will be aware of the procedures for referring a student for the assessment process for students suspected of having a disability. The Student Success Team, SST, will review the student's academic and behavioral history and make recommendations to accommodate or modify the student in the general education setting; assessment may be postponed until the need is determined. The administrator will work with the Coordination of Services Team, COST, to determine a plan for implementing possible accommodations or modifications and then present the plan to the requestor. After presenting an accommodations plan to the requestor, the requestor may approve or deny the recommendations. If denied and the request for assessment remain, the administrator or designee will provide the requestor a copy of the districts brochure for assessments in addition to the assessment plan. All Los Angeles River School staff will undergo professional development to train them in understanding forms and procedures, in assisting parents to fill out forms, or by referring them to the parent network. If a person believes a student may need special education services or a 504 plan, they may request assessment. Our staff will assist that person in filing out the Request for Special Education Assessment Form. Publications and forms that will displayed and made available at Los Angeles River School are: Student Enrollment Form, Are You Puzzled by Your Childs Special Needs Brochure, Request for Special Education Assessment Form, Student Information Questionnaire for Parents and Guardians, A Parents Guide to Special Education Services (including Procedural Rights and Safeguards), the Parent Resource Network Poster and brochure. We will have a conference room available for parents to meet and organize trainings and workshops. A highly qualified bi-lingual person will be available in the main office to answer questions. Due process will be explained to parents by trained personnel and provided to parents in a brochure/document. The following information will be available to parents: Community

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		Advisory Committee (CAC), Special Education Multicultural Advisory Committee (SEMAC), and the Complaint Response Unit/Parent Resource Network (PRU/PRN).
Outcome 2	**Intervention Programs**	**Intervention: We will use RTI to offer the correct level of interventions when needed.** **[a, b]** The best method of intervention is through effective, relevant, and engaging curriculum as well as built-in opportunities for extended learning. Advisory classes and multi-age groupings create an optimal environment. Teacher teams meet weekly to address teachers' concerns about struggling students and to help design intervention plans. They assess concerns about academic and/or behavioral difficulties, identify struggling students, review data, set goals, and design specific intervention plans. When necessary, teachers involve parents to help plan goals for students. Teachers at LA River School differentiate instruction for all students, knowing that special needs students may particularly benefit from the approach. Differentiated Instruction is intended to make instruction assessable to all learners by meeting their individual needs. Teachers modify instruction and design classroom learning environments based on their understanding of students strengths and needs. Characteristics include a safe and challenging learning environment, teaching approaches that include whole class, small group and individual work, clear learning goals that address essential knowledge, understanding skill, pre-assessment and ongoing assessment that affect direct instruction, flexible use of time, materials, space and strategies for all students' needs and classrooms where teachers and students share responsibilities. This philosophy is built on the premise that students learn best when teachers address differences in the student's readiness levels, interests and learning profile preferences. A teacher can then modify content, process, or product accordingly When students begin falling behind, LA River School teachers use a tiered approach to support students. Teachers, advisors, students and parents can initiate intervention based on report cards, standardized test scores, teacher/parent/student rating scales, behavior concerns, disciplinary referrals, and attendance data. Intervention is immediate, related to core instruction, and based on ongoing progress monitoring. RTI and Differentiated Instruction provide early intervention and adaptation of instruction to individual needs and learning styles. Monitoring tools, such as teacher-designed assessments and student data, are used as evidence of appropriate targets and goals.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		After a target skill has been determined, teachers will identify the effective intervention that supports the skill and use materials that target the skill. These lessons will be short and frequent, used in both core classes and advisories. An on-going cycle of progress monitoring, interventions, and revised instruction determines if the need(s) can be met in the general education setting. Tier 1 Students will receive tier 1 support and instruction in their advisory classes. Their advisory teacher will teach and reinforce class rules and expectations. Students will be recognized for following school rules and procedures through a student of the month procedure. The advisory teacher will select a model student who exemplifies the values and beliefs of the school, who has made substantial improvement in grades, attendance, or behavior, or who went above and beyond the responsibility of being a peer mentor. Teachers will also design classroom expectations and rules that are consistent with the school rules and expectations. Teachers will regularly reinforce positive behavior through positive praise and encouragement. Our goal is to catch students being good recognize students for doing the right thing in and out of the classroom. During passing periods, teachers will stand by the entrance of their doors and monitor students outside their classrooms. Tier 2 The School Wide Positive Behavioral Team will meet monthly and analyze data such as attendance rates, referral rates, and suspension rate. The team will devise individual behavioral plans for students who exhibit behavioral problems at school. Students referred to the dean multiple times will be placed on behavioral contracts with the permission of their parents and will be monitored by the dean. The dean will work with the counselor to teach the student necessary social skills and devise a plan to establish a replacement behavior. Tier 2 behavior plans and supports will be determined based on an analysis of instruction, curriculum, environment, and learner. The team will use LAUSD's ICEL by RIOT to help determine an action plan. Through peer support groups managed by the school psychologist, students will learn the social skills necessary to maintain positive peer and adult relations Tier 3 Should a student continue to have difficulties with following the rules and expectations of the school site, the behavior intervention case manager or another trained special education teacher will conduct a formal functional behavioral assessment or functional analysis assessment with the permission of the parent. If the student has an IEP, an IEP meeting will be called to amend or add a behavior support plan consistent with the finding of the functional behavior assessment or

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		functional analysis. If the student does not have an IEP, the school wide positive behavioral support team will convene to discuss the findings of the functional behavioral assessment or Functional Analysis Assessment in order to create a behavior support plan and/or contract with the appropriate supports to address the student's needs.
Outcomes 5, 17 and 18 LAUSD Board Policy	**Discipline Foundations Plan and Behavior Support**	**Discipline** Students will learn how to be safe, be responsible, and be respectful. Our staff will actively participate in the monitoring, correcting, and reinforcing of positive behavior. Students who are following rules will be recognized in monthly student of the month assemblies. Students will be recognized for attendance, GPA, and most improved. **[c]** Los Angeles River School will implement a consistent school-wide positive behavior support and discipline plan. Our plan will be consistent with the Culture of Discipline: Guiding Principles for the School Community and Culture of Discipline: Student Expectations. We will teach rules, social-emotional skills, reinforce appropriate behavior, and use effective classroom management and positive behavior support strategies by providing early interventions for misconduct and appropriate use of consequences. The emphasis in all behavioral interventions and supports will be on collaborative partnerships including general and special educators and families in order to develop appropriate plans and implement them consistently. **Prevention**: LA River School's expectations for respectful student behavior are: • Students treat others with respect. They will follow classroom and school procedures at all times. • Students take responsibility for their actions. They strive for academic success and exhibit appropriate behavior both in and out of the classroom. • Students conduct themselves in a safe manner. They refrain from intimidating, harming or threatening the safety of others at all times. Students do not discriminate against anyone, at any time, for any reason. To ensure that everyone is clear about what is expected from students, and so that students know that the rules are consistent from class to class, Teachers at LA River School will use Positive Behavioral Intervention Supports (PBIS). A school-wide system of support includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. On-going monitoring will ensure that equitable school-based practices are implemented in a fair, non-discriminatory and culturally responsive manner in all class. We will use positive intervention and means of correction rather than suspension, transfer or expulsion to resolve disciplinary issues. Parents will receive a copy of the school rules and will review the rules

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		at home. Recognition and a reward system will encourage student buy-in of our plan. Teachers maintain a positive classroom by using effective classroom management strategies to create an environment conducive to learning. The School Wide PBIS team will include an administrator, general educator, special educator, classified representative, support staff, parent, and student. They will meet monthly on the first Tuesday of every month at the end of the school day and review suspension, referral, and teacher reports to assess the success of the positive behavioral support plan. One of the members will be the designated secretary and will take minutes of all meetings. The minutes will be filed and maintained by the administrator. The rules will be posted in all common areas, included in the school registration letter, and posted in every classroom. The rules will be explicitly taught at the beginning of the school year during advisory. Teachers will refer students to the SWPBIS team using a referral form designed by the SWPBIS team. The SWPBIS team will communicate with the community at monthly parent meetings held at the parent center. **Intervention** Tier 1 Students will receive tier 1 support and instruction in their advisory classes. Their advisory teacher will teach and reinforce class rules and expectations. Students will be recognized for following school rules and procedures through a student of the month procedure. The advisory teacher will select a model student who exemplifies the values and beliefs of the school, who has made substantial improvement in grades, attendance, or behavior, or who went above and beyond the responsibility of being a peer mentor. Teachers will also design classroom expectations and rules that are consistent with the school rules and expectations. Teachers will regularly reinforce positive behavior through positive praise and encouragement. Our goal is to catch students being good recognize students for doing the right thing in and out of the classroom. During passing periods, teachers will stand by the entrance of their doors and monitor students outside their classrooms. Tier 2 The School Wide Positive Behavioral Team will meet monthly and analyze data such as attendance rates, referral rates, and suspension rate. The team will devise individual behavioral plans for students who exhibit behavioral problems at school. Students referred to the dean multiple times will be placed on behavioral contracts with the permission of their parents and will be monitored by the dean. The dean will work with the counselor to teach the student necessary social skills and devise a plan to establish a replacement behavior. Tier 2 behavior plans and supports will be determined based on an analysis of instruction, curriculum, environment, and learner. The team will use LAUSD's ICEL by RIOT to help determine an action plan. Through peer support groups

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		managed by the school psychologist, students will learn the social skills necessary to maintain positive peer and adult relations Tier 3 Should a student continue to have difficulties with following the rules and expectations of the school site, the behavior intervention case manager or another trained special education teacher will conduct a formal functional behavioral assessment or functional analysis assessment with the permission of the parent. If the student has an IEP, an IEP meeting will be called to amend or add a behavior support plan consistent with the finding of the functional behavior assessment or functional analysis. If the student does not have an IEP, the school wide positive behavioral support team will convene to discuss the findings of the functional behavioral assessment or Functional Analysis Assessment in order to create a behavior support plan and/or contract with the appropriate supports to address the student's needs.
Necessary for Planning, will be provided	**Description of Student Population**	Marshall currently has 330 students with disabilities. They have 1 class for students with mild intellectual disabilities, 1 class students with severe intellectual disabilities, the remaining classes are for students with Learning Disabilities or students who can be served in a program for students with Learning Disabilities. There are 5 Resource Teachers. Franklin has 277 students with disabilities. They have 2 classes for students with severe intellectual disabilities in vocational training, 1 class for students with emotional challenges, 1 class for students with mild intellectual disabilities. The remaining classes are for students who can be served in a Learning Disabled setting. They have 8 Resource Teachers. Eagle Rock has 311 students with disabilities. They have one class for students with severe intellectual disabilities in vocational training, 1 class for students with emotional challenges, 1 class for students with mild intellectual disabilities and the remaining students are served in programs for students with Learning Disabilities. They have 6 Resource Programs. Los Angeles River School will work with the other pilot schools on campus to coordinate a shared special education services in order to develop classrooms for students with severe intellectual disabilities. We will also share a class for students with mild disabilities and another for students with emotional disturbances. All students in a special day program will mainstream to the best of their ability. Students in the Resource Program will participate in a fully inclusive model. They will receive the serviced in the general education classroom with the supports and services described in their IEP. Students in a special day class for students with learning disabilities will be included to

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		the best of their ability. They will be supported in the general education setting by the special day class teacher and the resource specialist teacher. The Resource Teacher and the Special Day Teacher/s will coordinate to provide support in both settings.
Outcome 2	**Special Education Program Description**	**[d]** At Los Angeles River School, all students will be supported through intensive intervention support through the academic advisories. Teacher teams, including general and special education teachers, will meet weekly to discuss student progress and identify necessary interventions. Teacher teams will identify students in need of additional support, create targets for students to achieve, and work with Advisory teachers. Creating an inclusive learning environment that holds high standards for student with disabilities, ELL, SEL, student of poverty and gifted students is important for our school community to uphold. Special education students' academic programs will be created in accordance with their IEPs in order to provide them with the least restrictive environments possible. The general education and Special Education teacher collaborate on teaching strategies to best support their students. Teachers teams, during their planning time each week, will determine which students need additional support from the Resource Teacher, School Psychologist, Speech and Language Teacher, and/or audiologist. Placement into this classroom for an elective will be based on individual needs and will be determined by the IEP team at an IEP meeting. The Los Angeles River School will comply with federal law requiring public school to provide equal access for students regardless of disability. Our students in the RSP program will participate in a fully inclusive model. They will enroll in A-G requirement courses in general. Students in the special day program will education and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The IEP team will be responsible for determining what percentage of time and what classes the student should included in. The determination will be based on the student's strengths, interests, and ability to meet IEP goals. Los Angeles River School teachers will support students with special needs in their classroom by

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		focusing on specific students in weekly professional development. Teachers will assess mastery of content standards using a variety of methods that incorporate individualized accommodations, differentiation, and different learning styles. Students who fall under this category may include those with different intellectual capacities; physical handicaps, behavioral disorders, or learning disabilities. Under Least Restrictive Environment (LRE) guidelines, students of this population are served in the general education program and provided with adequate support to achieve educational success. Collaborative Consultation between the general educator and the special educator will be used to develop teaching strategies to meet the individual needs of the students. Both educators will have shared responsibility over students. The Advisory Period will be used for special educators to plan and monitor student achievement. The Learning Center is designed to help students with disabilities additional support academically. Students who need additional support in their academic classes will be visit the learning center where they would receive service support from the Resource Teacher, School Psychologist, Speech and Language Teacher, and/or audiologist. Placement into this classroom for an elective will be based on individual needs and will be determined by the IEP team at an IEP meeting.
Outcomes 8, 10, 13, 14, 15	**IEP Process: Implementation and Monitoring**	The SA will maintain an annual IEP calendar and will have all IEPs tentatively scheduled for the upcoming school year two weeks after the school year begins. The case carrier will implement and monitor the IEP under the supervision of an administrator. Students in the RSP program will have minutes of service documented and tracked on Welligent. The records of services will be printed out monthly and signed by the case carrier before being submitted to the administrator. The administrator and/or designee will maintain records of the history of services in the special education filing cabinet. Additionally, goal progress will be monitored by the case carrier and updated on the Welligent system as specified on the IEPs. All IEP notifications will be mailed out and collected by the shared SA either English or in the parent's native language. IEP meetings will be held in the designated IEP room to ensure confidentiality. Parents will be invited to the meeting using the district IEP notification form in the parent's home language. An IEP interpreter will be provided to translate IEP meetings and the IEP will be translated to the parent's home language by LAUSD's translation unit. Prior to an IEP, the case carrier will notify all service providers of the IEP and will have providers complete a service report summary. The summary will be returned to the case carrier with student work samples and a goal progress report. After the IEP meeting concludes, the case carrier will notify all service providers of any changes made to the IEP in addition to a summary of the findings.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 10, 18	**Procedures for Identification and Assessment of Students**	Based on Harris-Murri et all (2006), Los Angeles River School will use a "RTI comprised of several core components: (a) general education takes active responsibility for providing all students with highquality instruction in the general education setting; (b) the progress of all students is continually monitored; (c) for those students not making expected progress, research based interventions are provided; and (d) students not responding to interventions are recommended or special education evaluation"(pg 782). **[e]** Prior to the referral for assessment, students will be evaluated to ensure that the cause for intervention is not language acquisition or any of the exclusionary factors such as lack of instruction in reading, including the essential components of reading instruction, lack of instruction in math. Essential components of reading instruction means explicit and systemic instruction in phonemic awareness, phonics, vocabulary development, reading fluency, including oral reading skills, and reading comprehension strategies. The pyramid of support begins at the teacher level. The teacher will contact the COST team with their support and begin collecting data at the classroom level. The teacher will complete a classroom observation form and submit it to COST. A cum review will be done to ensure that the student is not misidentified or if similar concerns have been brought up in the past. They will also look at assessment results and health records (glasses or hearing aids) to make sure that the student has all necessary materials. Tier 1 The teacher formative assessments to determine the student's baseline level using a variety of instruments including curriculum based assessments including Key Math, writing probes, and informal reading inventories. Additional data will be provided by the student's teachers and will include student work samples, behavior frequency charts, homework completion records, and tests/quizzes. Once data is collected and analyzed, the teacher will differentiate his/her instruction to meet the needs of the student. The teacher will then write up a statement of concern and conference with the special education teacher and the parent. The teacher with the support of the special education teacher will create a student intervention plan and implement the plan in the classroom. After three weeks of implementation, the teacher will reflect on student progress with the student and the parent. If the student showed progress, the teacher will continue differentiation in the classroom without further intervention, however the teacher will contact the COST team and the learning center teacher if the student does not respond to the differentiated instruction. Tier 2 The teacher will bring all materials to the COST team and review the data collected by the teacher.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		The team will then increase the intensity of intervention and the frequency of monitoring. The student will be placed into a mandatory reading, writing, or math program afterschool or during a 0 period with a special educator at least twice a week. The special educator will use research-based teaching programs and strategies to intervene. For math, Los Angeles River School will receive instruction specific instruction from the Algebra Project. As for reading decoding, the intervention teacher will use Sopris REWARDS program. The team will monitor progress weekly and if the student is nonresponsive to the intervention the team will analyze the data from the intervention plan and consider moving to a more intensive intervention. Tier 3 The COST will refer the student to the SST team to decide on whether or not to assess for special education. The SST team may develop an IEP or a 504 plan based on the student's need. If it is decided to assess for the student for special education services, the team will identify the areas that need to be assessed in order to decide on eligibility. The assessment plan will be presented to the parent and the special education assessment progress will begin. An initial IEP will be held for the student no more than 60 days from the date the assessment plan is signed.
Outcome 2	**Instructional Plan for students using grade level standards**	Special educators and general educators will utilize the understanding by design model to plan instruction for both general education students and special education students. As outlined in the instructional program description, instructional strategies will include the use of interactive journals, cooperative learning, simulations, reciprocal teaching, and graphic organizers. Formative assessments will include observations, questioning, journals, group work, homework and quizzes. Summative assessments will use tests, interdisciplinary essays and performance essays. Teachers will provide individualized accommodations and modifications as mandated by the student's IEPs. Special educators will work with general educators on developing accommodations and modification strategies. In both SDC and general education classrooms, students in special education will receive differentiated instruction designed to meet grade level standards with the accommodations and modifications specified in their IEP.
Outcome 7A, 7B	**Instructional Plan for students using Alternate Standards**	Teachers of students whose disability impacts cognition, development, output, or input, will be taught using alternate standards. They will utilize the understanding by design model to plan instruction based on mastery of alternate standards. As outlined in the instructional program description, instructional strategies will include the use of interactive journals, cooperative learning, simulations, reciprocal teaching, and graphic organizers. Formative assessments will include observations, questioning, journals, group work, homework and quizzes. The teacher will use the data from the CAPA, student work samples, and curriculum based instruction to guide instruction.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 13	**Plan to provide Supports & Services**	Students with adaptive physical education services, language and speech services, deaf and hard of hearing, least restrictive consultant, adapted technology, visually impaired, audio logical resource unit, and transition services will be provided those services on campus in the manner stated and described on their IEP. Their case carrier and the designated administrator will monitor the services. The aforementioned services will be provided in the method described in LAUSD's Special Education Policy and Procedures manual Part III, Section VIII. **[f]** To maintain accountability, our Resource Specialist with Related Service Providers will complete the Daily Service Tracking Log using the Welligent System. The Service Logs will match the student's IEP Free and Appropriate Service Plan, of time and frequency of services. At the end of each month the Resource Specialist will complete, print, and sign the Welligent tracking monthly report, which will be reviewed and signed by our school principal Our school will maintain appropriate special educational records at our school site and at the appropriate related services office (i.e. Occupational Therapy, Speech and Language, and Audiology), or at our local office as mandated by Federal Law. Welligent will be linked to our ISIS school program. We will maintain a master IEP monthly calendar in order to provide a check and balance of all services required and provided. All special education records are confidential, however our students' records will be accessible and will be provided specifically to the parent of the child upon request.
Outcome 9 (for programs with students 14 and older)	**Transition Planning Strategies**	**[g]** All students age 14 and over will take a commercially produced transition assessment evident in their IEP prior to their 16th birthday. The special education case carrier will work with the transition teacher to develop curriculum that addresses transition needs. Additionally, students will begin taking field trips to local colleges, universities, and trade schools beginning in 11th grade. At the end of their graduating or completion year, students will take LAUSD's "Senior inventory" and "Summary of Performance" on file attached to their Exit IEP. Also, students if over 18 or parents if the student is under 18 will be provided a copy of the survey to use for future reference. Through professional development, LOS ANGELES RIVER SCHOOL staff will be instructed on how to embed transition instruction into their unit plans. With the support of LAUSD's transition services, special education teachers will teach students how to visit the career and college office to research post-secondary training and education. Additionally, students in an alternate setting will work with transition services, special educators, and support providers such as the local regional center to a plan for post secondary training and education.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	**Access to Extra-Curricular/Non Academic activities:**	All students in special education will have access to the same extracurricular/non-academic activities as the students without disabilities. Electives that will available include art, photography, cinematography, art, acting, professional theatre, drama, and filmmaking. Students with moderate to severe disabilities who need additional support will be accompanied into extracurricular classes with an instructional aide for the class. Otherwise, the teacher will provide the student with the accommodations and modifications stated in their IEP. Additionally, 9th through 11th grade students in special education will be assessed using the CMA, CST, or CAPA. All students on the graduation pathway will take the CAHSEE with individual accommodations and/or modifications.
Federal requirement	**Providing Extended School Year**	Extended school year services shall be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. The primary goal of ESY services will be to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. ESY services will be coordinated with the LAUSD Division of Special Education. Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist a student in maintaining the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student's continued progress. If the student requires ESY services to receive a FAPE, the school will develop an IEP for the student that includes ESY services. If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Court requirement	**MCD Outcomes (to be woven among others)**	1. Statewide Assessments (ELA) 2. Statewide Assessments (Math) 3. Graduation Rate 4. Completion Rate 5. Reduction of Suspension 6. LRE 7. A. LRE: SLD, SLI, OHI B. LRE: MD, OI 8. Home School 9. Individual Transition Plan 10. Timely Completion of Evaluations 11. Complaint Response Time 12. Informal Dispute Resolution 13. Delivery of Special Education Services 14. Parent Participation at IEP Meetings 15. Timely Completion of IEP translations 16. Qualified Special Education Teachers 17. Behavioral Support Plans for students with Autism or Emotional Disturbance Comprehensive Evaluation of African American Students Identified with Emotional Disturbance
All	**Professional Development**	All teachers will receive support in understanding their roles in the RTI process, inclusion practices, and disability types through professional development designed and led by the special education staff and RTI team. Also, Special educators and general educators will have common planning time designated for collaboration. Professional development time will be designated for professionals to learn about best practices for collaboration, co-teaching, and consultation.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 6, 8, 16	**Staffing/Operations**	Teacher recruitment procedures are: Credential verification and monitoring will be handled by the administrator Los Angeles River School will comply with district and state laws regarding student to teacher ratios. An SA will handle the scheduling of IEPs on the IEP calendar. Any specialized equipment will be purchased or rented by the school. To ensure compliant health standards and protocols, Los Angeles River School will comply with all required mandates for CPR, etc.
	Fiscal	AS an internal applicant, the Los Angeles River School's special education program including faculty, staff, special programs such as ESY, will be funded by LAUSD, and will be operated in consultation with LAUSD.
Outcome 14	**Parent Participation**	• We consider parents and guardians to be valuable asset. With that in mind, letters will be sent home asking parents for the best time of day that works for them. Also, the case carrier will call parents/guardians to inform of them of IEPs and request that they complete a questionnaire regarding their child. Notifications of letters will be managed and tracked on Welligent to verify that the school has made three attempts prior to holding the meeting. Parents will also receive information and training from the special education department regarding special education services in the parent center.