

Los Angeles River School

**Public School Choice Application for a Pilot School at
Central Region High School #13 (Taylor Yard)**

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1. Executive Summary

- a. **Mission and Vision.** State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.

Mission: Student voice is at the heart of the Los Angeles River School mission to graduate young adults who are ready to be builders and stewards of ecologically sustainable and socially just communities. Los Angeles River School graduates will have the knowledge, skills, and habits of mind needed to move into the workforce or continue their education, and to exercise the powerful, positive influence one person can have on our world.

Vision: The vision of the Los Angeles River School is based upon a fundamental shift in the traditional relationship between students and adults in education. Central in this school will be student voice, student choice, and student responsibility. To ensure our students' success we will design powerful support systems for them. Our school will extend beyond the physical school-building walls into the community to take advantage of community resources and to develop students who are problem-solvers and community builders well before they leave high school.

Core Beliefs and Values: It is common in a traditional high school setting for teachers and other adults to be speakers and for students to be listeners. If we want to develop articulate adults who can convey their ideas powerfully, clearly, and effectively, we need to design schools in which student voices are those most commonly heard. We will ensure this in a number of ways:

1) Student Voice: Instructional Practice. We will build all of our courses around critical inquiry. Teachers pose an important, complex central question, always one for which there are no clear or easy answers. Student learning evolves through investigation, experimentation, and most importantly, discussion. This instructional practice helps students grow to regard teachers as coaches and facilitators rather than as the only source of knowledge and to understand that there are not always right or wrong answers, that we can look at issues through multiple lenses. This practice also helps students develop rigorous habits of mind, such as intellectual curiosity, critical thinking and questioning, and innovative problem-solving. These intellectual habits will enable our students to use their growing skills to think critically about real community issues and needs and find ways to address these in novel ways. All students learn to participate in thoughtful civil discourse necessary to sustain a democracy.

2) Student Voice: Students as Educational and Civic Partners. The Los Angeles River School students will participate in all decision-making bodies and practices at school. They will also be encouraged, trained, and supported to take part in the civic bodies of their

communities through regular collaboration with community groups and stakeholders. We will be preparing generations of adults who will be actively engaged in building and sustaining healthy, just, environmentally sound communities.

3) Student Choice and Responsibility. Traditionally, throughout most of a student's day, the adults in charge make decisions for her. At Los Angeles River School, students will be supported to become effective decision makers: Students will build their own class schedules (with an advisor's assistance), check out the textbooks they need, decide upon activities such as internships, community work projects, and clubs, as well as their own movement about the school. We need to trust young adults to make these decisions to help them develop into active agents of their own educational achievement rather than passive receivers of knowledge—ultimately becoming lifelong learners.

4) Powerful Support. To support students in these new

practices and roles requires carefully crafted support systems. Rather than simply make these new demands, we will build support systems to provide a scaffold for the new learning and the changes in practice that we will expect of our students.

5) Community as School. Our communities are rich in resources. We are in the heart of Los Angeles, one of the great cities of the world. Our school neighborhood lies along an important environmental resource, the Los Angeles River. We have a great opportunity to play an important part in the development and environmental health of this area. Too often teenagers do not play a part in the productive life of their neighborhoods. We will reach out to involve people and other resources in real-world, authentic learning to build the bridges needed to empower young people as full participants in their growing and flourishing communities.

Taylor Yard Schools Collaborative: Introduction

Our collaborative of Pilot schools has been working cooperatively since May 2010 to plan for the opening of the five small schools at CRHS#13, and we are eager to expand our collaborative to include all school that will share the site. Together, we will create a safe and welcoming campus—a school that will unify our communities of Atwater Village, Cypress Park, Elysian Valley, and Glassell Park, communities that have similar needs but have traditionally been isolated from one another. These Northeast Los Angeles communities have never had a high school located near their own neighborhoods. We are excited about working with our neighbors to fulfill their needs and build a center for civic action in the interest of the environment, which will be a source of pride for these previously underserved communities.

:: ArtLAB :: Los Angeles River School :: School of Technology, Business, and Education :: School of History and Dramatic Arts ::

- b. **Student Population.** Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your team's experience serving a similar population of students, and how your proposed school will meet the identified needs of these students.

The students in these Northeast Los Angeles neighborhoods have not had a local high school, but instead have traveled to Eagle Rock, Franklin, or Marshall; the communities have worked for many years to get a high school of their own. (See table 1b.1 for a demographic breakdown of the three high schools. Data was taken from the CDE website.)

Our students will be primarily Latino, Filipino, and Asian based on their track designations. Many come from homes in which a language other than English is primarily

Table 1b.1: Demographic data for incoming students

	Asian	Black	Filipino	Latino	White	EL	Econ. Disad.
Eagle Rock HS	4%	2%	17%	66%	9%	13%	64%
Franklin HS	3%	1%	3%	90%	2%	23%	72%
Marshall HS	9%	2%	9%	69%	11%	20%	70%

Source: California Department of Education

spoken. The majority of students are economically disadvantaged. What is most important about future Los Angeles River School students is that they are culturally rich, eager for experience and learning, and recognize the profound importance of education as the key to upward social mobility. Their families work hard to ensure a bright future for their children and care deeply about the quality of their education.

But our students face the significant barriers to educational success. In addition to the barriers they face outside of school due to poverty, they have been housed in large, impersonal schools in traditional-style classrooms in which they have had little opportunity to develop their language skills. They have had insufficient information about UC/CSU entrance requirements, a lack of mentors and support for completion of university applications, inconsistent counseling support, a lack of high-quality career pathways programs, and insufficient integration of community resources to support students' well-being and encourage career interests.

Perhaps the most significant barrier to academic achievement our students face is that many of them have remained in the English Language Learner Program for most of their school years. The majority of the students in "sheltered" classes spend between eight and ten years awaiting re-designation. Often long-term English Language Learners and their parents are not aware that the students are not prepared to go on to college. It is critical that schools work more effectively with this population of students and their parents to overcome these educational deficits.

Our design team is comprised of teachers with a wealth of experience working with this group of students. They are our students; we know them and the community well. Most of us live

in the school community or nearby neighborhoods. Several of us grew up and attended schools in the neighborhoods served by the new school. All of us have spent our careers teaching students from these neighborhoods, and we are profoundly committed to serving these communities. Few people know our students as well as we do. We know what they are good at, and we know their struggles, and we know how brilliantly they can succeed.

- c. **Instructional Program.** Provide an overview of the instructional program of the proposed school, identifying and describing the key instructional strategies and practices that the school will employ to drive student achievement. Briefly explain the research base that demonstrates that the identified strategies will be successful in improving academic achievement for the targeted student population.

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 instructional plan 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.

Curriculum at the Los Angeles River School will be designed by teachers, using the Humanitas instructional model. 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. An instructional "unit" at Los Angeles River School is a semester-long collaboration among the four teachers and 100 students. Each unit is designed by teachers as an interdisciplinary, thematic approach to a vexing societal problem. We have adapted the Humanitas model, with teachers working with mixed-age classes and with additional electives. 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.

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. All students, regardless of their special needs or educational backgrounds, deserve a rigorous and engaging curriculum. Interdisciplinary, relevant, project-based learning provides a powerful context for students to develop the skills necessary to transfer learning, communicate persuasively, and apply higher-order thinking skills to cognitively demanding tasks.

Key Strategies:

Multi-Age Classes. Another important support will be our multi-age class settings. To the extent possible all our classes will be multi-age, including students from all grade levels. Traditionally older students in a class are there because they have not previously been successful in that class; these older students typically do not provide appropriate models for younger students. When classes are populated only by younger students, there are not many good models for them either. If younger students are in classes in which many of their classmates are successful older students, they become quickly socialized into the academic and intellectual norms of a school (Kappler, 2002). This will be critical in a school like ours in which students have such a high degree of responsibility.

Critical Inquiry. Critical inquiry is a set of instructional practices that compel students to preview texts, take layers of notes from those texts, and formulate questions. 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.

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.

Environmental Science focus. 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. Inquiry-based science presents many opportunities for students to use science and the English language to strengthen their skills in both. 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. 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.

Advisory. High levels of student choice and responsibility require powerful methods of support. Students will be supported both by adults and by their peers. We will develop a comprehensive system of advisory support for all students. Each student will have an adult advisor from matriculation to graduation. Advisors will assist students as they make the important decisions outlined above and be the adult point of contact for student assistance and for communication with parents and other staff in anything concerning the student.

Long-Term English Language Learners. This group of ELLs is very different from their short-term peers: They appear to be fluent in English, but they struggle academically. Many 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. 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.

- d. **School Culture.** Describe the school culture that your team envisions for the proposed school and what, if any social-emotional supports are necessary to create that culture.

We envision a school in which students and adults demonstrate high levels of respect and empathy for one another. We aspire to create heightened levels of trust within and across the adult and student communities, replacing capricious and arbitrary mandates with humane policies, inquisitiveness, and appreciation for diversity and human challenges. In this way we can nurture generations of creative, articulate problem solvers and community leaders. Not only do we want to build a school in which student voice and student choice are valued and put at the center of classroom and governing practice, but we want to help our students create a school building in which they feel a deep sense of proud ownership.

When young people feel that the adults at school care deeply about their attendance and success, when they see the purpose of their work, make real connections between school and their own aspirations, work alongside adults who are passionate about their academic discipline, and have access to the expertise of adults in the community outside the school, they are more likely to remain engaged in school. For many students prior lack of success is a barrier—which undermines future success, and this is a pattern that needs to be broken.

The culture of the Los Angeles River School will be supported with the following:

Supportive Adult Relationships. Personalized attention through advisories and teacher teams ensures that all students have access to the rich curriculum at our school. The four teachers who comprise each interdisciplinary team will keep close on their 100 students, working together on the interdisciplinary projects over the course of each 18-week module. Through our multiple community partnerships, projects, and career pathway, students will further have access to a number of successful adult role models in the local community

Advisories. The centerpiece of our support for students will be the personalization inherent in advisories. Each student will be assigned an advisor and will meet with that advisor

for 120 minutes each week (three 40-minute sessions). Simply put, the advisor's role is to ensure that all of her or his students graduate. The research of Linda Darling-Hammond affirms that deep, meaningful relationships between students, teachers, and parents or caregivers have a positive impact on all students, but particularly those at risk of dropping out (Darling-Hammond et al., 2006/2007). Advisors will regularly monitor data pertinent to following their advisees. We will develop a "dashboard" style data array with relevant data for case management, such as students' attendance, homework completion, background information, and other data. Advisors will review data regularly to inform interventions.

Family Support. Through the advisor, families will have a point person who is a partner in their child's academic success and emotional well-being and who will track their child's progress through his or her high school career. It will be the responsibility of the advisors to meet several times a year with the parents of all their students for progress conferences, some of which will be student-led. These conferences will allow the advisor to build a personal relationship with parents, to keep parents informed about their child's academic progress and progress toward achieving goals for post-secondary plans.

Parental Involvement. Too often, "parental involvement" simply means keeping the school open for a few extra hours a handful of times each year. Strategies for engaging parents more meaningfully in their children's education include parent visits, opportunities for volunteering, participants in end-of-unit project evaluations, parent conferences and utilizing the expertise of parents in various contexts.

Open School Culture. We will regularly host visitors to our school, such as parents, community organizations, and volunteers. Our school is structured to invite and regularly engage community members and parents to work closely with parents and students on operations, curriculum, and end-of-unit projects. Visitors to our school will observe an open, transparent school culture with a value for academic achievement.

College and Career Readiness. The transition from high school to college and career is often a difficult one for our students. Students often feel under-prepared, unaware of their options, and overwhelmed by the changes. Researchers identify three primary barriers to college for low-income, minority students: poor academic preparation, navigating college enrollment, and access to financial aid (Nagaoka, et al., 2009; Oakes, et al. 2006). We hope to address all of these challenges. We will partner with Los Angeles Education Partnership and join their college-access network and are working with the GEAR-UP coordinators at Marshall HS to write our schools into a new grant, targeting the students of Irving MS and CRHS #13.

We anticipate that our work with community partners and organizations as we develop our CTE strand will help us build our career-readiness path and opportunities. We will create

ample opportunities for students to observe adults in their work setting, from working alongside researchers in the HELAB to job shadows and mock interviews.

On Campus Services. In order to be focused and engaged in school, students' basic social, physical, and emotional needs must be met. We will work with the other four schools on the CRHS #13 campus to create a variety of shared services such as a school psychologist, a campus health clinic, after-school programs, and other services.

- e. **Accountability and Performance Goals.** Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.

The faculty of the Los Angeles River School will set up and annually update targets for performance and accountability goals including student, faculty, and staff attendance, student course grades, CSTs, first time pass rate CAHSEE, and graduation rates. In order to set these targets we will monitor school level data, SIS data, and other District level data. Students' advisors will be accountable for maintaining a data "dashboard" and for helping their advisees to interpret and understand this information and how it relates to student academic achievement goals.

- f. **Community Analysis and Context.** Describe the community that your proposed school will serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community, your experience serving this or a similar community, how your team has engaged the community thus far and how it will continue to do so if selected.

The community that the Los Angeles River School will serve spans the Northeast Los Angeles neighborhoods of Atwater Village, Cypress Park, Elysian Valley, and Glassell Park which all lie along the Los Angeles River north of Downtown. These neighborhoods are primarily Hispanic, Filipino, and Asian in ethnicity with a smaller white population. Average household incomes range from \$40,000-\$50,000 yearly, and median household occupancy is average to high for the county. Forty to fifty percent of families own their homes, and about the same number are renters. The number of single parent households is average for the county. The number of people twenty-five and older who hold a four year degree is low to average, and in two of the neighborhoods the number of adults with less than a high school education is high for L.A. County.

Identified Strengths and Needs. This community has many important strengths as well as some critical needs such as increased community services, transportation, access to the arts, jobs growth in the community, and the development of local business, they have traditionally

seen themselves isolated from one another to a great degree. The new high school will serve to unify these neighborhoods.

These Northeast L.A. neighborhoods need a great school. We want to be certain that the students who will be displaced from Franklin, Eagle Rock, and John Marshall High Schools will have an excellent school to attend. We know our students and community well. Most of us live in the school community or nearby neighborhoods. Several of us grew up and attended schools in the neighborhoods served by the new school. All of us have spent years teaching students from these neighborhoods, and we are profoundly committed to serving this community.

Community Engagement. We have established partnerships with community organizations which enrich our curriculum as well as help carry out the mission and vision of our partner organizations. We have commitments from organizations such as Friends of the L.A. River, Northeast Trees, Tree People, The River Project, Descanso Gardens, Urban Semillas, the Environmental Justice Coalition for Water, and others. Community members will serve on our school governance councils and committees.

- g. **Leadership.** Provide an overview of the proposed school's governance structure and leadership team. Highlight the strengths of the leadership team and the proposed leader. If a leader has not been identified, speak to the key attributes the potential leader should possess.

The Los Angeles River School's primary governing body will be the Governing School Council, which will include representatives of the students, parents, community, faculty, and staff and will be responsible for maintaining the school's mission and vision, ensuring our continuous improvement, and making decisions about the overall operation of the school. As a Title I school we will establish a School Site Council as well as its advisory councils, the English Learners Advisory Council (ELAC) and the Compensatory Education Advisory Council (CEAC). These councils oversee the writing and maintenance of our Single Plan for Student Achievement and the categorical budgets.

Because the campus will be made up of five autonomous small schools, we will also establish, along with the other schools, a Building Council and maintain a Site Operations Manager for oversight of campus operations. The Site Operations Manager will be responsible for the day-to-day operations of the campus. The Building Council will be responsible for supervision of campus-wide operations and collaborative decision-making about resource and space allocation. The campus-wide Building Council will be composed of the principal from each of the five schools. The Site Operations Manager will report to the Building Council. Our design team is our leadership team; this leadership team will expand as we complete our faculty

because as a small faculty we will be able to take on the collective responsibility of distributed leadership.

We will seek a principal who understands the classroom and instruction as well as administration in a small school setting, who is a skilled collaborator, and who shares our vision. Our Principal must demonstrate a commitment to serving students, especially those marginalized students from communities of poverty, and must be committed to developing and maintaining relationships with community organizations and with the families of our students.

- h. School Governance Model.** Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school? Please reference **Appendix B** for more information on the governance models listed above.

The Los Angeles River School will be a small, autonomous school serving 400 to 500 students and staffed by about twenty teachers. We will operate under the Pilot school model. This model allows people closest to the students to make the decisions that most directly affect student achievement. It encourages and supports innovation and holds teachers and other school personnel accountable for the success of their students. This model also makes it possible to make rapid changes to policies and programs when needed to improve student achievement.

In order to carry out our proposed programs we need the autonomies offered under the Pilot school model. Our programs require the intensive teacher collaboration of professional learning communities; hiring and supporting teachers who welcome this level of commitment is critical to our students' success. We are excited about the opportunity to create a school that will ensure our students' high achievement; we understand and welcome the responsibilities demanded by the Pilot model.

2. Curriculum and Instruction

- 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 possess upon matriculation that will prepare them to be successful adults in the 21st Century.

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.

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. 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. 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.

- 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. 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. 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.

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.

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 (Camara, 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. 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.

- 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. 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.

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; 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.

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%

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.

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.

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.

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%

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. 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.

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).

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.

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- 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.

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.

3. School Culture and Climate

- a. **Description of School Culture:** Describe the culture and climate envisioned for the proposed school, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety. Identify specific rituals, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned. Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.

The Los Angeles River School will develop a school culture in which students and adults demonstrate high levels of respect and empathy for one another. We intend to create heightened levels of trust within and across the adult and student communities, replacing capricious and arbitrary mandates with humane policies, inquisitiveness, and appreciation for diversity and human challenges. We anticipate that fostering this positive school culture will take time, but we are committed to creating a school that supports and develops students as young adults. As a result, our policies and routines will evolve over time, adapting to the changing needs of students and adults.

We are considering asking all members of the Los Angeles River School to be on a first-name basis, regardless of age, position, or pay. Consistent with our Core Beliefs, respect and trust are vital for academic success and social growth. The use of titles and surnames create symbolic and unnecessary barriers in schools, isolating individuals into their roles and positions. These divisions are unnecessary and harmful, suggesting that not all members of the school community have equal value. We believe there is a reciprocal relationship between trust and collaboration, and we must foster both in order to achieve our mission.

30-minute meeting. To that end, we have developed a number of strategies to embody this value of collaboration and respect. Monday mornings will start late for students so that the adults can meet and prepare for the week. The morning meeting will be full staff, using a “30-minute meeting” protocol developed by Los Angeles Education Partnership. The 30-minute meeting is an agenda and protocol to keep full staff meetings brief and to-the-point, capturing

concerns, administrative needs, and questions from the group without lengthy discussion (see Table 3a.1). The chart with tasks and persons responsible remains in a prominent location

Table 3a.1: 30-minute Meeting Agenda

Segment	Purpose	Time
Updates	> Check in; find out what's going on	5 min
Questions & Needs	> Share challenges, needs, & questions that require collaboration > Chart Q's & N's	10 min
Assign Tasks	> Attach names to tasks based on needs	10 min
Reflection	> Share final thoughts before beginning the week	5 min

throughout the week as staff members cross off completed tasks, helping make school operations transparent and shared. Responsibilities for facilitation and charting rotate each week, in keeping with our belief that all staff share responsibility to sort out the challenges and demands of running a school.

The 30-minute meeting protocol helps make the work of running a school more transparent, de-privatizing one another's practice and allowing colleagues to support each other in their work. The weekly staff meeting also serves as a valuable opportunity to showcase our successes and challenges, and bring in parents, volunteers, and community members to share in the work. A volunteer could easily sit in on a Monday morning meeting, and then spend the rest of the day or week collaborating with teachers and staff on working through the challenges and programs necessary to fulfill our school's mission. The weekly meeting serves as a reflection point: When we step outside of our own immediate needs for a few minutes, listen and understand our colleagues' challenges, and offer assistance when possible, we begin to see how daily activities contribute to developing our school community's beliefs, norms, and practices.

Supporting Students.

A similar format will be applied on Tuesday morning in advisory periods. Teachers and

Taylor Yard Schools Collaborative: Shared Athletics

The five schools at CRHS#13 will share athletic teams and facilities. The four Pilot school teams have agreed to a school day that ends at 3:30pm in order to facilitate scheduling sports practices after school. The campus Building Council will take further steps to ensure equitable access to athletics for all students.

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students will work together to identify questions and needs, but at the scale of students' needs. Students will be asked and encouraged to share their individual challenges, such as completing an essay, a math problem set, a science lab report, or a task related to the end-of-unit project. Mixed-age advisories facilitate this, since heterogeneous groups of students might have the skills necessary to support one another in their work. Peer tutoring is a highly effective tool for improving students' academic competencies, and time throughout the weekly advisory will be devoted to allowing students opportunities to collaborate in groups to support one another. Just as the staff weekly meeting is designed to support all teachers and staff, the advisory is intended to support all students in achieving academic excellence.

Visiting the Campus. We will regularly host visitors to our school, including parents, community organizations, and volunteers. Our school is structured to invite and regularly engage community members and parents to work closely with teachers and students on operations, curriculum, and end-of-unit projects. Visitors to our school will observe an open, transparent school culture with a value for academic achievement. Students will work alongside adults who

are passionate about their practice; the connection between school-based learning and community projects will be seamless. Teacher collaboration will extend to an open door policy, in which teachers are expected to visit one another's classes, sit in and listen, and support the host teacher if possible. Sharing practice is a powerful way to build trust and interdependence, and we will train and support each other in asking questions to inquire into one another's practice.

Taylor Yard Schools Collaborative: Campus Safety

We realize that safety is an issue of critical importance to CRHS#13 families and the community, and one that must be addressed by the campus as a whole. The Collaborative will create a safe campus by sharing services and working closely with outside resources. We have already reached out to multiple community groups, including Aztecs Rising, which provides gang intervention services to at-risk students. They are willing to consider staffing a satellite office on our campus. In addition, we have begun working with the LAPD/Northeast Area and the Safe Passage program to ensure student safety to and from school. We recognize that CRHS#13 will draw students from neighborhoods with multiple gangs, and creating a safe, neutral zone on the campus is a top priority.

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Displays of student work will be abundant, not just to highlight best work, but to showcase the process and milestones in our work. Learning is an iterative process, and recognizing our challenges is as important as recognizing our successes.

Students will have many opportunities to choose classes and help make decisions about practices and policies within the school. Each semester, students will select the teacher team and

thematic unit they want to enroll in, regardless of grade-level and prior performance. Students can even select to repeat a previous unit, since our scheduling and differentiation will allow for different course credits, depending on need. Students will provide valuable feedback on the quality of the semester unit, helping develop and refine the curriculum over time.

- b. **Student Support and Success:** Describe exactly what student success means at your proposed school. How will your school motivate kids to come to school and stay in school?

Student Voice. When young people feel that the adults at school care deeply about their attendance and success, when they see the purpose of their work, make real connections between school and their own aspirations, work alongside adults who are passionate about their academic discipline, and have access to the expertise of adults in the community outside the school, they are more likely to remain engaged in school (Darling-Hammond, 2006/2007). For many students prior lack of success is a barrier—which undermines future success, and this is a pattern that needs to be broken. We will provide support that motivates students to be engaged and active in

their own learning, to be articulate, powerful communicators, and passionately interested in learning about the world they live in. To achieve this, we will engage students in becoming environmental stewards, developing an understanding and appreciation for the environment and the many opportunities in related career sectors.

On Campus Services. In order to be focused and engaged in school, students' basic social, physical, and emotional needs must be met. We will work with the other four schools on the CRHS #13 campus to create a variety of shared services such as a school psychologist, a campus health clinic, sports and after-school programs, and other services. We have already established contact with Aztec Rising, a local gang intervention program based in Lincoln Heights, and they are eager to establish a satellite office on the campus. We plan to create relationships with a health clinic, Project IMPACT (a school-based counseling program), and after-school programs, such as LACER Stars.

Parent/Community Engagement. Personalized attention through advisories and teacher teams ensures that all students have access to the rich curriculum at our school. The four teachers who comprise each interdisciplinary team will know their 100 students well as they work together on the interdisciplinary projects over the course of each 18-week module. In addition, all students will be assigned an advisor, whose job is to track their advisees towards graduation and beyond. Through our multiple community partnerships, projects, and career pathway, students will further have access to a number of successful adult role models in the local community.

- c. **Social and Emotional Needs:** Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students you serve. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.

The centerpiece of our support for students will be the personalization inherent in advisories. Each student will be assigned an advisor and will meet with that advisor for 135 minutes each week (three 40-minute sessions). Simply put, the advisor's role is to ensure that all of her or his students graduate. The research of Linda Darling-Hammond affirms that deep, meaningful relationships between students, teachers, and parents or caregivers have a positive impact on all students, but particularly those at risk of dropping out (Darling-Hammond et al., 2006/2007).

Personalized Data Systems. Advisors will regularly monitor data pertinent to following their advisees. We will develop a "dashboard" style data array with relevant data for case management, such as students' attendance, homework completion, background information, and other data. Advisors will review data regularly to inform interventions. Further, advisors will

share relevant data with students to help them develop and fulfill their own goals, and support them in pursuing their own goals.

In addition to keeping track of available data about all of their students, advisors will be expected to regularly visit their advisees in class, observing their work and following their progress with their teachers. These observations will keep advisors informed of their students' needs and challenges, as well as demonstrate to students their advisor's interest and concern. We will develop a uniform class observation form for this work. The informally-collected data will serve as a powerful tool for collaboration, allowing teachers the opportunity to share their practice and to modify instruction based on individual students' needs. Advisors will play a crucial role in supporting fellow teachers and improving instruction, and, since all teachers will be assigned an advisory, this relationship will be reciprocal.

Family Support.

Through the advisor, families will have a point person who is a partner in their child's academic success and emotional well-being and who will track their child's progress throughout his or her high school career. It will be the responsibility of the advisors to meet several times a year with the parents of all their students for progress conferences, most of which will be student-led. These conferences will allow the advisor to build a personal relationship with parents, to keep parents informed about their child's academic progress toward achieving goals for post-secondary plans. As part of the conference, the advisor will arrange for parents to visit their child's classes. Much more powerful than the traditional few minutes long "parent conference," these class visits allow parents to actually see their child's day – see the interactions in his or her classes. When necessary, advisors will advocate on students' behalf, work with parents to resolve problems, and help students connect with outside resources.

Peer Support. To best support students, advisories will be diverse, heterogeneous, multi-age, and include students with special needs. This practice removes the traditional segregation of students from the experiences of their older, successful peers. Younger students will be constantly aware of the demands and benchmarks that they will experience as they move through their high school careers. They will see more clearly the importance of hard work as freshmen and sophomores. Older students will gain the positive practice of being role models for their younger peers. They will feel the importance of being good models, which will help them strive

Taylor Yard Schools Collaborative: Health Services

We anticipate that the schools will share mental health and physical health services by sharing a school psychologist, on-campus health center, and other similar resources. We have begun establishing relationships with local agencies, such as Family Source, that are interested in partnering with the schools at CRHS#13 in providing these services.

:: ArtLAB :: Los Angeles River School :: School of Technology, Business, and Education :: School of History and Dramatic Arts ::

for success (Kolstad, 1998). We will assure that advisory groups are representative of our diverse student population, in terms of skill level, language level, and learning demands as well as ethnicity. This helps us build a common sense of purpose and ensures that students benefit from all the resources other students bring to the community.

Advisors will implement a variety of curricular and co-curricular strategies to support students, such as additional academic support, discussions of students' needs and interests, test preparation, trainings on use of technology and academic study skills. Advisors will take advantage of the mixed-age cohorts to engage students in peer tutoring that benefits both the tutor and the tutee in examining work and internalizing the qualities of high-level student work (Song, 2009). Advisors will help students maintain records throughout their high school years that seniors will use when they fill out their college applications: community service, school activities, representative student work, grades, progress charts toward meeting graduation requirements.

- d. **College and Career Readiness:** Describe the specific programs that your proposed school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they choose.

At the Los Angeles River School, we view College- and Career-readiness as more than a period of transition for 12th grade students. Rather, we will begin in 9th grade and start preparing students for graduation at the beginning of their high school career. Through their advisories, students will begin researching college and career options early, allowing several years and multiple perspectives to make their decisions and prepare for them.

College. The transition from high school to college and career is often a difficult one for our students. Students often feel underprepared, unaware of their options, and overwhelmed by the changes. Researchers identify three primary barriers to college for low-income, minority students: poor academic preparation, navigating college enrollment, and access to financial aid (Nagaoka, et al., 2009; Oakes, et al. 2006). We intend to address all of these challenges.

We will partner with Los Angeles Education Partnership and join their college-access network. LAEP's model supports activities and strategies to address college-access barriers, such as counseling/advising for students with multiple Ds or Fs, college financial literacy workshops, FAFSA workshops for seniors, a mock college application process for 9-11th grade students (which consists of college visits, research, portfolios, applications, and mock interviews). We will work closely with local area 2- and 4-year colleges to connect students and inform them of their options. Further, we are working with the GEAR-UP coordinators at Marshall HS to write our schools into a new grant, targeting the students of Irving MS and CRHS #13. If the grant is

approved, GEAR-UP will provide additional college counseling, tutoring, aides, and college awareness activities for the schools sharing the CRHS#13 campus.

Our 4-by-4 block schedule allows students to earn extra credits, freeing up courses during the 11th and 12th grade year. Multiple, core-content area electives ensure that all students have access to A-G curriculum in a variety of pathways. Students will be encouraged to dual-enroll in community college courses (held at the school complex, if possible). This will aid in blurring the transition from high school to college, and ease students into accepting the responsibilities of college and adult life.

Career. We anticipate that our work with community partners and organizations as we develop our CTE strand will help us build our career-readiness path and opportunities. We will create ample opportunities for students to observe adults in their work setting, from working alongside researchers in the Hydrology and Energy lab (HELAB) to job shadows and mock interviews. Students will have multiple chances to imagine themselves in a future career, exploring these options both through curricular activities, practical experiences., and the participation of our community partners. We often find that when students see the broader context and need for their work, they are more engaged and motivated to succeed academically.

- e. **Parental Involvement:** Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the programs or resources that the proposed school will provide for parents and guardians.

A Truly Welcoming Environment. Too often, “parental involvement” simply means keeping the school open for a few extra hours a handful of times each year. At the Los Angeles River School, we have some simple solutions to engaging parents more meaningfully in their children's education.

1. *Parent Tours:* In addition to the traditional parent conference, parents will be expected to visit campus at least once each semester to tour their child's classes. The student's advisor will guide the tour, greeting parents, introducing them to their child's classes, and debriefing on the visit. Our rotating block schedule is ideal for this: The visits can be scheduled for any time of the day, since the advisor's conference period rotates; one teacher of the child's teacher team will also have a conference hour at that time, and can meet with the parents to discuss academic progress; three additional teachers will have classes available to visit. Although the child will only be in one of those three classes, the other two class observations will mirror the activities and work that the child is conducting in those classes. These small parent study visits will be revealing, both for the teachers and the parents involved.

2. *Volunteering:* Our Monday morning 30-minute Meetings are an ideal place for parent, community, and college student volunteers to get involved. At the 30-minute meeting, collaborations and projects are planned for the week, allowing volunteers access to the school's inner workings and opportunities to work side-by-side with teachers and staff in school operations.
3. *End-of-Unit Projects:* Each 18-week interdisciplinary unit will culminate in a project, in which groups of students will pose their solution to a challenging problem and synthesize their learning from the unit. Students will begin meeting with their project advisor during advisory time about 10 weeks prior to the end of the unit. Parent, community, and student volunteers will be recruited to join these weekly meetings and work closely with student teams as they prepare their final projects, present, and defend them.
4. *Parent Conferences:* To continue our ongoing partnership with parents, the rotating bell schedule allows parents to schedule a meeting with a teacher at any time of the day, morning, mid-day, or afternoon. We will develop a student-led conferencing model, and advisors will work with students to prepare for their conferences each semester. Culminating projects make ideal content for exhibitions with parents, displaying the range and depth of students' work.
5. *Parents as Experts:*

We often neglect parents' expertise—and we hope to reverse this by finding parent volunteers to help with language translation, running our community garden, and various other operations of the school. As we get to know our students' parents and their various skills, we will find ways to

Table 2f.1: Bell Schedule

Mondays and Thursdays Late Start for Staff PD			Tuesdays, Wednesdays, & Fridays Advisories		
Time	Event	Duration	Time	Event	Duration
8:00 AM	Staff mtg	1:20	8:00 AM	Period 1	1:25
9:20 AM	Passing	0:10	9:25 AM	Passing	0:10
9:30 AM	Period 1	1:15	9:35 AM	Advisory	0:40
10:45 AM	Passing	0:10	10:15 AM	Passing	0:10
10:55 AM	Period 2	1:15	10:25 AM	Period 2	1:25
12:10 PM	Lunch	0:30	11:50 AM	Lunch	0:30
12:40 PM	Passing	0:10	12:20 PM	Passing	0:10
12:50 PM	Period 3	1:15	12:30 PM	Period 3	1:25
2:05 PM	Passing	0:10	1:55 PM	Passing	0:10
2:15 PM	Period 4	1:15	2:05 PM	Period 4	1:25
3:30 PM	End		3:30 PM	End	

meaningfully engage them in the collaborative work of running the school.

- f. **School Calendar/Schedule:** Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students. In your response, please discuss how students and faculty will be grouped for instruction; the target class sizes and teacher-student loads; and how the proposed schedule promotes student achievement.

To best support our students, we will work with our partner schools at the site to collaborate on a shared calendar and schedule. Currently, we are expecting to use the Early Start Traditional calendar, in which the school year begins in mid-August and the semester change coincides with Winter Break. Each 18-week semester will serve as an academic “year” for our students, and they will earn up to 40 credits per term on our 4-by-4 block schedule. Students will only take four classes at a time, allowing for greater depth instead of breadth. Short, intensive academic experiences are ideal for English Language Learners (Olsen, 2010).

Classes at the Los Angeles River School will range from 25 to 32 students, due in part to the nature of 4-by-4 block scheduling and the needs of creating diverse, heterogeneous classes. Each teacher will teach 3 classes and an advisory, seeing approximately 100 students/day for instruction and 20 students for advisory (although some of the students may be the same).

The Los Angeles River School’s innovative schedule allows for 3 hours per week of common planning time for the entire teaching staff, will still sustaining 69,120 instructional minutes—well above the state minimum of 55,000 and the LAUSD requirement of 65,300 minutes.

Figure 2f.1: Rotating Bell Schedule



- i. **Autonomy:** Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff.

Autonomy over scheduling is essential to the implementation of the Los Angeles River School. The 4-by-4 block schedule with advisories and bi-weekly late-start are not only vital to sustaining the school, but also can only be achieved through the Pilot model.

Since students will spend their entire day with their four teachers in the interdisciplinary cohort, the daily scheduled can easily be altered to allow for extended time. We anticipate altering the schedule toward the end of each unit, as students need additional time to complete their final projects.

Two days a week school will start late, allowing teachers and staff to meet, plan, and collaborate. Effective interdisciplinary collaboration requires intensive planning time, and we have allotted 90 minutes/week for teacher teams to meet. In addition, teachers will have approximately 7.5 hours of individual work time, which will be spent observing advisees, working on the operations of the school, and lesson planning.

- g. **Discipline Policy:** Describe and/or attach the proposed school's policies as they relate to promotion, graduation, and student discipline.

Not Applicable (for charter applicants only).

4. Assessments and School-wide Data

- a. **Assessment Philosophy:** Explain the proposed school's philosophy on student assessments. Provide evidence that proposed school's assessment philosophy is research-based and is aligned with the school's proposed Instructional Program.

At the Los Angeles River School, we believe assessments should benefit students by (1) demonstrating to students what learning matters the most; (2) serving as a measure of growth; and (3) providing teachers opportunities to give students feedback. We further believe that all assessments are formative in some way, and all assessments are a valuable tool for reflection on the teaching and learning process. In our school, teachers regularly assess students informally, adjusting curriculum to match students' needs and interests. We will create and implement baseline assessments in English and math to understand students' level of understanding, and to monitor our own success as we challenge students to develop their understanding. We strive to create authentic, performance-based assessments for all courses, such as projects, interviews, research reports, essays, speeches, exhibitions, films, and simulations.

Interdisciplinary Projects Increase Achievement. Each four-course, interdisciplinary cohort will culminate in a real-world project that asks students to synthesize their learning in an authentic manner. Projects such as designing a revitalization plan for the LA River, creating a blueprint for a community garden, or presenting an overview of the environmental technologies needed to improve storm water capture will all ask students to draw connections among the academic and CTE courses, explore challenging societal dilemmas, and offer innovative solutions to vexing problems. Varied, authentic assessment challenge students to think beyond the textbook and engage learners with varied styles.

Support for ELLs. Research on English Language Learners, students with special needs, and at-risk students confirms that authentic, relevant, project-based instruction is vital to engaging these marginalized populations (Olsen, 2010). This approach is essential to ensuring equity and access to a rigorous, A-G curriculum. We anticipate that our design will be demanding for teachers, but the ultimate benefit is the students.

Ongoing Evaluation. Interdisciplinary teacher teams meet weekly to design, develop, share, and reflect on assessments and assignments used in each individual class. Students' work serves as a profound focal point for teachers' shared examination: the assessment tool is a product of teacher collaboration, and is evidence of students' learning and mastery of concepts. As teachers support one another in the development and refinement of their shared assessment practices, they develop a better understanding of students' strengths and weaknesses, take increasing responsibility for student learning, as well as grow in the development of their own craft.

Simultaneously, we recognize the importance of standardized measures of student progress. Students must be able to communicate their ideas through multiple media, but they also must be able to demonstrate procedural competencies. Standardized testing is a valuable measure of student and school performance, allowing for comparisons across time, classrooms, schools, and districts. Through our classes we will prepare students for mastery of the required standardized tests, and through our advisories we will reinforce those skills.

- b. **Autonomy:** Describe how the school will use assessment autonomy to maximize student learning.

The Pilot curricular, scheduling, and professional development autonomies are vital to the success of the Los Angeles River School. Each 18-week interdisciplinary unit will culminate in a thematic project that pulls together the essential learning from the academic disciplines. Each assignment, project, and assessment during the unit is a precursor, milestone, and step toward the end-of-unit project. Teachers' weekly examinations of student work will serve as collective analysis of students' readiness for the culminating projects. Example assessments include essays, projects, presentations, labs, interviews, and multimedia expressions. We do not have the opportunity to do this in a comprehensive high school.

For the end-of-unit projects, teachers will carefully group students into heterogeneous, multi-age, mixed-ability groups during the third or fourth week of the unit. Attention will be paid to ensuring diversity in the project groups, so that students with special needs, English language learners, and struggling students are all supported. Each project group will be assigned a teacher as their Project Advisor. Students will meet with their Project Advisor on selected advisory days to begin their work on developing their plan for completing the project, developing as a team and dividing up tasks.

- c. **Student Assessment Plan:** Describe the school-wide assessment plan for the proposed school. What formative and summative measures will you use to determine student progress and success? Include a table that details specific authentic formative and summative assessments (benchmark assessments, developmental screenings, unit exams, state-required exams, portfolios, etc.) that will be used for each grade level, the timing of their administration, the rationale for their selection and their intended purpose.

Thematic, interdisciplinary instruction provides an authentic structure for creating and implementing a successful assessment plan. The thematic hook provides a powerful focus for the semester-long unit of study, providing each subject area with a purposeful lens to examine a perplexing question. The essential questions, which expand and explain the theme, create a path for the curriculum in each discipline to follow in preparation for the culminating, interdisciplinary project, which asks students to synthesize their learning from the various disciplines.

Rigorous Preparation.

The power of an interdisciplinary unit (and culminating project) is that the unit makes clear the expectations for student learning and quality teaching.

Assessments—diagnostic, periodic, formative, and summative—become benchmarks on the path towards the project, answering the simple question, “are we on track?” for both students and teachers. Teachers’ regular, collaborative examination of student work during Thursday morning PD informs and guides teachers in preparing their students for the final project and culminating tasks.

Midway through the term, students will be grouped in heterogeneous, mixed-age project groups and assigned a project advisor (a teacher on their instructional team). Project teams will meet weekly during one of the advisory periods in order to start preparing for their final projects.

Authentic Assessments. The culminating tasks for each unit—such as designing a new lunch menu and calculating its carbon footprint, or creating a plan for revitalizing a section of the Los Angeles River—provide a clear, purposeful method for students to synthesize and exhibit their understanding. Regular, discipline-specific assessments (projects, tests, essays, debates,

Table 4d.1: Types of Assessments

Assessment Type	Timeframe	Purpose
Summative Interdisciplinary Project	End-of-unit	Students synthesize their learning from multiple subjects in order to answer a challenging societal question or provide a novel solution to a problem in their community
Entrance diagnostic exams	During enrollment and first week of school	Identify incoming student’s written fluency and quantitative reasoning abilities in order to schedule students effectively and provide adequate support
Formative subject area assessments	Weekly	Regular, subject area exams (quizzes, essays, tests, presentations, debates, simulations, etc.) provide ongoing feedback on students’ preparations for the final, end-of-unit projects
Summative, Standardized measures	Quarterly	Regular periodic assessment, measuring students’ procedural competencies, mimic CSTs and both prepare students and monitor their progress
Exhibitions	End-of-unit	Students defend their final projects to a panel of teachers, parents, students, and community organization representatives

simulations, labs, etc.) serves as further opportunities to demonstrate understanding prior to the culminating projects.

Standardized Test Prep. In addition to authentic, rigorous assessments, we recognize that students must also demonstrate procedural competencies, as measured by standardized tests such as CAHSEE and CSTs. Throughout the 18-week term, periodic objective tests will be administered in core content areas to monitor and prepare students for annual spring standardized testing. In addition, the Early Start Traditional Calendar provides a lengthened spring semester, allowing teachers to focus on test preparations, without compromising ongoing academic work. During the weeks leading up to CSTs, students will meet with their teachers from the fall semester, reviewing core content covered during the fall classes.

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

Once the school is approved in February 2011, we will have about five months to prepare for school opening (see Appendix G for full implementation timeline). During that time, teachers will continue to meet weekly to design curriculum, projects, partnerships, and assessments. Teachers will attend Los Angeles Education Partnership's Humanitas training and will learn how to create thematic, interdisciplinary units. Humanitas units utilize the backwards design process of identifying the objectives for students to reach, creating projects to demonstrate those objectives, and design scaffolded instruction to prepare students for those projects. Teachers will work closely with community partners to incorporate their expertise and resources into the daily operations of the school and curriculum.

Two of the lead teachers, Paul Payne and Kristin Szylagyi, will oversee the curriculum development phase of the preparation phase prior to school opening. Kristin is a National Board Certified English teacher who has conducted lesson studies Institute for Curriculum, Standards and Assessment for over ten years. In addition to leading a Humanitas SLC at Marshall HS, Paul has worked part-time at Los Angeles Education Partnership for the past six years, designing and facilitating professional development for teachers in interdisciplinary Humanitas programs in LAUSD.

- 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?

We differentiate among three levels of data that correspond to time dimensions, and analyze these accordingly: research-level data (long-term); school teams (weekly to quarterly); and case-management (just-in-time).

Research-level measures include annual measures, such as API, AYP, CAHSEE pass rates, attendance rates and other measures. These data are vital for measuring the viability and success of the school, but alone they do little to inform daily practice. Our partnership with Los Angeles Education Partnership allows us access to their evaluations program, which produces annual cohort analysis of student performance. By focusing on grade-level cohorts, we can track a group ~100 students as they progress from grade to grade, monitoring their attendance, CST scores, CAHSEE pass rates, etc. Our goal is to improve all students' performance on these measures, so the baseline must be students' prior performance, not just a previous cohort's performance. Summative data such as these will be examined on a semi-yearly basis, informing goal-setting and movement toward our values and vision.

In addition, teacher teams and advisors need regular data "dashboards" to inform practice. We will develop weekly, monthly, and quarterly evaluations to inform teachers and staff of student progress. Measures would probably include grades, EL data, attendance, and similar measures to support teachers' work with students. Teacher teams and advisors will review this data regularly to inform practice and to adapt curriculum accordingly.

Advisors will regularly review case-management level data, which includes observations of students' performance in class, conversations with students' teachers and families, and examination of students' work.

These varying degrees of data analysis will empower teachers to catch students before they fail, ensuring that students have the support and encouragement to succeed. Appropriate data will be shared with students directly, through advisories, in order to help students create their own achievement goals.

- f. **Graduation Requirements:** For all middle and high schools, describe the proposed graduation requirements, including how student progress will be measured to determine readiness to graduate.

We believe in holding all of our students to a high standard of achievement for graduation and in offering high levels of support to ensure students can reach these standards. We want our students to be well prepared to make choices about their post-graduation path; moreover our students will know what choices are available to them and be prepared to make that choice: satisfying work or further education.

In order to graduate from the Los Angeles River School students will:

1. complete the A- G requirements and earn a minimum of 230 credits

2. pass their CAHSEE exams
3. take either the SAT or the ACT
4. take the CSUs Early Assessment Program exams
5. complete a program of community service that spans their high school years and has been an integral part of their studies
6. complete a service learning project that is an integral part of their studies
7. successfully defend their proficiency demonstrations which are performance assessment projects such as papers, exhibits, presentations, and experiments that allow our students to demonstrate the ability to use the skills they have developed in their classwork over time in high school, especially that they are articulate and can communicate clearly and powerfully in writing. These demonstrations show their readiness to graduate. When students successfully discuss and defend this work with a selected panel of teachers and other adults, we can be assured that they have achieved a deep understanding of the subjects studied. Students will be supported toward this goal with scaffolded steps beginning in ninth grade.
8. complete a CTE pathway and achieve related certifications (We will develop this requirement as we add the requisite CTE courses.)

We will work hard to ensure that all our ELs achieve re-designation before graduation, particularly if they enroll as ninth graders. This may not be a realistic goal for students who first enroll in U.S. schools as seventeen- or eighteen year-olds. The timing sometimes interferes with re-designation even though these students may successfully meet graduation requirements and move on to college work.

We expect many students to pass most of their classes every semester so that they will have flexibility in planning their senior year when they will be able to include internships, individual research projects, and general education college courses in their work. One effect of multi-age classes is that younger students, rather than living daily lives largely segregated from older students, will be sitting side by side with those older students and will be aware of the relative academic and intellectual independence possible for them when they achieve senior status (Song, 2009).

Students will be ready to graduate when they have satisfied the requirements listed above. Most students will have satisfied the coursework requirements in less than four years, and will have time during their senior year to work more independently. Our schedule, which allows room for eight complete courses a year rather than the traditional six, offers students opportunities for enrichment as well as remediation, and students who consistently complete courses will be able to use their time more independently as seniors.

5. Professional Development

- a. **Professional Culture:** Describe the professional culture you envision at the proposed school. Explain how the professional culture you envision reinforces the Instructional Program outlined above. Identify activities and structures that will support the achievement of the professional culture envisioned. Discuss how you plan to introduce the activities and structures to teachers.

We believe that the key to creating the Los Angeles River School and life-long learners is to lead students to inquire deeply into their studies. All too often, we confuse *academic rigor* with simply “more academics.” While we need to ensure adequate coverage of academic content, we believe that engaging students in deep inquiry requires asking questions beyond the scope of any single subject. Thus, we will teach our curriculum in thematic, interdisciplinary units, and teachers’ collaborative planning and implementation reflects the collaboration and inquiry we strive to create in our students. By connecting teachers’ interests with authentic curriculum, projects, and community organizations, we will move beyond traditional conventions of instruction and expand students’ and teachers’ understanding of science, history, math, and literature.

The essence of the Los Angeles River School is teacher collaboration through shared practice. We will model our work around developing *communities of instructional practice* (Supovitz, 2002), which are professional learning communities centered around designing, crafting, evaluating, refining, and improving instructional practices based on students’ work and experiences. To create this, teachers must share both curriculum and students and have adequate time to collaborate. Every Thursday morning, teacher teams will have 90 minutes to meet in their instructional teams to discuss curriculum, challenges, and student progress. The meetings will be structured, using protocols from Adaptive Schools and Critical Friends. These structured conversations allow teachers to view instruction and students’ work from multiple perspectives; hear and see evidence objectively; and make decisions to improve student achievement. Thus, our collaborative approach contributes to teaching by enabling teachers to learn from each other, make well-considered decisions about curriculum, and plan strategies and approaches that will increase student achievement. Collaboration will produce a consistent approach to instruction, which will benefit students. Fostering a collaborative community of inquiry into practice creates a school culture in which leadership is shared, mentoring occurs naturally, and teachers hold one another to high expectations.

- b. **Professional Development:** Describe what effective Professional Development (PD) will look like at your proposed school. Identify the school’s goals and strategy for ongoing PD. Explain how the PD plan will be driven by data to build coherence and support the instructional program as well as build capacity to improve teaching and learning, school performance and student achievement. How will the PD program be differentiated to support teachers at various stages?

Mission statements, vision statements, organizational values and goals are often confused and combined. Failure to parcel these out can challenge processes later (Dufour, Dufour, Eaker,

& Many, 2006; Senge, Kleiner, Roberts & Smith, 1994), as individuals struggle to identify their progress against immeasurable milestones. We adopt Dufour's (2006) definitions of mission, vision, values, and goals. The mission of an organization is its answer to the question, *Why do we exist?* The mission is the fundamental purpose of a school or organization. Every action must be consistent with that purpose, though its breadth is typically wide. The vision statement of an organization is often more narrow, answering the question, *What must we become in order to accomplish our fundamental purpose?* The vision is a compelling statement of the future, the embodiment of the organization's ideals. The vision may never be fully realized, yet it will continually provide guidance for organizations looking for clarity in their day-to-day actions. Visions are meaningless, though, without an understanding of the values implicit in the vision. Values answer the question, *How must we behave to create the school that will achieve our purpose?* The "we" in the question refers to all of the stakeholders in a school—the administrators, the teachers, the students, the parents, and the staff. Actions that are inconsistent with the school's communal values must be acknowledged. Finally, individuals can state and achieve goals, which answer the question, *How will we know if all of this is making a difference?*

Simply put, the content of our professional development in the Los Angeles River School will drive toward accomplishing our goals to achieve our vision. Each semester, we will revisit our mission, vision, values and goals, and we will re-establish goals based on our current needs and accomplishments.

- c. **Teacher Orientation:** Describe the induction program for new and existing teachers. Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies and differentiate instruction.

The best form of induction for a new teacher is to engage in the actual work of a team member. We will design our teacher teams each year in order to best support our new teachers, strategically connecting them with their colleagues. Many of the needs of new teachers are the same as those of veteran teachers—e.g., curricular planning, management strategies, and assessment practices—yet veteran teachers are often unwilling to critique their own practices. Thus, we focus all teachers on developing their practice, not only to support new teachers, but to re-engage experienced teachers in new learning.

New Teacher Orientation. Orientation for

Table 5d.1: Professional Development Calendar

Timeframe	Format	Focus	# hrs
August 1-12	10 days	<ul style="list-style-type: none"> Finalizing interdisciplinary units, projects and assessments Identifying appropriate differentiation strategies 	60
August 15 to December 16	36, 90-min meetings	<ul style="list-style-type: none"> Mondays: collaboration around school operations, student achievement data, and ongoing projects Thursdays: Teacher teams evaluate curriculum, student work, and share best practices 	54
Saturdays December 10 & January 14	4-hour meetings	<ul style="list-style-type: none"> Evaluate school's fulfillment of the mission/vision Update and establish new goals for ongoing improvement 	8
January 9 to June 1	42, 90-min meetings	<ul style="list-style-type: none"> Same as above In addition: identify strategies for supporting students in successful testing 	63
Tuesday June 5	1 day	<ul style="list-style-type: none"> Evaluate school's fulfillment of the mission/vision Update and establish new goals for ongoing improvement 	6
Total hours			191

new and existing Los Angeles River School teachers will take place prior to the start of every school year. At the end of summer, teachers will meet for 10 days to introduce new and existing teachers to the Humanitas instructional model; develop norms for collaboration and lesson sharing; analyze prior year data; plan PD for the upcoming year; and revisit and develop common instructional methods.

Induction to the Instructional Model. Teachers new to collaborative, interdisciplinary instruction will attend a three-day Teachers' Center with their teams prior to or during their first semester. The foundation of the Training Center is collaboration, which is supported by experience and research that found that teacher collaboration in instruction has a significant impact on student achievement (Newmann & Wehlag, 1995; Corcoran & Silander). Current and former Humanitas teachers will guide the process, and teams of teachers will model successful units. Experienced Humanitas teachers will collaborate with individual teams as needed. The goal of the initial session, Constructing Interdisciplinary Units, will be to lead teams through the backwards-planning process to the creation of one complete interdisciplinary unit. Specifically, teams will: 1) Identify and sequence the various discipline content standards for the unit. 2) Identify and discuss the various points at which the content intersects and connects. 3) Develop an overarching theme that will guide students in accessing knowledge and ideas that transcend any single discipline. 4) Create an interdisciplinary essay prompt that will be used as one of the summative assessments.

- d. **PD Calendar:** Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities throughout the year, including summer and collaboration time during the school day (if applicable). The calendar should include the areas of focus in support of the instructional program and the format of the PD. Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.

Summer Preparation. The entire teaching staff will meet for ten days prior to the opening of school to revisit the mission, vision, values and goals of Los Angeles River School and set goals for the upcoming semester and year. Teacher teams will plan and finalize their Linked Learning interdisciplinary units, collaborate with community organizations, and plan curricular trips, projects, and assessments. Community and business partners will share expertise and resources in the development of units related to their areas of work and influence. In-service trainings on new teaching strategies, advisory curriculum, and new programs will be conducted during this time. We will model the facilitation strategies and protocols that teachers will use throughout the year. In addition, the first year, we will attend the Northern Arizona University Institute on Multi-Age Teaching, June 21-July 2, 2010.

Weekly meetings. A late start on Mondays and Thursdays allows the staff uninterrupted time to meet and follow-up on the dynamic needs of students and teachers. Thursday mornings are designated for teacher team collaboration. Each week, teacher teams meet for 90 minutes to

discuss student progress, curriculum challenges, upcoming projects and assessments, and teaching successes and challenges. We will apply a variety of Critical Friends and Adaptive Schools strategies and protocols in order to build trust and de-privatize the teaching practice. Each week, teachers will identify a goal for their collaboration, such as analyzing student work, assisting a team member in planning an assessment or project, or debriefing on a recent classroom visit. Subsequent meeting goals will be planned in order to allow teachers time to collect work, data, or materials for the following week.

End-of-term reflection. At the end of each semester and year, teachers will meet as a full staff to reflect and share their challenges and successes from the past term. (We will either meet on a Saturday or schedule a pupil-free day mid-year.) We will revisit our mission, vision, values, and goals and monitor our progress toward achieving them. As we accomplish the short-term goals for our school, we will identify new goals each semester. This practice is vital to ongoing school improvement (Dufour, et al., 2006).

- e. **Program Evaluation:** Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program will be modified to address areas of need that are identified.

Sustaining ongoing school improvement is fundamental, and successful professional development is critical to supporting this need. Professional development will be assessed in terms of both content and process. The PD program will be evaluated regularly through end-of-event feedback and reflections, in which teachers share their learning and goals related to the meeting in various formats. Developing team dynamics requires regular investment of time and resources, but time invested ensures the quality of the professional development and its subsequent implementation. Teachers' concerns and needs will play a role in subsequent PD.

The content of PD will be evaluated against the annual and semester goals laid out previously. The goals and milestones will be used to evaluate our progress toward the long-term values and vision of the school, and the entire staff will play a role in collectively assessing the school's progress toward those values and vision. Each semester, the faculty will meet for several hours to revisit the Los Angeles River School's mission, vision, values, and goals, celebrate accomplishments, and identify new goals to work toward. Each semester, a combination of student, program, teacher, and school data, in conjunction with teachers' feedback, will be used to plan subsequent goals for the school.

- f. **Autonomy:** Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve instructional practice and student learning.

The Pilot autonomies for scheduling and professional development are vital to the ongoing operations of the Los Angeles River School. Our bell schedule allows for three hours per week of collaboration time and the content of our PD requires support and training.

6. Serving Specialized Populations

- a. **Special Education:** Explain how the proposed school will implement and monitor the special education compliance processes as well as instruction including assessment, Individualized Education Plans (IEP's) and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Please complete the plan in **Appendices C, D & E**

The Special Education Process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and 4) the IEP Review. We will adhere to the LAUSD Special Education Policies and Procedures Manual.

Equal Access. The Special Education law requires that public entities provide equal access for students regardless of disability. Our students with special needs or disabilities will participate in a fully inclusive model. They will enroll in A-G requirement courses in general education classes. Special Day Program students and students with moderate to severe disabilities will be supported to mainstream to the best of our and their ability. The student, his or her family and the IEP team will be responsible for determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based on student strengths, interests, and the ability to meet previously set goals.

Taylor Yard Schools Collaborative: Special Education

Students with special needs often require intensive, specialized support that is best provided in standalone classes. Depending on the sizes of these populations, we will work to make sure that together, the campus provides one or more ED, MR, CBI and autistic classrooms for to serve special needs students.

:: ArtLAB :: Los Angeles River School :: School of Technology, Business, and Education :: School of History and Dramatic Arts ::

Under Least Restrictive Environment (LRE) guidelines, students with intellectual deficiencies, physical handicaps, behavioral disorders or learning disabilities are served in the general education program and provided with adequate support to achieve educational success. The general education and Special Education teachers will collaborate on teaching strategies to best support their students.

We will establish enrollment practices that include easy access to the appropriate information and questions needed to determine students' education status. We will coordinate services with our feeder middle schools to ensure a smooth transition and availability of services for our students with IEPs or 504 plans in place.

Student Study Team. The appropriate assessment teams including a Student Study Team will be established to identify students in need of services. We will analyze assessments

and data to inform instruction and modify goals. Multiple paths will be developed to reach the standards, benchmarks, and graduation requirements.

We will adhere to all terms and conditions of the Special Education Modified Consent Decree, including compliance with the Annual Plan for achievement of specific outcomes. We shall adhere to any other court orders and/or consent decrees imposed upon LAUSD pertaining to special education. We will participate in the quality assurance process for special education including verification reviews, coordinated compliance self-review, complaints, and the local plan.

Inclusion. Because we will fully include students to the extent possible, we will, as a faculty, undertake professional development that will ensure that we all understand and can implement well accommodations and curriculum modifications needed to serve our students. We will provide support during recruitment, through implementation and into transition. We will hold high expectations for all students. We will adhere to the requirements of No Child Left Behind (NCLB) and the Individual with Disabilities Education Act (IDEA) which mandate that all students have access to the general education curriculum with highly competent teachers and quality instruction.

RTI. We will follow the practice of using Response to Intervention (RTI) and Differentiated Instruction (DI) to help students with IEPs achieve the goals by early intervention and adapting instruction to individual needs and learning styles. While RTI & DI assist all students, they are also effective for “special needs” students, ELLs, gifted, and talented and those students who learn in different ways. This is especially important in an inclusive, small school setting.

General education and special education teachers will co-teach academic classes in which mainstreamed students and general education students work together. This co-teaching is not limited to collaboration just between general education and special education teachers, but also is applied in an interdisciplinary manner between and among content area teachers including teachers in elective courses. Mainstreamed students will be members of the same interdisciplinary cohorts of students as general education students. Specialists and teachers work together to develop appropriate accommodations and modifications that are used to measure what students know and can do.

By the time a student has reached senior year there will be an Individual Transition Plan developed to assist in the transition to post-high school plans. We will also comply with requirements to establish extended school year services as needed to serve our students effectively.

We will focus on student empowerment, self-advocacy and social involvement. We will help students understand their disabilities and skills in self-advocacy in collaboration with their parents/guardians as integral parts of the educational team. We will offer an elective through the Learning Center for students who need intensive levels of intervention and specific instruction in learning strategies. Classes shall be organized based on the academic, transition and social needs of students with disabilities. Students will engage in peer learning and cross-age tutoring to support classroom learning.

We will be an active, cooperative learning environment that promotes group interaction and also provides a way to value the diverse nature of learners in the classroom. Cooperative learning activities supplement or enrich content by providing students with opportunities to practice new concepts, and also facilitate social interactions. In a cooperative discussion, students make connections between concrete and abstract levels of instruction. It also promotes peer-to-peer discourse and oral language development skills that are critical for students with varying disabilities.

Students will take an active role in the development, management, and promotion of their education. Each student with an IEP will take an active role in creating goals and advancing from his or her present levels of performance by collaborating with teachers in the collection of multiple assessments and the writing process for the IEP. IEP meetings will be student-led, with facilitation and guidance from IEP team members. Welligent will be used to develop, present, and monitor student IEPs and services.

7. Performance Management

- a. **Performance Goals and Metrics:** Each applicant team is required to set clearly measurable student performance goals and mission-specific goals that will measure the success of your innovative school program. Schools will use the Performance Management Matrix, which will be available on the Public School Choice website in the coming month to provide this information.

Not applicable (removed from RFP until school selections are finalized).

- b. **Rationale:** Discuss why the proposed school will track the mission-specific indicators selected

The faculty of the Los Angeles River School will set up and annually update targets for performance and accountability goals including student, faculty, and staff attendance, student course grades, CSTs, first time pass rate CAHSEE, and graduation rates. In order to set these targets we will monitor school level data, SIS data, and other District level data. Students' advisors will be accountable for maintaining a data "dashboard" and for helping their advisees to interpret and understand this information and how it relates to student academic achievement goals.

COMMUNITY INVOLVEMENT

8. Community Analysis and Context

- a. **Description:** Describe the community you seek to serve. Include an analysis of the strengths, assets, values and critical needs of the community. Discuss your rationale for selecting this community and why the proposed school aligns with community needs and expectations.

Community Analysis. The community that the Los Angeles River School will serve spans the Northeast Los Angeles neighborhoods of Atwater Village, Cypress Park, Elysian Valley, and Glassell Park which all lie along the Los Angeles River north of Downtown. These neighborhoods are primarily Hispanic, Filipino, and Asian in ethnicity with a smaller white population. Average household incomes range from \$40,000-\$50,000 yearly, and median household occupancy is average to high for the county. Forty to fifty percent of families own their homes, and about the same number are renters. The number of single parent households is average for the county. The number of people twenty-five and older who hold a four year degree is low to average, and in two of the neighborhoods the number of adults with less than a high school education is high for L.A. County.

Parents in this community care deeply about their children's education and recognize that academic achievement is the key to their children's success as adults. These Northeast L.A. neighborhoods have wanted and worked to obtain a local high school for many years, and are very invested in this project. Many families have lived here for generations; this multi-generational community base increases the stability of the community. Another great strength of this community is the wealth of resources available to our students: the business people, artists, and other adults who can help make clear the connections between school and the adult world of work. The community is also fortunate in its location: minutes away from one of the greatest and most diverse cities of the world and alongside a great natural resource, the L.A. River.

Identified Needs. Along with these strengths the community has some profound needs. Although all four neighborhoods have similar needs, for example increased community services, transportation, access to the arts, jobs growth in the community, and the development of local business, they have traditionally seen themselves isolated from one another to a great degree. The new high school will serve to unify these neighborhoods. The mixture of residences and industry presents another challenge. The communities in their master planning are attempting to mitigate the problems raised by this juxtaposition and maximize the potential benefits.

These Northeast L.A. neighborhoods need a great school. We want to be certain that the students who will be displaced from Franklin, Eagle Rock, and John Marshall High Schools will have an excellent school to attend. We know our students and community well. Most of us live in the school community or nearby neighborhoods. Several of us grew up and attended schools in

the neighborhoods served by the new school. All of us have spent years teaching students from these neighborhoods, and we are profoundly committed to serving this community.

Community Partnerships. We have established partnerships with community organizations which enrich our curriculum as well as help carry out the mission and vision of our partner organizations. We have commitments from organizations such as Friends of the L.A. River, Northeast Trees, Tree People, Descanso Gardens, the Environmental Justice Coalition for Water, and others. Community members will serve on our school governance councils and committees. The walls of our school will be “porous” encouraging lots of interaction between school members and the community outside the school to further the mission and vision of the school, for example, a technician or scientist from the California Science Center might work with the students and teachers during a semester theme involving the identification and quantification of populations of a particular river animal. Or a technician might serve as a model as we investigate the types of technical jobs available in the energy sector. Each of our themed units will involve community members as participants. We will also work with service providers such as Aztecs Rising to ensure a safe school campus, Los Angeles Educational Partnership to help us develop our professional development, curriculum, and assessments, health care providers, and programs such as GEAR-UP to help prepare our students for college attendance and to build the strength of our program.

- b. **Background/Support:** Describe your team’s history and experience serving this or a similar community. Demonstrate any existing connections or partnerships that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions or individuals that have pledged support for the proposed school.

All of our design team members currently teach at John Marshall; four of us teach students on C Track from which most of the students will be moving to the new school site. We know our students and community well. Most of us live in the school community or nearby neighborhoods. Several of us grew up and attended schools in the neighborhoods served by the new school. All of us have spent years teaching students from these neighborhoods, and we are profoundly committed to serving these communities. Few people know our students as well as we do. We know what they are good at, and we know their struggles, and we know how brilliantly they can succeed.

Los Angeles River School Partners: Descanso Gardens, Environmental Justice Coalition for Water, FoLAR, L.A. Conservation Corps, LAEP, North East Trees, The River Project, Tree People, Urban Semillas

9. Community Engagement Strategy

- a. **Engagement Plan:** Explain the team's vision for engaging the community and the underlying theory that supports it.

We envision the LA River School to be a “porous” campus, encouraging interaction between school members and the community outside the school. Learning will take place not only on campus and in classrooms from teachers but also *in* the community and *from* community members. The school is a place where the students’ academic achievement depends upon the connections we can help them draw between school and the adult work world. If we as teachers are the only adults they interact with for this, the only adult world of work they see is teaching. We need them to be aware of a broader range of adult work experiences than that we can provide with help from other adults in our community whose experiences cover a broad range. It is important for the community to interact with students, too. Adults outside schools often see teenagers as a problem; they need to be able to see young people the way we do: as interesting and interested young adults.

When students have opportunities to work alongside and learn from community members—scientists, business people, organizers, elders, parents, even children—in enriching contexts, they gain tremendous social capital. The relationships we develop with our community partners have a powerful capacity to reengage our students. Through civic engagement embedded within the coursework and facilitated by community-based organizations, students will have opportunities to develop a *critical civic praxis*. Through engagement with these ideas, social networks and experiences our students develop the motivation and skills to work to solve social and environmental problems (Ginwright, 2007).

- b. **Key Community Partnerships:** Discuss the specific ways in which community members will be included in the ongoing success of the proposed school. Describe the role of key community partnerships throughout the first five years of the school and explain 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing the cultivation of these partnerships. For elementary school applicants and applicants serving teen parents and their infants and toddlers, briefly describe how you will develop and cultivate community partnerships with early education programs and stakeholders.

We will invite community organizations and businesses to participate in the life of our school by being partners in planning, teaching and assessing each of our semester-long themes. We anticipate that these partners will collaborate with teachers and students to create the themes for each cohort/semester. Students enjoy working with adults from the community who bring experiences and talents from the “real” adult world into the classroom. For example, a technician or scientist from the California Science Center might work with the students and teachers during a semester theme involving the identification and quantification of populations of a particular

river animal. Or a technician might serve as a model as we investigate the types of technical jobs available in the energy sector.

We understand that education goes beyond the four walls of a classroom. Using the Epstein Model as a point of reference, to make a child successful in her schooling and later in life all stakeholders—parents, school and community—should not be isolated from one another but should overlap their duties to create one caring community (Epstein, 2002). We have modeled the Los Angeles River School around this principle. We know it is vital to include our community partners in the life and curriculum of the school because we want to show our students the profound impact of learning within real-world contexts.

Therefore, we have chosen partners who are committed to the communities of Northeast Los Angeles and who are willing to share their resources and expertise in educating our student population. Our partners, respected in the urban environmental movement, offer our students different perspectives in which to study the environment. When planning curriculum, we can organize our projects around a particular focus of our partners. For example, Friends of the LA River (FoLAR) has pre-existing curriculum on the history of the Los Angeles River. TreePeople's Generation Earth has worked with other LAUSD schools to start a recycling center on campus. LA Conservation Corps has a program educating secondary students on green jobs. All of these partners are dedicated to bringing programs such as these to the Los Angeles River School.

We have initiated meetings with several organizations, and they have received us enthusiastically. At our introductory meeting we shared our school's vision and explained the role a partner could play in enhancing our curriculum. To foster these partnerships, we will meet with individual organizations prior to the opening of the school to utilize their expertise on a particular environmental topic and work together to come up with a project for our students. We will invite our partners to our Monday staff meetings in order for our partners to be up-to-date with the happenings of the school. In addition, we will invite our partners to our Thursday grading sessions to give them an opportunity to see our students' work. Each grade-level team will have a liaison to a community partner in order for our partnerships to continually evolve and stay within the communication loop.

Community members will, of course, serve on our School Governing Council and its advisory bodies, ELAC and CEAC. We will seek out the elders of the communities we serve and invite their participation in our school life and governing bodies. Their input, experience, and authority will be important assets as we build a new school's reputation and form our identity. We expect to connect students to mentors from the community, and will seek community assistance for this. For instance, The River Project has a weekly senior group that meets at a park

adjacent to the school site to cultivate an area that they planted. We will reach out to this group to serve as mentors to our students bridging the age gap between the generations while connecting environmental stewardship to their own neighborhood. LD4 will be providing support to Taylor Yard schools to help develop integrated academic and tech core coursework, work-based learning and partnerships and support services.

Los Angeles River School Partners: Descanso Gardens, Environmental Justice Coalition for Water, FoLAR, L.A. Conservation Corps, LAEP, North East Trees, The River Project, Tree People, Urban Semillas. See Appendix C for letters of support.

GOVERNANCE, OVERSIGHT, AND LEADERSHIP

10. School Governance and Oversight

- a. **School Type:** Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?

The Los Angeles River School will be a small, autonomous Pilot school of 400-500 students and approximately 20 teachers. Using the Pilot school model, we will create a school that will ensure our students' high achievement; we understand and embrace the responsibilities that are inherent in a small school.

The Pilot model allows the people closest to the students to make the decisions that most directly affect student achievement. It provides the autonomy we need to make effective decisions about the daily school life of our students: about curriculum and assessments, instructional models and strategies, class offerings, budgets, staffing, yearly and daily schedules, and daily operations; this model allows us to rapidly alter practices when needed to improve student learning.

Our adapted Humanitas interdisciplinary teams, with a focus on multi-age classes, critical inquiry, and student voice are central in our instructional model. Building effective teams of teachers requires working together over years, and the efficacy of engaging semester-long units and projects requires buy-in by the teachers who create and refine them. Effective use of critical inquiry and differentiated instruction will require extensive collaboration and support.

Staffing autonomy. Finding and supporting teachers who embrace collaboration and sharing their craft with one another will be critical in order to maintain a faculty of teachers who embrace this difficult and time-consuming work.

Curriculum and Assessments. In a small school autonomy over curriculum and assessments is critical. We need to craft assessments that are integrated into our curricular units and to be able to make decisions about what classes to offer that will best fit our students' goals. Students who do not feel that assessments are authentic measurements of what they have learned are not always motivated to do their best, and we are not able to accurately measure their achievement.

Professional Development and Bell Schedule. To truly share responsibility for our students' achievement, to have the maximum impact on student achievement requires that teachers collaborate communities of instructional practice. Supporting these communities requires special master scheduling so that the right student-teacher class schedules are maintained and so that teacher teams have ample time for planning.

Governance. We need a governing structure that embraces and validates this professional collaborative work—rather than simply permits it. We believe so strongly in the impact of professional learning communities on student achievement that we are willing to embrace the work needed to be a Pilot school.

- b. **Applicant Team Capacity:** List the members of applicant team filing this proposal. Please be sure to include each person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in the proposed school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.

Our design team is comprised of teachers with a wealth of experience not only in teaching but also in school leadership. We are all experienced teachers; one has her National Board credential and another is a current applicant; most of us have the potential to quickly earn multiple credentials which we will do to increase scheduling flexibility; one member is a current doctoral student. We all have our CLAD credentials. Three of us have spent years as members and officers of school-level governing councils including School Site Council (SSC), Shared Decision Making Council (SDM), and Compensatory Education Advisory Council (CEAC). Several of us have out-of-classroom experience including Testing Coordinator, GATE Coordinator, SLC leadership and WASC Writing Team. Several of us were founding and sustaining members of SLCs.

More importantly, we know our students and community well. Most of us live in the school community or nearby neighborhoods. Several of us grew up and attended schools in the neighborhoods served by the new school. All of us have spent years teaching students from these neighborhoods, and we are profoundly committed to serving these communities. Few people know our students as well as we do. We know what they are good at, and we know their struggles, and we know how brilliantly they can succeed.

Design Team members (* denotes design team leader):

Tara Alton*, B.A. in Environmental Studies; 6 years' Biology and ICS teaching experience; advised JMHS Eco-Barristers club

Keiko Clampett, 7 years' middle and high school math teaching experience; fluent in Japanese

Mary Eckel, B.S. Biological Sciences; 10 years' teaching experience (5 years at a community college teaching Physiology and Microbiology; 5 years high school teaching Biology, AP Bio, and Physiology); member CMAST program at Loyola Marymount University

Beth Irizarry, M.A. in Film Critical Studies; English teacher with 9 years' experience; currently pursuing NBC; experience on SSC and SDM; SLC lead teacher

Leticia Ortiz, M.A. in Latin American Studies; 13 years' Social Studies experience

Paul Payne*, B.A.'s in Environmental Studies and Economics; M.A. Math Education; math teacher (9 years); Testing Coordinator (2 years); former SSC secretary (2 years); Humanitas Global Studies co-lead teacher (5 years); current doctoral student

Kristin Szilagyi*, English teacher with 24 years' experience; M.A. English Literature; NBC; English Department Chair, 7 years; SLC Lead Teacher, 3 years; SSC chairperson, 5 years; SDM, 2 years; WASC Leadership Committee (1 cycle) Writing Team (1 cycle); GATE Coordinator (2 years)

See Appendix I for Bios and Resumes of Design Team members.

c. School Governance and Oversight:

- i. Autonomy:** How will you use governance autonomy to create a culture of shared leadership and decision-making focused on high student performance?

At Los Angeles River School, we envision a shift from a participative model of democracy to a communitarian model, one in which decisions are made with input from all stakeholders, rather than through committees and false dialogue. As a Pilot school we can structure our day to provide for common meeting times, the discussions about how to govern the school will include everyone. The number of standing committees generally needed in a large school will be greatly reduced, and people will not feel distanced from information and decisions. A much larger percentage of our stakeholders will be members of the Governing School Council which will include School Site Council members, so the discussions at these meetings and the decisions made will not seem as distanced from the school community as a whole. Pilot autonomies will allow us to replace requirements with greater accountability, and the governance autonomy allows us to share the leadership needed to create innovative practices to ensure student high levels of achievement. This model puts the people closest to our students in leadership positions making the decisions that critically affect student engagement and achievement. We have developed a number of strategies to create the community of leadership that we need to foster:

Small Staff Size. Our staff will probably consist of a principal, a counselor, a secretary, and as many teachers as we can afford in our budget. Each teacher will teach only 3 classes on

our block schedule, allowing her time each day to share in the work necessary to create and sustain a small school. Monday morning meetings (using the 30-minute meeting structure outlined in section 5) will be used as time to identify important tasks that individual teachers need support and collaboration time to complete. For instance, the teacher in charge of testing might request help in preparing materials for an administration of the CAHSEE one week, and might offer her insights into the Title 1 budget the next week. Just as we use flexible, heterogeneous groups in our classrooms, we will similarly support new and veteran teachers in expanding their skill sets by collaborating on the essential tasks of creating and running a small school.

Interdisciplinary Teams. Small schools create a rich environment for teachers to take responsibility of student achievement, and this is even truer on a small, interdisciplinary team of four teachers and a shared cohort of 100 students. Teachers will share 18 weeks together on a team, first planning curriculum, assessments and projects together (prior to the unit), and collaboratively examining student work during their weekly, 90-minute team meetings. In these communities of instructional practice, teachers will support one another in their instructional and assessment practices, with the shared goal of preparing students for the culminating, interdisciplinary projects.

- ii. **School Level Committees:** Describe the decision-making bodies and general areas of decision-making responsibility for each body that will exist in the school. Detail how your school governance structure allows for a real and meaningful impact on school decision-making, and how they will interact with each other? Describe the process for gaining input from all stakeholder groups into decisions.

Governing School Council. The Governing School Council sets the school's vision, selects and evaluates the principal (with the Superintendent having final authority), determines the annual elect-to-work terms for UTLA members, and approves the annual budget. This council complies with the School Site Council Model in an approved Pilot School; the members of School Site Council vote on matters related to the Single Plan for Student Achievement and the categorical budgets, and the entire Governing School Council votes on other matters of school policy and operation. (See below for composition and membership.)

School Site Council and Advisory Councils. We anticipate that we will be a Title I school based upon our probable student population; we will not know our exact population until the attendance boundaries have been established by the District. Under Title I and State requirements we will establish our School Site Council and its advisory committees, the English Learners Advisory Council (ELAC) and the Compensatory Education Advisory Council (CEAC).

ELAC: The ELAC has the responsibility to advise and make recommendations to School Site Council on four legally required topics: a) the Single Plan for Student Achievement (SPSA), especially those sections related to English learners, b) needs assessments, c) a language census, and d) efforts to make parents aware of the importance of regular school attendance. SSC members will also be members of the Governing School Council.

CEAC: CEAC has the responsibility to a) advise and make recommendations in writing to School Site Council on the development of an effective educational program and plan that raises the achievement of disadvantaged students, b) participate in assessments of education needs, c) establish priorities, d) plan the educational program and budget resources, and e) evaluate the school and its academic effectiveness.

SCHOOL SITE COUNCIL: We will abide by the requirements for electing and operating these councils as described in Bulletin 4148.0 Advisory Committees and School Site Councils (SSC). Our SSC membership will be composed of the principal, teacher representatives, other school personnel, students, parents and community members. The council will be established to ensure parity between staff members and students, parents, and community members. SSC oversees the writing, maintenance, and annual review/revision of our Single Plan for Student Achievement and performs the yearly budget planning and approval needed to implement this plan. SSC members will also be members of the governing School Council. (See below.)

Building Council. Since the campus will be comprised of five autonomous small schools, we will also establish, along with the other schools, a Building Council and maintain a Site Operations Manager for oversight of campus operations. The Site Operations Manager will be responsible for the day-to-day operations of the campus. The Building Council will be responsible for supervision of campus-wide operations and collaborative decision-making about resource and space allocation. The campus-wide Building Council will be composed of the principal from each of the five schools. The Site Operations Manager will report to the Building Council. Members of this council will report back to their respective Governing School Councils.

Other Leadership. In our school, teachers will share leadership responsibilities with our Principal, and our students, parents, and community partners will sit on our governing councils ensuring high levels of input from all stakeholders. We will shift these administrative responsibilities periodically so that we build capacity among our staff and sustain distributed leadership which will ensure our school's success over the years through the inevitable changes in staffing. Because we will be a small faculty, everyone will be able to take on administrative tasks and this will build our individual and collective capacity. As needed, committees will be

established to carry out school operations, but these need not be standing committees. Membership on these committees will include representation from all our stakeholder groups.

- iii. **Governing Council:** Describe the composition of the Governing Council and the process for membership selection.

Our Governing School Council will be composed of the members of our School Site Council (which includes parents, students, teachers, other school personnel, and our Principal), four additional students elected from among the entire student body, and two to four community member volunteers (from community based organizations, institutions of higher learning, and/or members of the business community) approved by a vote of the members of the School Site Council. As a pilot school, our Governing School Council meets the categorical requirements for the School Site Council. Governing School Council members will discuss all issues, but only School Site Council members, per statutory requirements, will vote on the Single Plan for Student Achievement and the categorical budgets.

11. School Leadership

- a. **Principal Selection:** Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision. Additionally, describe the process that will be used to select the school leader. Please attach a job description for the Principal. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school.

As a Pilot school we will recruit an administrator with at least a Tier I credential to lead our school team as principal. The autonomy to make this selection ourselves is critical to our success as a small school. We will seek an administrator who understands the classroom and instruction, and who shares our vision. As the instructional leader and point-person of a small Pilot school, the principal of Los Angeles River School must be able to sustain the vision of the school in day-to-day operations and in long-term planning. The criteria for selecting a principal for Los Angeles River School are built around the Professional Standards for Principals:

- demonstrated knowledge of school operations, especially in a small school setting
- demonstrated commitment to the core beliefs of small school reform
- demonstrated belief and value for serving marginalized students
- experience leading and collaborating with teachers, especially around interdisciplinary teaching and curriculum development
- effective, collaborative leadership skills
- experience and interest in developing relationships with community organizations and members
- experience meeting the needs of English language learners
- experience and interest in developing interdisciplinary curriculum
- experience working with families and parents, particularly in communities of poverty
- appreciation for diversity

These desired characteristics are clearly aligned with the mission and vision of the school and support the educational plan. (See job description in Appendix E.)

The selection process for the principal will begin with a posting of the job description in February, after LAUSD school approves the proposal. Interviews will take place in March and be conducted by design team members, a community representative, a student representative and a parent representative. Final selection will be made in April and submitted for the superintendent's approval.

- b. **Leadership Team:** Identify any leadership positions beyond the principal position. Discuss the role the leadership team will play in the development, implementation and evaluation of the Instructional Program. Discuss how the leadership team will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.

As a small school, all faculty members will take on the responsibilities of leadership and share in the administration of the school. The initial design team, along with the principal, will play the lead role in establishing the new school, with the goal of including all staff in the critical roles for running the school. Instead of hiring a single lead teacher as a coordinator to oversee

multiple programs, we will distribute the roles and responsibilities of running the school among the entire staff. Each teacher will assume a role or project consistent with her/his area of experience or interest, and will collaborate with colleagues to fulfill her/his responsibilities.

Interdisciplinary teacher teams will design their curricular units and projects each year, meet weekly during the 18-week course, and assess the unit during and after the semester through collective examination of student work. Student feedback, community member feedback, and observations from faculty members (on other teams) and the principal will validate the team's evaluation of the unit. Each year, teams will update or re-design units, based on prior input and feedback, with the long-term goal of continually improving the school's instructional practices and curriculum.

At the end of each semester, the entire staff (and core community partners) will convene for a reflective retreat, at which we will revisit and update our mission, vision, values and goals based on ongoing evidence of student achievement.

- c. **Principal Evaluation:** Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.

Our Principal will be periodically evaluated annually by the staff, parents and students according to guidelines to be established. The Principal is evaluated by a Governing School Council Principal Evaluation Committee in concert with the local district. Like the Teacher Evaluation process outlined in section 12, the Principal Evaluation must be fair and rigorous and include multiple measures in determining competency. Using the recommendations of Teacher Effectiveness Task Force, the following explains how our school will evaluate our principal:

The Los Angeles River School will align our Principal's evaluation process to the California Professional Standards for Educational Leaders. We will adapt LAUSD's current form to evaluate principals to one created specifically for the principal at our school. Thus, we can assure that the Standards are rigorously implemented.

To make sure our Principal is meeting the profession's standards, we will evaluate him/her through various components. First, we will create an observation form for which his/her peers to evaluate him/her in meetings, walk-throughs of the school, or other capacities of the job. We will create evaluation forms from teachers and staff to give feedback to the principal several times throughout the year. We will also give our students and parents surveys several times throughout the year to give our principal feedback. Like the Task Force, we think it fair that our principal be evaluated using multiple factors. Please see Appendix E for a job description for the principal.

12. Staffing

- a. **Staffing Model:** Discuss the academic and non-academic staffing needs of the school from start-up through year five. Include all personnel along with the number and type of positions. Explain how the proposed staffing model aligns with the mission, vision and Instructional Program of the proposed school. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.

The Los Angeles River School will open with approximately 360 students in grades nine through eleven and fifteen teachers (not including the needed SDC special education teacher(s) who will be directly funded by LAUSD). The first year our staff will include 3 English, 3 math, 3 science, 2 social studies, 1 ESL, 1 World Language, 1 art, and 1 Physical Education teacher(s). A principal, a counselor, and a Senior Administrative Assistant will comprise our out-of-classroom staff. For the second year as we add a senior class, we will add one teacher in each of the core disciplines (English, math, science, and social studies) and 1 CTE credentialed teacher depending upon our needs assessment.

Our plan provides for extra science teachers because our environmental science focus means we will offer a rich array of science-related electives. All of our teaching staff will continually improve the skills we need to effectively engage our second language learners, so that once students move into core academic classes after completing their English Language Development sequence, we will be able to serve them well.

We anticipate that this level of staffing will serve us through our first five years unless student enrollment numbers for the entire school site change. The Governing School Council will review its staffing plans annually excessing or hiring staff to match student needs and interests.

Our Special Education staff, comprised of teacher(s) and aides, will be funded by LAUSD and the state and will depend upon our Special Education population once our attendance boundaries are established. As an internal applicant, special education services such as translators for IEPs, special education aides, and other services will be paid for and coordinated with the LAUSD Special Education Branch.

- b. **Recruitment and Selection of Teachers:** Describe the criteria the proposed school will use to select teachers, and explain how the criteria align with your school's unique mission and vision. Discuss the schools planned mix of experienced and new teachers as well as any unique considerations needed to support the school design.

As a small, autonomous school following the Pilot School model, the Los Angeles River School will follow the initial staffing procedures for new schools built to relieve overcrowded existing schools. The mix of new and experienced teachers hired for the academy will depend in part on the number of interested teachers from the relieved schools, Marshall, Franklin, and Eagle Rock.

It is critical that candidates embrace the mission and vision of our school, especially our environmental science focus. Teaching at the Los Angeles River School will require flexibility and a passion for innovation in education. Candidates must be willing to change their teaching practices if needed to conform with our instructional practices because they are integral to our program and the success of our students.

Criteria: All teacher candidates will:

- a) demonstrate mastery of their discipline content and be NCLB compliant;
- b) have a demonstrated interest in environmental studies;
- c) be eager to become experts at engaging and serving English Language Learners;
- d) be eager to become experts at using critical inquiry and project-based linked learning as their primary instructional strategies;
- e) be committed collaborators who will hold themselves accountable for rigorous interdisciplinary planning;
- f) be flexible, innovative, educators committed to the success of the students in our community;
- g) be aware of the importance of writing across the curriculum and willing to use discipline-specific and interdisciplinary writing as a form of summative assessment;
- h) be willing to take responsibility for supporting advisees from matriculation to graduation.
- i) be willing to sign our Elect-to Work Agreement and embrace the mission and vision of the Los Angeles River School

- c. **Autonomy:** How will you use staffing autonomy to create optimal learning-centered cultures for students? For Pilot School applicant teams, please attach a copy of your draft Election-to-Work Agreement that teachers will be required to sign.

The success of our program will depend upon finding and hiring teachers who feel passionate about our goals and who are committed to the success of our students. Too often teachers look first to student behaviors rather than to their own practice when students fail to achieve. We want to recruit teachers who feel as committed as the design team members about the achievement of our students. By requiring the fulfillment of duties and attitudes listed in the Elect-to-Work Agreement, we can ensure a high level of accountability for high expectations for our students and high levels of professional accountability.

- d. **Evaluation:** Describe the evaluation process for teachers. For internal applicant teams only, please discuss how your proposed evaluation process connects to and/or furthers the recommendations of the District's Teacher Effectiveness Task Force.

The Los Angeles River School will employ a rigorous and fair system to evaluate our teachers. We plan to build on the Stull Evaluation as part of the evaluation process, instituting a more holistic, authentic evaluation for our teachers. Using the recommendations of the Teacher Effectiveness Task Force, the following outlines our evaluation process:

Teacher Evaluations should include multiple measures or data points. Teachers will adhere to the guidelines set forth by the California Standards for the Teaching Profession (CSTP) when defining their individual goals and skill sets in their practice. We will create a rubric to help our teachers know exactly what will be asked of them during this process. While we know the main responsibility of observing a teacher's practice is an administrator, it is the vision of the Los Angeles River School to make teacher evaluation a collaborative one. Teachers, working in their interdisciplinary cohorts, will have opportunities to observe and evaluate their peers. We will work as a school to determine a fair and objective method for evaluation, such as protocols, rubrics, etc. and include the input of students, parents, and community partners. We will work on consensus building as a way to determine teacher effectiveness.

Once our Standards are set, we will include student outcomes as part of the evaluation. With student growth in mind, we will look at test scores, other student data, and student work to determine teacher performance. As a school, we value the whole person and do not view our students on test scores alone. When we evaluate teachers on student learning, we will take into consideration a variety of assessments given to students to get a sense of their teaching practices. We will examine lesson plans, culminating projects, observation notes, and teacher interviews.

We at the Los Angeles River School also value student voice. At the end of each course, students will be given a course evaluation to give their teachers feedback. We will also ask our students to evaluate their teachers at the end of the year using a student-friendly survey. Parents are also part of the process and will be given their own survey.

Without collaboration, the Los Angeles River School would not be able to maintain its vision and mission to educate all of its students. We see collaboration as intrinsic to our program, thus we know it must be a part of the evaluation process. We will adhere to Adaptive Schools and Critical Friends' protocols to make sure the process is fair and constructive.

The final piece to our teacher evaluation process is self-evaluation. Teachers will look at student data and their individual CSTPs at the beginning of the year to set goals and then repeat the process at the end of the year. Teachers will then assess their own practice.

Increase the number of rating categories (gradations) available. At the Los Angeles River School we see the limitations of the Stull Evaluation. We, like the Task Force, want to see a more complex rating system when evaluating teachers. We feel our in-house evaluation process will do just that.

Evaluation should have real ramifications. We are a team of professionals at the Los Angeles River School. The commitment and effectiveness of our teachers is critical to the success of our school. We see teachers as both team members and as individuals. We will support our teachers through the evaluation process and communicate to them areas of

improvement. Teachers will be given opportunities through peer assistance and mentoring to improve their teaching practice. We will have a panel to review teacher performance and will adhere to the language of UTLA contract for excessing. Failure to comply with the duties and responsibilities outlined in the Elect-to-Work Agreement will result in negative evaluations and excessing.

Professional Development and Support must be tied to evaluation. Our teachers will be changing their teaching practices dramatically within our innovative school, so professional development and support are crucial in making our teachers better educators. We will be developing new strategies for collaboration and multiage grouping therefore we need to assist our teachers with the needed resources and tools.

At the Los Angeles River School we do not view the evaluation process as punitive. Rather, it is a way our educators can grow and better serve our students. We will work together to make sure the process is fair, transparent, and constructive and that student achievement drives our instruction.

13. Finances

- a. **Financial Sustainability:** Discuss how your school will sustain its vision, mission and goals relying only on regular District funding or charter funding.

The mission and purpose of the Los Angeles River School is to prepare students for college and career through authentic, real-world learning. Our vision and goals are to do this through Linked Learning curriculum, interdisciplinary teaching, and meaningful interactions with teachers and community members. This mission and vision will guide us in developing our budget priorities each year. Our core focus as a school is on rigorous, relevant, real-world learning, and our budget will reflect this in terms of staffing, resources, and programs.

Our design team is experienced with SLC and non-profit funding structures and budgeting. (Paul Payne and Kristin Szylagyi, design team members, have ample experience with budgets. Paul has developed and monitored program budgets for Los Angeles Education Partnership for the past five years, Kristin oversaw a five-year, \$500,000 federal SLC implementation grant at Marshall HS.) We view financial sustainability from two lenses: (1) ensuring that adequate funding is focused on necessary programs and resources, and (2) eliminating wasteful, inefficient costs. Often, budgetary inefficiencies are created when budgeters allocate funding according to historical trends, not actual needs. By re-focusing funds away from time-consuming projects and activities of little use, staff time and energy are focused on the purposeful needs of the school, creating a dual savings.

- b. **Additional Funding:** To the extent that the implementation of your proposal requires additional resources beyond existing District or charter funding, please specify how the school plans to raise additional funds.

Teachers on the design team of the Los Angeles River School have a history of creative fundraising. In addition to the per-pupil District and categorical funding, we will secure additional support and funding through a variety of sources. First, our community partners bring resources and expertise to our instructional program at little or no cost. Each 18-week interdisciplinary cohort is partnered with a community partner—such as FoLAR, Northeast Trees, Urban Semillas, or LADWP—and we engage the partners in the development and implementation of our interdisciplinary end-of-unit projects. Community partners provide valuable expertise, resources, and support for project implementation, saving the school money and time in developing real-world, authentic curriculum. Further, we have learned that community organizations appreciate the small scale of our school; working with a team of four teachers and 100 students matches the scope and scale of their operations. We anticipate that, over time, community partners will begin to include our school in their grants and educational outreach plans, further improving the support we can expect from our partnership.

Secondly, we will pursue outside funding to augment our instructional program. Once we have developed our CTE pathways in Environmental Technologies, we will pursue Perkins

funding and California Partnership Academy (CPA) grants, if funding becomes available. In addition, we will actively pursue smaller grants to support our operations and programs. Some of the teachers on our design team are experienced grant-writers and will employ this expertise in seeking new sources of revenue.

Third, our partnership with Los Angeles Education Partnership and our network of Humanitas SLCs and Pilot schools will yield professional development opportunities and avenues for improving our work as a small school. We will utilize our myriad personal relationships with teachers and principals at other Pilot schools, education non-profits, the union, and LD4 to guide our development as a small school, saving time and human resources.

- c. **Autonomy:** Discuss how your proposed school will use budgetary autonomy granted via Transparent Budgeting to ensure that expenses are aligned with the mission, vision, instructional program and goals of the school. Please outline your school's priorities from start-up through year 5.

As an internal applicant, we will abide by the requirements laid out in the Transparent Budgeting process. Our primary goal in developing our budget each year will be to ensure the adequate staffing and support of our interdisciplinary teacher teams. In our first year, we will emphasize hiring teachers of the four core content areas. In subsequent years, we will focus on developing our CTE strand, supporting existing teachers as they pursue additional credentials and hiring teachers who are qualified to teach A-G, CTE courses in the Energy and Utilities sector.

- d. **Budget Development:** Describe the process for developing the annual school budget, ensuring input from a broad cross-section of stakeholders.

The Los Angeles River School will follow LAUSD governing guidelines when planning and implementing our annual school budget. We will set up separate bodies to ensure that all of our stakeholders have input. Our school's parents will have an opportunity to address budgetary issues through Compensatory Education Advisory Council (CEAC) and English Learners Advisory Committee (ELAC). Their recommendations will then be taken to Governing Council, comprised of all community stakeholders, where most budgets are passed. The focus of our budget will be to ensure the success of our students, therefore teacher teams will also have opportunities throughout the year to provide input. In order to achieve success and to ensure all stakeholders are included, the Los Angeles River School will adhere to the following timeline:

- August/September: Begin reviewing school budget
- October/November: Review budgets and make adjustments
- December/ January: Discuss and prioritize budget needs
- February/March: Principal presents draft budget from District's preliminary budget
- April/May: School ratifies budget for submission to District

IMPLEMENTATION

14. Implementation

- a. **Implementation Plan:** What elements of the school proposal will be implemented in the first year? How many years will it take to achieve the full scope of the proposal as written? Submit a timeline that outlines the rollout of all elements of the proposal from start-up through year 5. Attach **Appendix G**.

The Los Angeles River School will open with multi-age classes and students in grades 9 through 11, and will add grade 12 the following year. While it is our intent to implement most of the features outlined in this proposal (with the exception of a complete CTE pathway), we anticipate that our continuous cycle of improvement will yield regular changes and adaptations to our model and strategies.

Before the first year, we will begin the process of developing Linked Learning interdisciplinary curriculum and projects. Additionally, we will set up teacher teams to begin collaboration. We will spend Year One establishing our school identity and culture as well as cultivating our new community partners. Our Professional Development for the first year will be to focus on multiage groupings, differentiation strategies, project-based learning, critical inquiry, CTE requirements, and a Humanitas interdisciplinary unit training. By Year Two we hope to have more advanced PD on several of our teaching strategies, such as visiting the Multi-age Institute's workshop in the Summer of 2012 in Arizona. During Year Two we will implement CTE courses in environmental studies and begin the WASC Accreditation process. We hope that in the first five years we will complete, CTE-certified career pathway in environmental studies and ample community and business partners to engage our students in relevant work-based learning.

- b. **Waivers:** *For Internal Applicant Teams Only*

If an internal applicant team intends to alter any existing right of teachers provided under the Collective Bargaining Agreement (CBA) between LAUSD and UTLA, it must first secure a waiver of the Article and Section of the CBA that guarantees those rights.

As a Pilot applicant, we are not applying for any waivers from the Collective Bargaining Agreement at this time.

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School: Los Angeles River School			Grade: 9-12	
Team Members:		Beth	Mary	Keiko
Subject Area:		ELA(2)/Journalism	AP Biology/Chemistry(2)	Algebra I/ Algebra II/ Geometry
Community Partners:		Friends of the Los Angeles River, Urban Semillas, River Project, North East Trees		
Theme	Why are there no frogs in Frogtown? The history, ecology and revitalization of the Los Angeles River.			
Purpose	To understand the social justice and watershed dealing with water. To understand the history of water and the ideas behind privatization/waste management. To understand how water quality can affect humans, animals, and aquatic organisms.			
Student Outcomes				
Focus Standards	Biology: Ecology Standards: Changes in an ecosystem can cause changes in the biodiversity of the system: 6a, 6b, 6c, 6d, 6e, 6f, 6g Biology: Evolution: Natural selection can affect a population and variation within a species in essential to a species survival 7a, 7c, 7d, 8a, 8b			
Understandings	<i>Students will understand that...</i> Water quality is important for all people no matter their social standing. How the water cycle works and what can affect it. That the quality of water can have multiple affects on the surrounding environment.		Essential Questions	
	<i>Students will know and be able to...</i> Test water samples for contaminants. Compare/contrast tap, well, and bottled water. What happened to the frogs in Frogtown.			
Final Project	Design a revitalization plan for the Los Angeles River. Present and defend your plan to a panel.			

School: Los Angeles River School				Grade: 9-12	
Team Members:		Kristin	Tara	Paul	TBA
Subject Area:		ELA (2)/ Writing Workshop	Environmental Technology/Biology (2)	Statistics/ Algebra I/ Algebra II	World History/ US History/ Women's Studies
Community Partners:		Figueroa Produce, The Garden School Foundation, Descanso Gardens, Farm Lab, Slow Foods Los Angeles			
Theme	Food and Sustainability: Investigating the social, economical and ecological impact of the food we eat!				
Purpose	To understand the impact of the food choices we make on our area/world and how technology in food production has impacted both human health and environment.				
Student Outcomes					
Focus Standards	(CTE) Technology: Understanding and using different types of lab equipment and technology from the past and present: 4.1, 4.2, 4.3, 4.4, 4.5, 4.6 (CTE) 1.3 History-Social Science: Technology and growing cities effect the on the American landscape: 11.5, 11.5.7				
Understandings	Students will understand that... The food choices we make can have consequences both socially and economically. How food production/farming has changed in Los Angeles and California.		Essential Questions Where does our food come from? Has our food consumption (they way we eat) changed through time? Has our health changed based on diet and nutritional changes through time? What is the true cost of food?		
	Students will know and be able to... Make informed choices about the food they eat. Compare/contrast local and global food systems.				
Final Project	Find the carbon footprint of the school menu (lunches). Design a more ecologically friendly menu to reduce the carbon footprint of our school. Present and defend your menu to a panel.				

**Los Angeles River School
Potential Course Offerings**

English	Mathematics	Social Studies
English 9, 10	Algebra 1, 2	Geography
American Literature	Geometry	AP / World History
AP Language	Statistics	AP / US History
Expo. Comp / Modern Lit.	Number Theory	AP / American Government
AP Literature	Trigonometry / Pre-Calculus	Economics
Writing Lab	AP Statistics	Women's Studies
Journalism		
Debate		
Science	Other Subjects	
AP / Biology	Plant and Soil Science	French 1, 2, 3
Chemistry	Earth Science	Physical Education 1, 2
Physics	Physical Geology	Drawing
Env. Tech 1 (CTE intro)	AP / Environmental Studies	
Env. Tech 2 (CTE capstone)	Marine Biology	

Additional 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.*

Course Title: [Biology]

Week	Major Concepts	Focus Standards	Projects / Strategies	Assessments
1 2	Organic Molecules	<u>Standard Set 1: Cell Biology:</u> 1h <u>Investigation and Experimentation:</u> 1a, 1c, 1d, 1f (revisited throughout the course)	<ul style="list-style-type: none"> • Lab: "What's in my food?" • Cubes • Identifying Biological Molecules • "Design a menu"/Inventory of my fridge (nutrition guide) 	<ul style="list-style-type: none"> • Lab analysis • Journals • Quizzes
3 4	Cell types and Processes	<u>Standard Set 1: Cell Biology:</u> 1a, 1b, 1c, 1e, 1f, 1g, 1i*, 1j*	<ul style="list-style-type: none"> • Enzyme Liver lab • Toothpickase activity • Cells under the microscope • Diffusion and Osmosis egg lab • Photosynthesis and Respiration lab • Cell analogy project 	<ul style="list-style-type: none"> • Enzyme Inquiry presentations • Journals • Cell analogy gallery walk • End of Unit Exam
5 6	DNA and Protein Synthesis	<u>Standard Set 1: Cell Biology:</u> 1d <u>Standard Set 4: Genetics (Molecular Genetics):</u> 4a, 4b, 4c, 4d, 4e, 4f*	<ul style="list-style-type: none"> • Identifying the Structure the structure of DNA • DNA extraction • Bart Simpson mutation • Protein synthesis role playing analogy • School CSI 	<ul style="list-style-type: none"> • CSI Lab report • DNA model • RNA resume • Journals
7	Biotechnology	<u>Standard Set 5: Genetics (Biotechnology):</u> 5a, 5b, 5c, 5d*, 5e*	<ul style="list-style-type: none"> • DNA gel lab • Bioluminescent gene lab • Transgenic advertisement 	<ul style="list-style-type: none"> • Lab analysis • Journals • Transgenic presentations • End of Unit exam

8	Cell cycle (Mitosis and Meiosis)	<u>Standard Set 2: Genetics (Meiosis and Fertilization):</u> 2a, 2b, 2c, 2d, 2e,	<ul style="list-style-type: none"> Human Karyotype activity Stickosomes Mitosis slides Meiosis flipbook 	<ul style="list-style-type: none"> Karyotype analysis Lab Discussions Journals
9	Mendelian genetics	<u>Standard Set 3: Genetics (Mendel's Laws):</u> 3a, 3b, 3c*, 3d*	<ul style="list-style-type: none"> Mendel letter Punnett Squares 	<ul style="list-style-type: none"> Personal Pedigree Monohybrid cross races
10 11	Genetics and Inheritance	<u>Standard Set 2: Genetics (Meiosis and Fertilization):</u> 2d, 2e, 2f, 2g <u>Standard Set 4: Genetics (Molecular Genetics):</u> 4a, 4d,	<ul style="list-style-type: none"> Decisions, Decisions Dihybrid fastplants broccoli lab Spongebob Genetics Oompah Loopah Genetics Hospital Mix-up? (Blood types) 	<ul style="list-style-type: none"> Decisions performance Journals Group discussions Fast plants Lab Report End of Unit Exam
12 13 14	Evolution	<u>Standard Set 7: Evolution (Population Genetics):</u> 7a, 7b, 7c, 7d, 7e*, 7f* <u>Standard Set 7: Ecology (Speciation):</u> 8a, 8b, 8c, 8d, 8e, 8f*, 8g*	<ul style="list-style-type: none"> Spore project California Salamander Speciation Whale Evolution Bird Beak Natural selection lab The fate of the Teddy Graham Darwin Letter 	<ul style="list-style-type: none"> Spore Journals Lab Analysis Lab Discussions PSA on an endangered species End of Unit Exam

15 16	Ecology	<p><u>Standard Set 6:</u> <u>Ecology:</u> 6a, 6b, 6c, 6d, 6e, 6f, 6g*</p>	<ul style="list-style-type: none"> • Ecology of our school • Turkey trouble • Rewrite The Lorax • Cycles Posters/ games • Bottle Biology 	<ul style="list-style-type: none"> • Game Analysis/comic write-up • Journals • Lorax • Presentation • End of Unit Exam
17 18	Physiology	<p><u>Standard Set 9:</u> <u>Physiology</u> <u>(Homeostasis):</u> 9a, 9b, 9c, 9d, 9e, 9f*, 9g*, 9h*, 9i*</p> <p><u>Standard Set 10:</u> <u>Physiology (Infection and Immunity):</u> 10a, 10b, 10c, 10d, 10e, 10f*</p>	<ul style="list-style-type: none"> • Lung capacity lab • Urine analysis • Reaction time • Microbiology Immue system lab • Immune system comic strip • Dissection • Amylase lab 	<ul style="list-style-type: none"> • World Body brochure • Lab Analysis • Lab • Discussions • Urinalysis • Doctor Letter • End of Unit Exam

Course Title: [Environmental Technology]

CTE: Standards B. Energy and Environmental Technology Pathway

Week	Major Concepts	Focus Standards	Projects / Strategies	Assessments
1 2 3 4	Natural Resources and Sustainability	<u>California Standards</u> <u>Earth Science:</u> 4b <u>CTE Standards:</u> B1.1, B1.3	<ul style="list-style-type: none"> Raw materials: production, use, material Economic externalities Cause for environmental problems 4 scientific principles of sustainability What is green? Ecological footprint analysis 	<ul style="list-style-type: none"> Discussions on sustainability “Green” Posters Footprint Presentations Journals
5 6 7	Introduction to Energy	<u>California Standards</u> <u>Physics:</u> 3a, 3b, 3c, 3d, 5a, 5b, 5c <u>Chemistry:</u> 4a <u>CTE Standards:</u> B2.1, B2.2, B2.3, B4.1	<ul style="list-style-type: none"> Define energy Kinetic and potential energy Laws of thermodynamics Measuring energy Principles of electricity Voltage, Current, Resistance (Ohm’s Law) Power 	<ul style="list-style-type: none"> Light bulb comparison (CFLs v old school) analysis Lab analysis Lab discussions Journals
8 9 10	Fossil Fuels and Climate Change	<u>California Standards:</u> <u>Earth Science:</u> 4b, 4c, 5a, 6b, 6c, 6d* , 8b <u>CTE Standards:</u> B1.3, B2.4, B2.5, B4.4	<ul style="list-style-type: none"> Fossil fuel resources Carbon usage Environmental advantages/disadvantages of fossil fuels Global Warming and evidence Greenhouse gases and Greenhouse effect Reducing climate change Careers 	<ul style="list-style-type: none"> Family carbon usage News “show” on Climate Change Global Warming comic book Greenhouse discussion/debate Career presentation Journals
11 12 13	Renewable Energy and Energy Efficiency	<u>California Standards</u> <u>Earth Science:</u> 4a <u>CTE Standards:</u> B1.1, B1.2, B2.4, B2.5, B2.6, B4.3	<ul style="list-style-type: none"> Types of renewable energy (solar, wind, hydro) Smart grids Buildings and product efficiency (LEED) Architecture, construction, 	<ul style="list-style-type: none"> Presentation on renewable energy source Journals Neighborhood energy analysis

			<ul style="list-style-type: none"> • maintenance process • Residential energy use 	
14 15 16	Water Conservation and Reuse	<u>California Standards</u> <u>Biology:</u> 6d <u>CTE Standards:</u> B3.1, B1.2, B1.3	<ul style="list-style-type: none"> • Comparative water usage • Storm water capture and reuse • Recycled/reclaimed water • Purple pipe and gray water systems • School water audit 	<ul style="list-style-type: none"> • Water audit analysis • Journals • Family water analysis • Purple pipe debate
17 18	Low Impact Development	<u>California Standards:</u> <u>Biology:</u> 6b <u>CTE Standards:</u> B1.2, B1.3	<ul style="list-style-type: none"> • Low impact development principles • California friendly plants • Organic growing and sustainable landscaping 	<ul style="list-style-type: none"> • Design a community garden/park • Journals

Course Title: [The Impact of Energy on the Environment]
 CTE: Standards B. Energy and Environmental Technology Pathway

Week	Major Concepts	Focus Standards	Projects / Strategies	Assessments
1	Introduction to Energy	California Standards	<ul style="list-style-type: none"> Define energy Kinetic and potential energy Laws of thermodynamics Measuring energy Principles of electricity Voltage, Current, Resistance (Ohm's Law) Power 	<ul style="list-style-type: none"> Electrochemical Cell (the \$0.06, \$0.11, and the Gerber baby food jar- utm.edu) Unit Test
2		Physics: 3a, 3b, 3c, 3d, 5a, 5b, 5c		
3		Chemistry: 4a		
4		CTE Standards: B2.1, B2.2, B2.3, B4.1		
5	Fossil Fuels and Climate Change	California Standards:	<ul style="list-style-type: none"> Fossil fuel resources Carbon usage Environmental advantages/disadvantages of fossil fuels Global Warming and evidence Greenhouse gases and Greenhouse effect Reducing climate change Careers 	<ul style="list-style-type: none"> Find your Carbon Footprint Think Globally Act Locally (Ohio Education Association) Unit Test
6		Earth Science: 4b, 4c, 5a, 6b, 6c, 6d*, 8b		
7		CTE Standards: B1.3, B2.4, B2.5, B4.4		
8	Energy Generation and Distribution	California Standards:	<ul style="list-style-type: none"> Fuels and combustion Transmission grid Power plants Nuclear Energy storage Utility careers 	<ul style="list-style-type: none"> Presentation on utilities career Unit Test
9		Earth Science: 4b, 4c, 5a, 6b, 6c, 6d*, 8b		
10		CTE Standards: B3.1, B2.5, B3.1, B3.3, B3.3		
11	Renewable Energy	California Standards:	<ul style="list-style-type: none"> Wind Solar Hydro Biomass Distributed generation Smart grid 	<ul style="list-style-type: none"> Presentation on energy source (choose 1) Build a fuel cell Unit Test
12		Earth Science: 4a, 6d		
13		CTE Standards: B1.1, B1.2, B1.3, B2.5		

14 15 16	Energy Efficiency	<p><u>California Standards:</u> <u>Earth Science:</u> 4a <u>Physics:</u> 3a, 3b, 3a</p> <p><u>CTE Standards:</u> B1.1, B1.2, B2.4, B2.5, B2.6, B4.3</p>	<ul style="list-style-type: none"> • Heat transfer in buildings • Buildings and product efficiency (LEED) • Architecture, construction, maintenance process • Residential energy usage • Products and appliances life cycle impact • Green Jobs 	<ul style="list-style-type: none"> • Green job presentation • Energy Star, does it really work? • Unit Test
17 18	Culminating Project	<p><u>Apply all Standards Learned</u></p>	<ul style="list-style-type: none"> • Siemens We Can Change the World competition 	<ul style="list-style-type: none"> • Project for Competition

Course Title: [Algebra 1]

Week	Major Concepts	Focus Standards	Projects / Strategies	Assessments
1	Arithmetic properties (ratio, proportion, direct and inverse variation)	1.0, 1.1, 2.0, 6.0	Investigations, discovery, and exercises	Quiz
2	Arithmetic properties (reciprocal, and order of operation)	2.0, 25.0, 25.2, 25.2	Investigations, discovery, and exercises	Chapter test or project
3	Solving linear equations and inequalities	4.0, 5.0, 6.0, 10.0, 15.0	Investigations, discovery, and exercises	Quiz
4	Graphing linear equations	5.0, 6.0	Investigations, discovery, and exercises	Chapter test or project
5	Writing linear equations (slope and slope-intercept form)	5.0, 7.0	Investigations, discovery, and exercises	Quiz
6	Writing linear equations (point-slope form and standard form)	1.0, 7.0, 8.0, 11.0, 15.0	Investigations, discovery, and exercises	Chapter test or project
7	System of linear equations	9.0, 15.0, 25.3	Investigations, discovery, and exercises	Quiz
8	System of inequalities	5.0, 6.0, 9.0, 25.3	Investigations, discovery, and exercises	Chapter test or project
9	Properties of exponents (exponential equations, scientific notations, growth/decay)	2.0, 10.0, 16.0	Investigations, discovery, and exercises	Chapter test or project
10	Operations of polynomials	10.0	Investigations, discovery, and exercises	Quiz
11	Factoring polynomials	11.0, 14.0	Investigations, discovery, and exercises	Chapter test or project
12	Graphing quadratic equations (vertex and roots)	21.0	Investigations, discovery, and exercises	Quiz
13	Writing quadratic equation (general form and factor form)	1.1, 11.0, 12.0, 14.0, 22.0	Investigations, discovery, and exercises	Quiz
13	Solving quadratic equations (factoring, completing square, and quadratic formula)	14.0, 19.0, 20.0, 22.0	Investigations, discovery, and exercises	Chapter test or project
14	Functions (graphs, notations, and parabola)	16.0, 17.0, 18.0, 24.3	Investigations, discovery, and exercises	Quiz
14	Functions (absolute-value, cubic, and rational)	2.0, 3.0, 11.0, 12.0, 13.0, 16.0, 21.0	Investigations, discovery, and exercises	Chapter test or project
15	Transformations (translating graphs, reflecting graphs)	4.0, 5.0, 9.0, 13.0, 21.0	Investigations, discovery, and exercises	Quiz

16	Transformations (stretching and shrinking, and matrices)	9.0, 13.0	Investigations, discovery, and exercises	Chapter test or project
17	Introduction to geometry (midpoint, the Pythagorean theorem, distance formula)	2.0, 8.0, 10.0, 22.0, 24.0, 24.1	Investigations, discovery, and exercises	Chapter test or project
18	Review for final		Exercises for review	Final Exam

Course Title: [algebra 2]

Week	Major Concepts	Focus Standards	Projects / Strategies	Assessments
1	Linear equations (solve, graph and write linear equations)	1.0	Investigation, discovery, and exercises	Chapter test or project or quiz
2	Inequalities and absolute-value (solve and graph)	1.0	Investigation, discovery, and exercises	Chapter test or project or quiz
3	System of linear equations and inequalities	2.0	Investigation, discovery, and exercises	Chapter test or project or quiz
4	Operations of polynomials (synthetic division)	3.0	Investigation, discovery, and exercises	Quiz
5	Factoring polynomials	4.0	Investigation, discovery, and exercises	Chapter test or project
6	Rational expression	7.0	Investigation, discovery, and exercises	Chapter test or project or quiz
7	Complex numbers	5.0, 6.0, 8.0	Investigation, discovery, and exercises	Chapter test or project or quiz
8	Solving quadratic equations (factoring, completing the square and the quadratic formula)	8.0, 17.0	Investigation, discovery, and exercises	Quiz
8	Graphing quadratic functions (roots, vertex and vertex form)	9.0, 10.0	Investigation, discovery, and exercises	Chapter test or project
9	Exponents (properties, zero and negative, and scientific notation)	7.0	Investigation, discovery, and exercises	Quiz
10	Exponential functions (graph, write the equation, growth and decay)	12.0	Investigation, discovery, and exercises	Chapter test or project
11	Logarithm (graph, solve, and properties)	11.0, 11.1, 11.2, 13.0, 14.0	Investigation, discovery, and exercises	Chapter test or project
12	Probability (permutation, combination, the binomial theorem)	18.0, 19.0, 20.0	Investigation, discovery, and exercises	Quiz
12	Probability (independent events and conditional)	PS 1.0, PS 2.0	Investigation, discovery, and exercises	Chapter test or project
13	Statistics (variance and standard deviation)	PS 7.0	Investigation, discovery, and exercises	Quiz
14	Sequences and series (arithmetic and geometric)	22.0, 23.0	Investigation, discovery, and exercises	Chapter test or project
15	Conic sections (circles, ellipses, hyperbolas, parabolas)	16.0, 17.0	Investigation, discovery, and exercises	Chapter test or project

16	Functions and transformations	9.0, 24.0	Investigation, discovery, and exercises	Chapter test or project
17	Matrices	2.0	Investigation, discovery, and exercises	Chapter test or project
18	Review for final exam			

Course Title: WORLD HISTORY AB

Week	Major Concepts	Focus Standards	Projects / Strategies	Assessments
1	Development of Western Political Thought	10.1.1, 10.1.2, 10.1.3	<ul style="list-style-type: none"> Brainstorm: Ideas about government Journals Guided readings & timeline Jigsaw Philosopher readings 	<ul style="list-style-type: none"> Philosopher Press Conference Philosopher Test
2-4	Enlightenment & Revolution: American & French Revolutions	10.2.1, 10.2.2, 10.2.3, 10.2.4, 10.2.5	<ul style="list-style-type: none"> Journals, group, & whole class discussions: Human nature & Can people be trusted to govern? What does it say? Mean? Matter?: Democratic Ideals Guided readings Analyze Primary Sources of the American & French Revolutions 	<ul style="list-style-type: none"> French Revolution Story Book Essay: Global Impact of the American/French Revolutions Unit Exam
5-6	The Industrial Revolution	10.3.1, 10.3.2, 10.3.3, 10.3.4, 10.3.6	<ul style="list-style-type: none"> Brainstorm: What is a Revolution? Journal: How would your life be different if you lived in a pre-industrial society? Overview of major inventions of the Industrial Revolution Economic Systems Survey Economic Philosophies & Systems Definitions & Timeline Rock, Paper, Scissors: Marx's Theory of Capitalism Guided readings Evidence-based class discussion: Is capitalism good for the poor? 	<ul style="list-style-type: none"> Editorial: Effects of the Industrial Revolution Unit Exam

7-8	Imperialism	10.4.1, 10.4.2, 10.4.3, 10.4.4	<ul style="list-style-type: none"> Imperialism motives & Primary Source analysis Africa Natural Resources map Scramble for Africa Map Imperialism World Map British Imperialism in India Analyze Imperialism in Political Cartoons 	<ul style="list-style-type: none"> White Man's Burden: The Expansionist/Anti-Imperialist Debate at the Turn of the Century Unit Exam
9-10	Causes & Effects of World War One	10.5.1, 10.5.2, 10.5.3, 10.5.4, 10.5.5, 10.6.1, 10.6.2, 10.6.3, 10.6.4	<ul style="list-style-type: none"> Alliance simulation game Evidence-based simulation: The July Crisis, Can you stop the Great War? Guided readings Journals Analyze primary sources WWI Web-Quest Critical Inquiry of Propaganda Posters from WWI Paris Peace Conference: Students write Treaty to End WWI 	<ul style="list-style-type: none"> Letter from the Trenches Unit Exam
11-12	Rise of Totalitarian Governments after World War One	10.7.1, 10.7.2, 10.7.3	<ul style="list-style-type: none"> Dictators? Anticipatory Chart Research & create skits on the causes & major events of the Russian Revolution Say-Mean-Matter: Totalitarian terms Document-based question: Stalin, Evaluation of His Leadership Guided readings on Stalin, Hitler, & Mussolini Web Quest: Rise of Hitler 	<ul style="list-style-type: none"> Unit Exam
13-14	Causes & Consequences of World War Two	10.8.1, 10.8.2, 10.8.3, 10.8.4, 10.8.5, 10.8.6, 10.9.8	<ul style="list-style-type: none"> Evidence-based prediction and action activity: How will your nation react? Document-Based Question: World War II, 	<ul style="list-style-type: none"> Unit Exam

			<ul style="list-style-type: none"> The Road to War The Holocaust, oral histories 	
15-16	The Cold War	10.9.1, 10.9.2, 10.9.3, 10.9.4, 10.9.6, 10.9.7	<ul style="list-style-type: none"> Document-based question: The Cold War Begins The Nuclear Game: How close was it? Web quest: Voices from the Past El Salvador and the Cold War 	<ul style="list-style-type: none"> Jigsaw: Students research & present a “hot” spot of the Cold War Unit Exam
17	Nation-Building in the Contemporary World	10.10.1, 10.10.2	<ul style="list-style-type: none"> Document-based question: Decolonization & Revolution, 1945-1975 Nation-building in the post-colonial world 	<ul style="list-style-type: none"> Unit Exam Project
18	Review		<ul style="list-style-type: none"> Review for final Present final project 	FINAL EXAM/PROJECT

Course Title: Expository Reading and Writing Course

Week	Major Concepts	Focus Standards	Projects / Strategies	Assessments
1-3	MODULE 1 FAST FOOD: WHO'S TO BLAME?	WA1.0, 1.1, 1.2, 1.3, 2.2, 2.3 RC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 WS 1.0, 1.1, 1.3, 1.7	Cause/Effect Chart Quickwrite Surveying the Text Prediction Semantic Map Vocab Self-Assessment Chart First Reading Annotating Structure of Text Cloze Activity Peer Response Ethos, Pathos, Logos Pre-writing Thesis Revision	Whole-group Discussion Small-group Discussion In-class Essay Rubric/Evaluation Portfolio
4-5	MODULE 2 GOING FOR THE LOOK	WA1.3, 2.3 RC 2.1, 2.2, 2.3 WA 1.0 WS 1.0, 1.1, 1.7	Quickwrite Vocab Self-Assessment Semantic Map Analyzing Stylistic Choices Peer Response Pre-writing Thesis Revision	Whole-group Discussion Small-group Discussion In-class Essay Rubric/Evaluation Portfolio
6-7	MODULE 3 THE RHETORIC OF THE OP-ED PAGE: ETHOS, LOGOS, AND PATHOS	WA 1.0 1.1, 1.2, 1.3, 2.4 RC 2.1, 2.2, 2.3 LR 3.3 WS 1.0, 1.1, 1.7	Introducing Key Concepts Surveying the Text Making Predictions Cognitive Map Read for Understanding Analyzing Stylistic Choices Ethos, Pathos, Logos Pre-writing Thesis	Whole-group Discussion Small-group Discussion In-class Essay Rubric/Evaluation Portfolio

			Revision	
8-9	MODULE 4 THE VALUE OF LIFE	WA 1.0, 1.1, 1.2, 2.3 RC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 WS 1.0, 1.1, 1.7	Quickwrite Concept Map Surveying the Text Key Vocabulary: Antonyms Read for Understanding Thinking Critically Charting Multiple Texts Strategic Marking of Text Pre-writing Thesis Revision	Whole-group Discussion Small-group Discussion In-class Essay Rubric/Evaluation Portfolio
10-11	MODULE 5 RACIAL PROFILING	WA 1.0, 1.3, 2.3 RC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 LR 3.3 WS 1.0, 1.1, 1.7	Quickwrite Anticipation Guide Cubing Activity: Graphic Organizer Reciprocal Teaching Structure of Text Ethos, Pathos, Logos Writer's Purpose Pre-writing Thesis Revision	Whole-group Discussion Small-group Discussion In-class Essay Rubric/Evaluation Portfolio
12-13	MODULE 6 JUVENILE JUSTICE	WA 1.0, 1.3, 2.3 RC 2.1, 2.2, 2.3 LR 3.3 WS 1.0, 1.1, 1.7	Quickwrite Legal Terms Matching Activity Predicting Semantic Map Vocab Self-Assessment Looking Closely at Lang. Clustering Web Work Pre-writing Thesis Revision	Whole-group Discussion Small-group Discussion In-class Essay Rubric/Evaluation Portfolio

14-16	<p>MODULE 7</p> <p>THE LAST MEOW</p>	<p>WA 1.0, 1.1, 1.2, 2.3</p> <p>RC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> <p>SA 2.1</p> <p>WO 1.1</p> <p>WS 1.0, 1.1, 1.7</p>	<p>Quickwrite</p> <p>Semantic Map</p> <p>Predicting</p> <p>Script Writing</p> <p>Key Vocabulary</p> <p>Read Aloud</p> <p>Analyzing Stylistic Choices</p> <p>Language and Structure</p> <p>Critical Vocabulary</p> <p>Ethos, Pathos, Logos</p> <p>Pre-writing</p> <p>Thesis</p> <p>Revision</p>	<p>Whole-group Discussion</p> <p>Small-group Discussion</p> <p>In-class Essay</p> <p>Rubric/Evaluation</p> <p>Portfolio</p>	
17-18	<p>MODULE 8</p> <p>INTO THE WILD</p> <p>By Jon Krakauer</p>	<p>WA 2.2, 2.3, 1.0, 1.1, 1.2</p> <p>LS 1.4</p> <p>RC 2.1, 2.3</p> <p>LR 3.2, 3.3</p> <p>WS 1.0, 1.1, 1.7</p>	<p>Quickwrite</p> <p>Write Scenarios</p> <p>Surveying the Text</p> <p>Prediction</p> <p>Concept Dictionaries</p> <p>Say, Mean, Matter</p> <p>Annotating Text</p> <p>Think Aloud</p> <p>Gist</p> <p>Chunking</p> <p>Connotation / Denotation</p> <p>Structure of Text</p> <p>Summarizing</p> <p>Ethos, Pathos, Logos</p> <p>Pre-writing</p> <p>Thesis</p> <p>Revision</p> <p>Documentation</p>	<p>Whole-group Discussion</p> <p>Small-group Discussion</p> <p>In-class Essay</p> <p>Rubric/Evaluation</p> <p>Portfolio</p>	



LOS ANGELES UNIFIED SCHOOL DISTRICT

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

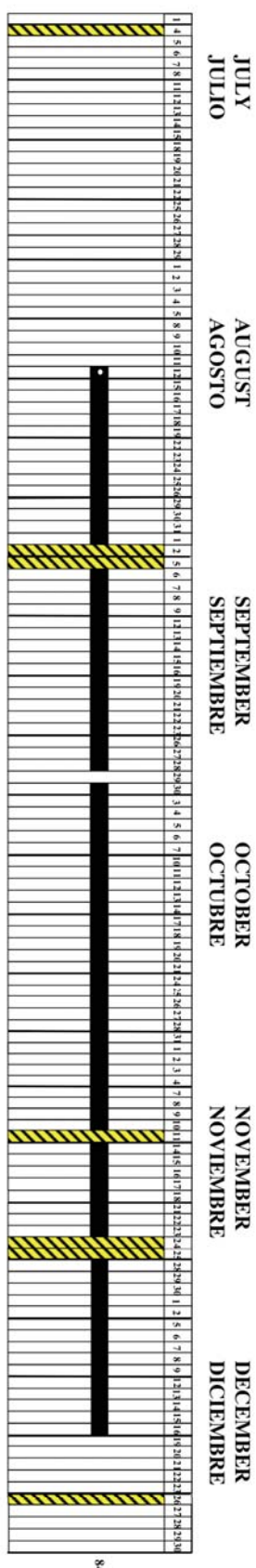
HOLIDAY
DÍA DE FIESTA
DATE
10/18/2010

□ Pupil Free Days Friday,
August 12, 2011 and
Monday, June 4, 2012
* If a school selects Monday,
January 9, 2012 as a Pupil Free
Day, then Monday, June 4, 2012
becomes an Instructional Day

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2011-2012

CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN

TENTATIVE



IMPORTANT DATES:

07-04-2011	Independence Day	11-11-2011	Veterans Day	03-30-2012	Cesar E. Chavez Day
08-12-2011	Pupil Free Day	11-24 & 11-25-2011	Thanksgiving Holiday		Observed, Unassigned Day
08-15-2011	First Day of Instruction	12-19-2011 thru 01-06-2012	Winter Recess	04-02 thru 04-06-2012	Spring Recess
09-02-2011	Admissions Day	01-16-2012	Dr. Martin L. King, Jr.'s Birthday Observed	05-28-2012	Memorial Day Observed
09-05-2011	Labor Day	# 01-09-2012	Second Semester Begins	06-01-2012	Last Day of Instruction
09-29-2011	Unassigned Day	02-20-2012	Presidents' Day	* 06-04-2012	Pupil Free Day



Los Angeles Unified School District

Local District 4

333 S. Beaudry Avenue, 11th Floor, Los Angeles, CA 90017
Phone: (213) 241-0100 Fax: (213) 241-3350

Ramon C. Cortines
Superintendent of Schools

John E. Deasy, Ph.D.
Deputy Superintendent

Dale W. Vigil, Ed.D.
Local District 4 Interim Superintendent

November 30, 2010

Mr. Ramon Cortines
Superintendent of Schools
Los Angeles Unified School District

Dear Superintendent Cortines:

After careful review and consideration of the proposals submitted for Central Region High School #13, Local District 4 has decided to support the proposals submitted by four Design Teams from Local District 4 and one by the Alliance College-Ready Public Schools. The ArtLab School, the Los Angeles River School, the School of History and Dramatic Arts, and the School of Technology, Business and Education represent the efforts of teams from Marshall High School and Franklin High School. The fifth proposal, The Alliance Technology Math and Science High School, comes from the Alliance College-Ready Public Schools.

We believe these proposals best support the vision, mission, and goals which the Local District 4 community has adopted and is committed to attain. In addition to proposing an educational plan that engages students in rigorous instruction, the five Design Teams clearly support the efforts of Local District 4 to implement a college preparatory curriculum, with an emphasis on the academic language development of English Learners. Moreover, they intend to develop and implement the elements of Linked Learning, a District and State Initiative that will prepare our youth for college and the global society of the 21st century, with a focus on project-based learning.

We are confident that the five schools will collaborate where needed, and engage in a respectful relationship at this new facility. All will engage in community outreach efforts in order to ensure parent and community involvement that supports students and their families. While maintaining their unique and vibrant identities and programs, they will work as one complex to provide students with a state of the art education. Local District 4 is prepared to support their work and assist as needed, every step of the way.

Sincerely,

A handwritten signature in black ink that reads "Dale W. Vigil". The signature is written in a cursive style with a long, sweeping underline.

Dale W. Vigil, Ed.D.
Interim Superintendent



November 29, 2010

To Whom It May Concern:

Friends of the Los Angeles River (FoLAR) endorses the Los Angeles River School and is committed to partnering with this exciting Pilot school when it opens in Fall 2011 at Central Region High School #13. The LA River School's pledge "to graduate young adults who are ready to be builders and stewards of ecologically sustainable and socially just communities" intrinsically connects to our mission: to protect and restore the natural and historic heritage of the Los Angeles River and its riparian habitat through inclusive planning, education and wise stewardship.

Both Friends of the Los Angeles River and the LA River School are committed to the education of young people in Northeast Los Angeles. We anticipate many opportunities to create projects that will both enhance the LA River School curriculum and maintain the goals of our organization.

FoLAR staff conducts introductory in-class workshops and guided River field trips to schools participating in the River School Program.

- The introductory workshops give students a visual overview of the Los Angeles River Watershed and focus on topics that include, but are not limited to, the history of the Los Angeles River, riparian and coastal habitats and wildlife of the Los Angeles River, impacts of pollution, water testing protocols and techniques, and environmental career paths.
- The hands-on River field trips are generally three hours long, are held in the natural bottom portions of the Los Angeles River and engage students in activities such as water quality testing, bird and plant surveys, and cleanups. Students are split into three groups, rotating from one activity to the next. FoLAR supplies equipment for all activities.
- River walks also generally take place in the vegetated areas along the River. These tours begin with an orientation about the River and FoLAR and last from one and one half hour to two hours.

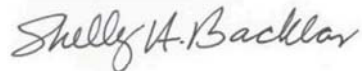
Our Teacher's Guide, "Watershed Wonders" is a comprehensive resource unit for K-12 teachers that encompasses the natural and cultural history of the Los Angeles River and includes in-class lessons based on California State Standards for Science and Language Arts, suggested service learning projects, plant, bird, and water quality field guides, and resources for further research. The guide was updated, redesigned and printed in 2009 in partnership with the Algalita Marine Research Foundation to include lessons on the impact of plastics on aquatic environments to stress the River / Ocean connection. All teachers who participate in FoLAR's program receive a curriculum.

Los Angeles River School Support Letter
Friends of the Los Angeles River
Page 2

Our programs will benefit from working with this cadre of students and educators by showing the different aspects of environmental education and providing resources and expertise for project-based learning.

Through this partnership with Friends of the Los Angeles River and the LA River School, we hope to use the environment as a tool to reengage students and to show that they do have an impact on their community.

Sincerely,



Shelly Backlar
Executive Director



November 22, 2010

To Whom It May Concern:

As a local community group, TreePeople is excited to be a part of educational programs that advocate environmental science careers. That is why we fully endorse the establishment of the Los Angeles River School. At this time, TreePeople provides environmental education to secondary schools through the Los Angeles County, Department of Public Work's Generation Earth program. This program provides training, support and resources to teachers in the Los Angeles County area.

As Director of the Generation Earth program, it will be a pleasure to work with the faculty at the LA River School. Teachers will have opportunities to attend our professional development and technical assistance Saturday workshops. We look forward to lending our resources and tools to help these teachers implement successful environmental service learning programs that will enhance the LA River School's curriculum and will empower students to take environmental action.

It is clear that the faculty at the LA River School is committed to a strong partnership with Generation Earth and TreePeople and we value that commitment. We look forward to continuing to pursue our common goal of excellence in environmental service learning.

If you have any questions, please feel free to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Mary Dotson".

Mary Dotson
Director of Secondary Education,
TreePeople
mdotson@treepeople.org



LA CONSERVATION CORPS

North East LA Center

Mailing Address: P.O. Box 15868, Los Angeles, CA 90015

November 22, 2010

To Whom It May Concern:

The Los Angeles Conservation Corps (LA Corps) would like to endorse the Los Angeles River School and is committed to partnering with this incredible pilot school when it opens in fall 2011 at Central Region High School #13. The LA River School's pledge "to graduate young adults who are ready to be builders and stewards of ecologically sustainable and socially just communities" intrinsically connects to our mission. The mission of the LA Corps is to provide on the job training, work experience and educational opportunities for young adults and school age youth as they in turn provide community and environmental services to Los Angeles communities. The LA Corps is a great match with the mission of the Los Angeles River School!

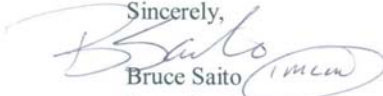
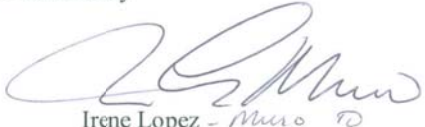
Both the LA Corps and the LA River School are committed to the education of young people in Northeast Los Angeles. We anticipate many opportunities to create projects and partnerships that will both enhance the LA River School curriculum and maintain the goals of both of our organizations.

At a minimum, the LA Corps will recruit and train school youth through our Clean & Green and LA River Keepers programs and provide service learning and service projects to and with the LA River School. On a larger school we hope to also be involved with the development and delivery of a River and Environmental Curriculum as well as ongoing capital projects and onsite school maintenance and beautification programs.

Our programs will benefit from working with this cadre of students and educators by showing the different aspects of environmental education and providing resources and expertise for project-based learning.

Through this partnership with the LA Corps and the LA River School, we will use the environment as a tool and vehicle to reengage students and to show that they do have an impact on their local environment and community

Sincerely,


Bruce Saito
Executive Director
Irene Lopez - Munoz
NorthEast LA Director



**The RIVER
PROJECT**

3912 Laurel Canyon # 208
Studio City, California 91604
tel: 818-980-9660
fax: 818-980-0700
www.TheRiverProject.org

November 17, 2010

To Whom It May Concern:

The River Project heartily endorses the Los Angeles River School and is committed to partnering with this innovative Pilot school when it opens in Fall 2011 at Central Region High School #13. The LA River School's pledge "to graduate young adults who are ready to be builders and stewards of ecologically sustainable and socially just communities" intrinsically connects to our mission to "encourage responsible management of our watershed lands and revitalization of our rivers for the social, economic and environmental benefit of our communities."

Both The River Project and the LA River School are committed to the education of young people in Northeast Los Angeles. The River Project has a long history of working with educators and students on projects that support the standards of the California State Frameworks for Science and History/Social Science and are designed to correlate with grade-level teaching requirements. We anticipate many opportunities to create projects that will both enhance the LA River School curriculum and maintain the goals of our organization.

We can envision numerous opportunities for active learning at the adjacent Rio de Los Angeles State Park where native vegetation, wildlife, local history, natural hydrologic patterns are inherent at the site. We can work with students to develop scientific studies and interpretive projects, and partner them up with our seniors group in stewarding the habitat at the site. Over the next decade, as the Northeast Los Angeles CRA and the High-Speed Rail projects unfold, students will have multiple opportunities to explore the issues of social justice and urban planning up close. They will also be able to follow the progress of the Army Corps of Engineers' ecosystem restoration project at the school-adjacent 'bowtie parcel' and ultimately, 'Parcel G.'

The River Project is always eager to provide the resources and expertise for project-based learning. Our programs will benefit from working with this cadre of students and educators by embodying the different aspects of environmental education.

Through this partnership between The River Project and the LA River School, we hope to use the environment as a tool to reengage students and to demonstrate that they do indeed have a significant impact on their community.

Sincerely,

Melanie Winter
Founder and Director



November 29th, 2010

To Whom It May Concern:

North East Trees is proud to endorse the Los Angeles River School and is committed to partnering with this innovative school when it opens in Fall 2011. The close proximity of our organization to the LA River School is ideal for this partnership. Located down the street from the Taylor Yard site, North East Trees is a community-based organization whose mission is to bring nature back to resource challenged communities, through a collaborative resource development, implementation, and stewardship process.

Both North East Trees and the LA River School are committed to the education of young people in Northeast Los Angeles. We anticipate many opportunities to create projects that will both enhance the LA River School curriculum and maintain the mission of our organization.

Intrinsic to both North East Trees and the LA River School is collaboration. Our Youth Environmental Stewardship (YES) Program is one of our established programs that would benefit from our relationship with the LA River School. We look forward to our collaboration to ensure that their students get hands-on experience from our trained staff, gain knowledge of green industries, and become environmental advocates in their communities. Our other programs, including urban forestry, park design build, and watershed rehabilitation, will benefit from working with this cadre of students and educators by showing the different aspects of environmental education and providing topics for project-based learning.

Through this partnership with North East Trees and the LA River School, we hope to use the environment as a tool to reengage students and to show that they do have an impact on their community.

Sincerely,

Clare Marter Kenyon
President, North East Trees

570 W. Ave. 26, Suite 200, Los Angeles, CA 90065 Phone: (323)441-8634 Fax: (323)441-8618

North East Trees is a 501c-3 non-profit: "Restoring Nature's Services in Resource Challenged Communities"

Descanso Gardens

1418 Descanso Drive
La Canada Flintridge, CA 91011
(818) 949-4200
www.descansogardens.org

November 16, 2010

To Whom it May Concern:

I am writing in response to a recent and fruitful meeting between representatives from the proposed Los Angeles River School pilot program and myself. As the Manager of Education Programs at Descanso Gardens, a botanic garden and accredited museum in La Canada Flintridge, I am struck and inspired by the possibilities for partnership between the L.A. River School and the Gardens. Our missions are quite similar. At Descanso, our mission is to model responsible stewardship of our natural resources, and educate the public about sustainability. Our educational philosophy stresses the importance of providing inquiry based and experiential learning opportunities for as many children as we can effectively accommodate, and therefore, you can imagine my delight at the possibility of forming an educational partnership with this new school.

I am hopeful that The Los Angeles River School will open its doors in the fall of 2011. If at any time you would like to discuss the nature of the community partnership I describe above, please do not hesitate to contact me.

Sincerely yours,



Lisa Kurstin
Manager of Education Programs



November 23, 2010

Re: Los Angeles River School

To Whom It May Concern:

On behalf of the Environmental Justice Coalition for Water (EJCW), I am writing in support of the Los Angeles River School and the Pilot school when it opens in Fall 2011 at Central Region High School #13. The Pilot school has formulated an innovative program to help students succeed and deserves LAUSD's sponsorship.

The Environmental Justice Coalition for Water is a statewide coalition of more than eighty community based and non-profit organizations. Our mission is to build a collective, grassroots movement dedicated to achieving equitable access to water resources for all low-income and communities of color in California. The LA River School's pledge "to graduate young adults who are ready to be builders and stewards of ecologically sustainable and socially just communities" intrinsically connects to our mission. We share the LA River School's commitment to the education of young people in Northeast Los Angeles.

The EJCW has over ten years of experience educating low-income, communities of color on complex water issues. We focus on environmental justice, and water education and we use popular education materials to reach vast audiences throughout California. We are committed to tapping our member network to bring prominent water professionals to the classroom. We will also provide the water and environmental justice modules we use in our programs. Our youth education program culminates with paid internships and we hope to make this opportunity available to the Pilot school students. We anticipate many opportunities to create projects that will both enhance the LA River School curriculum and maintain the goals of our organization.

Through this partnership, the EJCW and the LA River School, hope to use the environment as a tool to reengage students and to show that they do have an impact on their community. The school has the potential to deliver a groundbreaking approach to educate youth in Los Angeles and we respectfully urge LAUSD to support this Pilot school. We are looking forward to contributing to the school's great work.

Sincerely,

Miriam Torres
Southern California Program Director

Environmental Justice Coalition for Water
2515 Wilshire Boulevard Santa Monica, CA 90403
(310) 829-1229x221 (310) 829-6820 fax
www.ejcw.org



November 20, 2010

Ramon C. Cortines
Superintendent, LAUSD
Los Angeles Board of Education
Los Angeles Unified School District
333 S. South Beaudry Avenue
Los Angeles, CA 90017

Dear Mr. Cortines and LAUSD School Board:

It is a critical time to engage youth in thinking creatively about problems that they encounter in school and beyond. The Garden School Foundation understands the value of quality education, and the challenges that teachers and schools embrace on behalf of equity and justice for our youth. The environment created at Taylor Yard prepares students to engage with their communities and the world at large, and encourages the growth and maturation of well-rounded youth who are able to apply their knowledge across multiple disciplines. We offer our enthusiastic support and applaud the determination and commitment of the Coalition of Pilot Schools.

We are especially impressed with the effort to provide real-world interaction on issues related to community health and the environment. The Garden School Foundation is dedicated to providing under-served youth the opportunities associated with interdisciplinary, garden-based education. The commitment to a better, sustainable world, one that addresses the issues of poverty and oppression that seem to obstruct prosperity and happiness for so many of our youth, is impressive and powerful. We support a school whose mission is to give voice to the young men and women of Taylor Yard community so that they may have power and presence in their communities to effect positive change.

We look forward to the opportunity for partnership with these school, through educational workshops and collaborative community events as well as engaging in meaningful conversation on issues of relevance, both locally and globally. The schools at Taylor Yard will provide a foundation for our youth that will prepare them for the challenges and opportunities ahead.

Thank you for considering their application. We look forward to participating in the collaborative efforts to ensure that Taylor Yard is a place where students and their families, teachers and schools, and the community can thrive.

Sincerely,

Julia Cotts
Executive Director
Garden School Foundation



City of Los Angeles
CYPRESS PARK FAMILYSOURCE CENTER
929 Cypress Avenue
Los Angeles, CA 90065
323-226-1682 Fax: 323-226-1687
Michael.O'Connell@lacity.org

November 22, 2010

Los Angeles Unified School District
c/o iDesign Schools
333 South Beaudry Avenue, 25th Floor
Los Angeles, CA 90017

Dear iDesign Schools:

The Cypress Park FamilySource Center awaits the arrival of the teacher-led designs for Central Region High School #13, including the School of Dramatic Arts and History. We are also happy to know that these teams are working as a team to create a unique plan that responds to the needs of the students and families of Northeast Los Angeles.

As an established community center in the Northeast area of Los Angeles, we support the school's models as autonomous community schools which will integrate academic, mental and physical wellness, youth development and community empowerment. This integration is in line with our center's mission of providing services needed to help students succeed in reaching their academic and other developmental life goals.

The Cypress Park FSC is eager to work with the schools at CRHS #13. Some of the services we can offer the schools' students are mentoring, leadership training, recreational & cultural activities and the opportunity for these high school students to gain valuable volunteer community experience. In addition, our center can provide the families of these students an array of supportive services, including Parenting classes, Car Safety Seat workshops, legal services, tax preparation and Adult Education.

We look forward to a gainful partnership to help all of the families in the Northeast area of Los Angeles succeed reaching their life's goals. Please do not hesitate to contact me if you need any additional information on both our support of CRHS #13 and our desire to partner with the school for the betterment of the whole community.

Sincerely,



Michael O'Connell
Director
Cypress Park FSC



CITY OF LOS ANGELES
COMMUNITY DEVELOPMENT DEPARTMENT

MICHAEL P. O'CONNELL
DIRECTOR
CYPRESS PARK FAMILYSOURCE CENTER

929 CYPRESS AVENUE
LOS ANGELES, CA 90065

PHONE: (323) 226-1682
FAX: (323) 226-1687
E-mail: michael.o'connell@lacity.org



"Nothing Stops A Bullet Like A Job"

130 W. Bruno Street • Los Angeles • CA • 90012
Phone 323.526.1254 • Fax 323.526.1257

www.homeboy-industries.org

November 24, 2010

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Homeboy Merchandise
Homeboy Press
Homeboy Silkscreen & Embroidery

* deceased

Ramon C. Cortines
Superintendent, LAUSD
Los Angeles Unified Scholl Board
Los Angeles Unified School district
333 South Beaudry Avenue
Los Angeles, CA 90017

Dear Mr. Cortines and LAUSD School Board:

It is a critical time to engage youth in thinking creatively about problems that they encounter in school and beyond. **Homeboy Industries** understands the value of a quality education, and the challenges that teachers and schools embrace on behalf of equity and justice for our youth. The environment created at Taylor Yard prepares students to engage with their communities and the world at large, and encourages the growth and maturation of well-rounded youth who are able to apply their knowledge across multiple disciplines. We offer our enthusiastic support and applaud the determination and commitment of the Coalition of Pilot Schools.

We are especially pleased to know that all of the small schools at Taylor Yard will be working together to create an innovative plan that responds to the needs of the students and the community. Their ability to develop curriculum and create student projects with organizations like ours is evidence of the value placed on the creative process and its importance to developing self-confidence and real-world relevance. We look forward to the opportunity for partnership with these schools, through educational workshops, community-based curriculum development and collaborative community events, as well as engaging in meaningful conversation on issues of relevance, both locally and globally. The schools at Taylor Yard will provide a foundation for our youth that will prepare them for the challenges and opportunities ahead.

Thank you for considering their application. We look forward to participating in the collaborative efforts to ensure that Taylor Yard is a place where students and their families, teachers and schools, and the community can thrive.

Sincerely,

Fr. Gregory J. Boyle, S.J.
Executive Director



Los Angeles
Education Partnership

1055 West Seventh Street
Suite 200
Los Angeles
California 90017

T: 213.622.5237
F: 213.629.5288
E: pfunkhouser@laep.org
I: www.laep.org

November 28, 2010

Ramon Cortines, Superintendent
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Dear Mr. Cortines:

The Los Angeles Education Partnership pledges its support for the collaborative plan to engage four pilot schools and the Alliance TAMS Charter School to share the Taylor Yard site. We are especially pleased to know that the community, teachers, and LAUSD Local District 4 are working together to create innovative Linked Learning plans that respond to the needs of students and the community.

LAEP is especially gratified to see that Marshall High School's successful Humanitas Global Studies SLC has spawned two new Humanitas Pilots: LA River School and ArtLab. A third Humanitas Pilot, the School of History and Dramatic Arts, has been a leader in interdisciplinary instruction at Franklin High School. We look forward to working closely with the three Humanitas Pilots as they become demonstration sites for Linked Learning.

We are excited about future collaborative efforts to ensure that the Taylor Yard complex is a place where students and their families, teachers, school staff and the community can thrive. Thank you for consideration of the five proposals. This is an incredible opportunity to show the nation what Los Angeles teachers with a vision for challenging instruction and new and varied experiences for their students can accomplish.

Sincerely,

A handwritten signature in black ink that reads 'Peggy Funkhouser'.

Peggy Funkhouser
President & CEO

**OFFICERS**

A.J. DUFFY
President

ANA VALENCIA
UTLA/NEA Vice President
UTLA/NEA Affiliate President

JOSH PECHTHALT
UTLA/AFT Vice President
AFT Local 1021 President

JULIE WASHINGTON
Elementary Vice President

GREGG SOLKOVITS
Secondary Vice President

DAVID GOLDBERG
Treasurer

BETTY FORRESTER
Secretary

November 29, 2010

Ramon C. Cortines
Superintendent, LAUSD
Los Angeles Unified School Board
Los Angeles Unified School District
333 South Beaudry Avenue
Los Angeles, CA 90017

Dear Mr. Cortines and LAUSD School Board:

It is a critical time to engage youth in thinking creatively about problems that they encounter in school and beyond. UTLA understands the value of quality education, and the challenges that teachers and schools embrace on behalf of equity and justice for our youth. The environment created at Taylor Yard will prepare students to engage with their communities and the world at large, and encourage the growth and maturation of well-rounded youth who are able to apply their knowledge across multiple disciplines. We offer our enthusiastic support and applaud the determination and commitment of the Coalition of Pilot Schools.

We are especially pleased to know that all of the small schools at Taylor Yard will be working together to create an innovative plan that responds to the needs of the students and the community. We are especially impressed with the effort to provide real-world interaction on issues related to both the immediate neighborhood as well as the global community. The commitment to a better, sustainable world, one that addresses the issues of poverty and oppression that seem to obstruct prosperity and happiness for so many of our youth, is impressive and powerful. We support schools whose mission is to give voice to the young men and women of Taylor Yard neighborhoods so that they may have power and presence in their communities to affect positive change. The schools at Taylor Yard will provide a foundation for our youth that will prepare them for the challenges and opportunities ahead.

In addition, I can personally attest to the fact that this group of teachers has met every challenge and worked diligently for well over a year to make this dream of a truly personalized education program for their students come to fruition. I sincerely hope that you view their proposal favorably.

Thank you for considering their application. We look forward to participating in the collaborative efforts to ensure that Taylor Yard is a place where students and their families, teachers and schools, and the community can thrive.

Sincerely,

A.J. Duffy
President, United Teachers Los Angeles

Los Angeles Unified School District
John Marshall High School
3939 Tracy Street, Los Angeles, CA 90027
Phone (323) 671-1400 Fax (323) 665-8682

Ramon Cortines
Superintendent

Dale Vigil
LD 4 Superintendent

Daniel Harrison
Principal

November 18, 2010

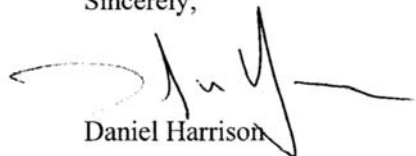
To Whom It May Concern:

The Los Angeles River School proposal is being put forward largely by teachers at Marshall High School. I am writing this letter of support based on my years of experience working with these teachers. They come from different SLCs and are on different tracks. They have experience working together on the Marshall campus. I believe that collaboration will be an important asset in getting the five programs to work in one building complex at CRHS#13.

More important, these teachers have made use of SLC structure to change curriculum methodology. The whole premise of Pilots and SLCs is to change what happens in a classroom for students. Opening a new school opens a world of possibilities. Without significant instructional change, the District risks simply pouring new wine into old bottles. The people involved in the Los Angeles River School understand this. Within the context of Marshall HS, they have been leaders in moving our school forward. As they move to a new school, they should find that the hindrances inherent to changing an existing system are removed and the opportunity to achieve the promise of instructional change is attainable.

Because they are from Marshall HS, they are tied to the community and have an understanding and commitment to work with the unique variety of cultures and neighborhoods that will attend CRHS#13. I feel confident that they will set high standards for their students and will provide the instructional support necessary to assure their success. For all these reasons, I feel confident recommending the Los Angeles River School proposal.

Sincerely,






Daniel Harrison

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

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	<p>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.</p> <ol style="list-style-type: none"> 1. At the beginning of the year, LAUSD's <i>Are You Puzzled by Your Child's Special Needs?</i> 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: <ul style="list-style-type: none"> • <i>Are You Puzzled by Your Child's Special Needs?</i> Brochure • Student Enrollment Form • Request for Special Education Assessment Form • Student Information Questionnaire for Parents and Guardians • <i>A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)</i> <p>The Parent Resource Network poster will be posted in the main office.</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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)? <p>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:</p> <ol style="list-style-type: none"> 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
		<p>The administrator or designee will use the Welligent system to track the progress of all new IEPS.</p> <p>Referring Students for A Special Education Assessment</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

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	<p>Intervention: We will use RTI to offer the correct level of interventions when needed.</p> <p>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.</p> <p>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</p> <p>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</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>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.</p>
<p>Outcomes 5, 17 and 18 LAUSD Board Policy</p>	<p>Discipline Foundations Plan and Behavior Support</p>	<p>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. The School Wide Positive Behavioral System 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 SWPBS team using a referral form designed by the SWPBS team. The SWPBS team will communicate with the community at monthly parent meetings held at the parent center.</p> <p>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</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>classrooms.</p> <p>Tier 2</p> <p>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</p> <p>Tier 3</p> <p>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.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Necessary for Planning, will be provided	Description of Student Population	<p>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.</p> <p>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.</p> <p>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.</p> <p>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 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.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Special Education Program Description	<p>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 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.</p> <p>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.</p> <p>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.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>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.</p>
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>Based on Harris-Murri et al (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).</p> <p>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.</p> <p>Tier 1</p> <p>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</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>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.</p> <p>Tier 2</p> <p>The teacher will bring all materials to the COST team and review the data collected by the teacher. 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.</p> <p>Tier 3</p> <p>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.</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
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, questioning, journals, group work, homework and quizzes. Summative assessments will include observations, questioning, journals, group work, homework and quizzes. 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.
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.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	All students age 13 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.
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 be 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 11 th 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.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	Providing Extended School Year	<p>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.</p> <p>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.</p> <p>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.</p>
Federal Court requirement	MCD Outcomes (to be woven among others)	<ol style="list-style-type: none"> 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 <p>Comprehensive Evaluation of African American Students Identified with Emotional Disturbance</p>

MCD OUTCOME	COMPONENT	SCHOOL PLAN
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.
Outcomes 6, 8, 16	Staffing/Operations	<p>Teacher recruitment procedures are: Credential verification and monitoring will be handled by the administrator</p> <p>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...</p> <p>To ensure compliant health standards and protocols, ArtLab will comply with all required mandates for CPR, etc.</p>
	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.

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 14	Parent Participation	<ul style="list-style-type: none">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.

PRINCIPAL JOB DESCRIPTION

Los Angeles River School

TITLE

Principal, Los Angeles River School

PRIMARY FUNCTION

Provides leadership for the professional staff of the school in the development, implementation, and evaluation of a comprehensive educational program. Will collaborate with teachers, students, parents and the community to support the environmental technology focus of the Los Angeles River School.

REPORTS TO

Superintendent of schools, school Governing Council.

PERFORMANCE RESPONSIBILITIES

1. Fosters the success of all students by facilitating the development, communication, implementation and evaluation of a shared vision of learning that reflects ecologically sustainable and socially just communities.
2. Communicates a clear vision of excellence and continuous improvement consistent with the vision and mission of the Los Angeles River School.
3. Supervises the alignment, coordination and delivery of assigned programs and/or curricular areas
4. Provides professional learning programs consistent with student needs, assessment and program evaluation.
5. Maintains positive public relations and outreach contacts with parents and community groups.
6. Communicates high standards for teaching and learning.
7. Employs a variety of processes for gathering, analyzing and using data for shared-decision making with teachers and students.
8. Knowledge of effective administrative and managerial practices and ability to implement them.
9. Works with central staff, teachers and students to develop and implement a school improvement plan as needed.
10. Plans, implements, supports, and enhances teaching and student achievement by collaborating with teacher teams.
11. Monitors state, and federal requirements.
12. Promotes the development of specific and measurable goals for student achievement (ELLs, Special Ed, GATE, at-risk, Long term English Learners)
13. Collaborates with teacher teams and instructional support personnel.
14. Ensures that staff meetings and professional development activities are focused on student learning, student outcomes, teacher team collaboration, thematic unit development and start on time.
15. Uses data to discuss with teacher teams about making clear, observable changes in teaching, collaboration and thematic units.
16. Promotes effective communications and interpersonal relations among staff, teachers, parents, students and community members.
17. Maintains effective discipline and fosters a safe learning environment.
18. Models high expectations of students and staff.

19. Ensures professional development programs aligned with instructional needs and the vision of Los Angeles River School
20. Teaches an advisory period.
21. Other duties as assigned.

QUALIFICATIONS**EDUCATION:**

1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
2. Tier 1 administrative credential

EXPERIENCE:

The ideal candidate has:

1. demonstrated the leadership qualities and personal characteristics necessary for working effectively with students, teachers, and parents.
2. at least three years of relevant, successful experience in public school administration and supervision.
3. demonstrated ability to compose and comprehend written communication.
4. demonstrated knowledge of school operations, especially in a small school setting
5. demonstrated commitment to the core beliefs of small school reform
6. demonstrated belief and value for serving marginalized students
7. experience leading and collaborating with teachers, especially around interdisciplinary teaching and curriculum development
8. effective, collaborative leadership skills
9. experience and interest in developing relationships with community organizations and members
10. experience meeting the needs of English language learners
11. experience and interest in developing interdisciplinary curriculum
12. experience working with families and parents, particularly in communities of poverty
13. demonstrated appreciation for diversity

HEALTH:

Physical and mental fitness to engage in management service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Los Angeles River School
Elect to Work Agreement 2011-2012

1. Who We Are

Mission	<p>Student voice is at the heart of our mission to graduate young adults who are ready to be builders and stewards of ecologically sustainable and socially just communities. Our graduates will have the knowledge, skills, and habits of mind needed to move into the workforce or continue their education, and to exercise the powerful, positive influence one person can have on our world.</p>
Vision	<p>We envision a school based upon a fundamental shift in the traditional relationship between students and adults in education. Central to this school will be student voice, student choice, and student responsibility. To ensure our students' success we will design powerful support systems for them. Our school will extend beyond the physical school-building walls into the community to take advantage of community resources and to develop students who are problem-solvers and community builders well before they leave high school.</p>
Core Beliefs and Values	<p>It is common in a traditional high school setting for teachers and other adults to be speakers and for students to be listeners. If we want to develop articulate adults who can convey their ideas powerfully, clearly, and effectively, we need to design schools in which student voices are those most commonly heard. We will ensure this in a number of ways.</p> <ul style="list-style-type: none"> Student Voice: Instructional Practice. We will build all of our courses around critical inquiry. Teachers pose an important, complex central question, always one for which there are no clear or easy answers. Student learning evolves through investigation, experimentation, and most importantly, discussion. This instructional practice helps students grow to regard teachers as coaches and facilitators rather than as the only source of knowledge and to understand that there are not always right or wrong answers, that we can look at issues through multiple lenses. All students learn to participate in the thoughtful civil discourse necessary to sustain a democracy. Student Voice: Students as Educational and Civic Partners. Our students will participate in all decision-making bodies and practices at school. They will also be encouraged, trained, and supported



to take part in the civic bodies of their communities. We will be preparing generations of adults who will be actively engaged in building and sustaining healthy, just, environmentally sound communities.

- **Student Choice and Responsibility.** Traditionally throughout most of a student's day, decisions are made for her by the adults in charge. We will attempt to reverse this, so that students will make their own decisions; they will build their own class schedules (with an advisor's assistance), check out the textbooks they need, decide upon activities such as internships, community work projects, and clubs, as well as their own movement about the school. We need to trust young adults to make these decisions to help them develop into active agents of their own educational achievement rather than passive receivers of knowledge.
 - **Powerful Support.** To support students in these new practices and roles requires carefully crafted support systems. Rather than simply make these new demands, we will build support systems to provide a scaffold for the new learning and the changes in practice that we will expect of our students.
 - **Community as School.** Our communities are rich in resources. We are in the heart of Los Angeles, one of the great cities of the world. Our neighborhoods lie along an important environmental resource: the Los Angeles River. We have a great opportunity to play an important part in the development and environmental health of this area. Too often teenagers do not play a part in the productive life of their neighborhoods. We will reach out to involve people and other resources in real-world, authentic learning to build the bridges needed to empower young people as full participants in growing and flourishing communities.
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2. What We Expect of Ourselves

The Los Angeles River School is designed around intensive teacher collaboration. Teachers and staff in the school are expected to collaborate daily and weekly on the instructional and administrative tasks related to running the school. Teachers are expected to participate in the practice of maintaining classrooms that are open and welcoming to colleagues, parents, and community members and to be committed to the success of all of our students. Operating a successful school requires work that extends beyond the official hours of the school day, and teachers are expected to share this work in an equitable manner (although the exact amount of

extra work may vary year by year depending upon each teacher's family and personal circumstances). We recognize one another as skilled and dedicated professionals and will treat one another with civility and respect. The Los Angeles River School will constantly adapt and evolve to best meet the changing needs of our students, and the effective and dedicated collaboration of teachers and staff is vital as we shape the school's future.

3. Salary, Benefits, Seniority, and Membership in a Bargaining Unit

Los Angeles River School is a school in the Pilot Schools program described in the Collective Bargaining Agreement addendum between the Los Angeles Unified School District and the United Teachers of Los Angeles (UTLA). Employees of Pilot Schools are to receive wages and benefits as they would at any other Los Angeles Unified School District as specified in the UTLA contract for teachers. Teachers will continue to accrue seniority as they would if they were working elsewhere in the Los Angeles Unified School District. If hired, teachers will receive the salary and benefits established in the UTLA Contract. Teachers will be members of the appropriate UTLA bargaining unit.

4. Terms and Conditions of Employment

Our terms and conditions of employment are determined by the Los Angeles River School Governing Council and ratified by the faculty. While not attempting to be exhaustive, this agreement states the more important terms and conditions. These terms and conditions will be subject to change from year to year as we make changes to our program:

a. Terms of Employment

The work year and day: Los Angeles River School is an early start traditional calendar school on a 4-by-4 block schedule. The workday for Los Angeles River School teachers will begin 15 minutes before the start of school and finish 15 minutes after school ends.

Advisories: Teachers are expected to track the progress of and establish rapport with their advisory students. Teachers are expected to keep in contact with parents concerning the progress of their students, making suggestions for those students who are not meeting standards and expressing congratulations for those who are making improvement or doing well. Once each semester, teachers are expected to take the parent(s) of each advisee on a tour of the campus to observe classes, meet the advisee's teachers, and see examples of student learning. Teachers are expected to keep pertinent records of advisees.

Professional Development: Teachers are expected to attend professional development the last ten days of summer vacation. Teachers are expected to attend all professional development sessions throughout the year. Professional development time is to be used on curriculum planning and revision including curriculum for advisory, developing strategies for multi-age differentiation, developing strategies to serve our long-term English Language Learners, supporting all students with special needs, reflect student progress, review of assessments, and analysis of teaching strategies. All teachers are expected to work collaboratively with peers, including developing lessons and units in disciplinary and interdisciplinary teams and to engage in continuous improvement and professional development to support our central instructional strategies: critical inquiry, multi-age differentiation, and interdisciplinary, project-based Linked Learning.

Meetings and Activities: Teachers are expected to consistently attend all scheduled meetings including, but not limited to, faculty and team collaboration meetings, parent meetings and conferences, and appropriate SST and IEP meetings related to students in their classes. The work of running a school cannot be effectively carried out without the continuity this level of participation creates. Teachers are expected to participate fully in recruitment and orientation activities. Teachers are expected to be responsible for one extra-curricular activity or school promotional event each semester.

Curriculum: Teachers are expected to acknowledge and support the school's environmental studies focus in their curriculum and teaching methods. Teachers are expected to collaborate with colleagues and implement the inquiry-driven, project-based curriculum. Teachers are expected to help create end-of-unit, interdisciplinary projects that ask students to synthesize their learning. On assigned days, teachers are expected to meet with their assigned project advisory groups and support students in developing their final projects.

Governance and Additional Duties: Teachers are expected to participate fully in the operational and governance duties needed to successfully run our school, which may involve duties before or after school as needed. Teachers are expected to participate thoughtfully in the WASC process. Teachers are expected to be open-minded, flexible, creative, and compassionate, and consistently demonstrate these qualities while interacting with students and fellow faculty members. Additional supplemental hours and tasks necessary

to complete the mission of Los Angeles River School may be assigned by the administration as needed.

b. Performance Evaluations

During the two weeks of each school semester teachers will complete a pre-observation form listing his or her goal(s) for the year. The goals are taken from the California Standards for the Teaching Profession. Each teacher will then meet with the Principal for a pre-observation conference. Formal and informal observations will be conducted throughout the year by the Principal and by teachers observing other teachers. A post observation meeting between the teacher and the Principal will follow the formal observation. Each semester students will fill out an evaluation of each teacher. In addition, the principal will complete Stull evaluations for all teachers during their first year of teaching at the Los Angeles River School.

c. Dispute Resolutions

The Los Angeles River School has an Internal Appeals Process (IAP) that appears in the memo of understanding between LAUSD and UTLA.

d. Excessing

Permanent teachers may unilaterally excess themselves from the Los Angeles River School within the Voluntary Excess timeline set forth in the annual LAUSD Staffing Calendar, currently April 15. Similarly, the Los Angeles River School may unilaterally excess teachers within the Involuntary Excess timeline set forth in the annual LAUSD Staffing Calendar. In the event of such excessing, permanent teachers will be placed on the system-wide excess list, subject to the terms and procedures of the UTLA contract.

e. Dismissal

Teachers are subject to dismissal from LAUSD in accordance with existing law. Additionally, the contract for provisional teachers is limited to one school year of employment.

5. Agreement

As a faculty member of the Los Angeles River School I agree I agree to teach, plan, and reflect collaboratively with my team to meet the diverse learning styles and needs of our student population. I have read and agree with the Los Angeles River School mission, vision, and core beliefs and intend to use project-based and critical inquiry to the full extent possible in my curriculum. I know that the Los Angeles River School aims to implement interdisciplinary curriculum that connects students' learning to community partners and real-world problems. In order to plan and implement this kind of curriculum I agree to meet with my teaching teams in order to assess student needs, reflect on student work, and revise and develop curriculum. I agree to support this school's focus environmental technology in my teaching and methodology. I will attend Los Angeles River School events whenever possible to support the students. As a small, independent school, I recognize that all teachers need to share in distributive leadership.

Signatures. I voluntarily elect to work at Los Angeles River School. I am signing this agreement to indicate that I understand and agree to the terms and conditions of my employment.

*Teacher Name (Printed)**Teacher Signature**Date*

*Principal Name (Printed)**Principal Signature**Date*

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post- implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Teacher Search	March 2010	LARS Design Team	LAUSD HR Support	Positions Filled	NA
Middle School Recruitment	March 2010	LARS Design Team	LD4 Support, LARS Brochure	Enrollment Numbers	LARS Design Team Evaluations
Principal Search	April 2010	LARS Design Team	LAUSD HR Support	Position Filled	NA
School Goals	April 2010	LARS Design Team	District Data and LD 4 Support	Measurable First Year Goals are Monitored	SQR Process
Budget Development	May 2010	LARS Design Team	LD4 Support, Per Pupil Budget	Create Financial Policies Yearly Budget 3 year enrollment and income/expenditure projections	Balanced budget
Governing School Council	May 2010	LARS Design Team	LD4 Support	NA	NA
Advisories	June 2010	LARS Design Team	Coalition of Essential Schools, Wildwood School	Advisory Program Student Evaluation	Student Data
Create Entrance Diagnostic Exams and Rubric	June 2010	LARS Teacher Teams	California Frameworks	Student success in classes programmed based on exam	Student Data

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post- implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Create Formative Subject Area Assessments and Rubric	June 2010	LARS Teacher Teams	California Frameworks	Student Engagement Student Scores	Student Data
Create Summative, Standardized Measures and Rubric	June 2010	LARS Teacher Teams	California Frameworks	Student Scores	Student Data
Parent Outreach	June 2010	LARS Design Team	Budget for fliers, refreshments	Community Survey	Parent Survey
PD: Multiage Groupings	July 2010	LARS Design Team	PD Budget, AZ Multiage Institute	Student engagement, fewer discipline issues, attendance	Achievement data, Attendance data
PD: Introduction to Inclusive Education: Co-Teaching and Collaboration	July 2010	LARS Design Teams	PD Budget, LD4, District Spec Ed Support	Student engagement	Student/Teacher Evaluations
Design Labs and Lesson Series that make best use of HELAB and its equipment such as water/soil quality testing	July 2010	LARS Teacher Teams	HELAB, California Frameworks, Community Partners	Student engagement	Student Data, Student Surveys
Create Exhibitions Projects and Rubric	July 2010	LARS Teacher Teams	Community Partners	Quality of exhibition, Student participation	Student Performance Community Partner Feedback

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post- implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Create Summative Interdisciplinary Project and Rubric	July 2010	LARS Teacher Teams	Community Partners	Student Engagement, Quality of Projects	Student Performance Community Partner Feedback
Master Schedule Development	July 2010	LARS Design Team	SIS Operational Budget	Operational Readiness Schedule Completion	Percent accuracy of schedule
PD: Introduction to Differentiation & RTI	July 2010	LARS Design Team	LD4	Student engagement, fewer discipline issues, attendance	Student/Teacher Evaluations
Single Plan for Student Achievement	August 2010	LARS Design Team	Title One Funding	Student Data	Federal & State Guidelines
PD: Project-based Learning	August 2010	LARS Design Team	PD Budget, LAEP	Student engagement, fewer discipline issues, attendance	Authentic assessments
PD: Shared Inquiry	August 2010	LARS Design Team	PD Budget, The Great Books Foundation	Student engagement, fewer discipline issues, attendance	Student discussion, student essays
PD: Linked Learning and Service Learning	August 2010	LARS Design Team	PD Budget, LD4	Student engagement, fewer discipline issues, attendance	Peer review, Lesson study, Student performance
PD: LARS Partnerships/Cohorts	August 2010	LARS Design Team	PD Budget	Student engagement, fewer discipline issues, attendance	Student/Teacher Evaluations

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post- implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
PD: Special Ed Policy and Procedures	August 2010	LARS Design Team	District Spec Ed Support, LD4	Referrals, Student Data, Compliant IEPs	Parent/Teacher Evaluations
Data Driven Dialogue	August 2010	LARS Design Team	Budget, Facilities Support	Student Data	Testing Data, Student Achievement
Policy, Practices and Procedure Development	August 2010	LARS Design Team	Budget	Create handbooks and discipline procedures	Student/teacher survey and referrals
New School Opening Events	August 2010	LARS Design Team	Budget	Attendance, Surveys	Attendance, Surveys
Student Orientation	September 2010	LARS Design Team	Budget, Facilities Support, Student Packet	Attendance, Surveys	Attendance, Surveys
WASC Accreditation: <ul style="list-style-type: none"> Create Teams Develop Plan Stakeholder meetings Submit WASC Affiliation Form 	September 2010-2012	LARS Design Team	WASC Action Plan	Focus Groups, WASC Committee	Evaluation Teams, Benchmarks, Data, WASC Report/Findings
Fundraising Plan	October 2010	LARS Design Team	Budget, Outreach	Three-year plan, Foundation and grant prospects	Letters of support, student surveys

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

☐ Traditional

 ☒ Pilot

 ☐ Network Partner

 ☐ ESBMM
☐ Independent Charter

 ☐ Affiliated Charter

Name of School **Los Angeles River School**

Name of Applicant Group/Applicant Team **Los Angeles River School Design Team**

Lead Applicants **Tara Alton, Paul Payne, Kristin Szylagyi**

Title of Lead Applicant **Teachers**

Mailing Address **Paul Payne, 1957 Ronda Dr., Los Angeles, CA 90032**

Phone Number **323-205-6348** Fax Number **323-665-8682** (JMHS#)

Email Address **paulmpayne@gmail.com**

Website (if available) **N/A**

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements.

- ☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.
- ☐ The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity.
Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.
- ☒ The Applicant Organization/Applicant Team listed above is *ONLY* comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
- ☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. Assurance that an Applicant Organization is Solvent

(For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care

placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate “Service Plan for Students with Disabilities Assurances”.

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the “School Self Review Checklist” for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school 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. The PSC school operators further agree 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.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance

- *(For Independent Charter School Operators Only)* In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District’s waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, operators of independent PSC charter schools may

not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant **Paul Payne**

Title of Lead Applicant **Teacher**

Signatures of Lead Applicants  Date 11/30/10

Name of Board President **Monica Garcia**

Signature of Board President _____ Date _____

As a student of public education for her entire academic life, **Tara Alton** has a commitment to public schools and the students that she serves. She graduated from Buena High School in Ventura, California and continued her education at the University of California at Santa Cruz. There she completed her degree in Environmental Studies with a minor in Education. Upon graduation she worked as an outdoor and garden educator in Santa Cruz and in Thailand before deciding that teaching in the classroom was her path. She returned to Southern California and achieved her Professional Clear Credential in Science through the District Intern Program in LAUSD. Tara has a passion for and commitment to the community she serves within Los Angeles and at John Marshall High School in particular. She seeks to provide her students with the fundamentals in life and laboratory sciences while also inspiring them to connect what they learn in the classroom to experiences beyond the classroom walls. As a leader with the Sierra Club since 2008, she has led hikes with students from Marshall High School and other schools in the district. Tara's students have participated in ecological restoration projects in the Santa Monica Mountains, advocated for the preservation of native species and green spaces in Los Angeles and studied issues related to the environment and social justice in their communities and beyond.

Keiko Clampett has been involved in the educational process from several perspectives. She has had the opportunity to teach students in different areas of Los Angeles from Bell to San Fernando to Silverlake. Prior to a seven year career teaching mathematics at both the middle school and high school, Keiko volunteered at her son's schools and later became a teacher's assistant. She has been in the school environment for the last fifteen years. She has learned that every student has an opportunity to learn and she should provide not only the knowledge but also support students in order to succeed in their lives. Keiko also has come to understand the process of how a student prepares to enter the university through her own child's experience. Since she was raised in Japan which emphasizes cooperative work flow, Keiko is a team player and has integrated many aspects of the Japanese educational system into her teaching methods.

Mary Eckel grew up in Florence, New Jersey, where she graduated from Florence Township Memorial High School. She continued her education at Mercer County Community College then transferred to Clemson University in South Carolina where she earned a Bachelors of Science in Biological Sciences. Mary has been a teacher in Los Angeles Unified School District since 2006.

Mary began her teaching career as a Senior Teaching Assistant at Mercer County Community College in West Windsor New Jersey. At the community college she taught many nursing students in a variety of lab courses including Anatomy and Physiology, Microbiology, and Non-Majors Biology. Here she not only taught course material but also laboratory skills and aseptic techniques. Some of the lab skills taught included gram staining, T-streaks, bacterial identification, well-water testing, dissection, microscopy, and titrations. In the winter of 2006, Mary journeyed across country to Los Angeles and began teaching at Los Angeles Senior High School in August. In the summer of 2007 she began teaching at John Marshall High School where she has taught Biology, AP Biology, ICS, and Physiology.

Beth Irizarry has been teaching English in LAUSD for nearly a decade. After completing a Masters in Critical Studies in Film at UCLA, Beth joined LAUSD as a District Intern, working first at Washington Preparatory High School and then at John Marshall High School. Beth has experience working with a diverse population of students with a variety of needs. She has taught both short-term and long-term English Learners, Special Education students collaborating with a Resource teacher, and Honors. Beth has taught intervention-style courses like Developing Readers and Writers (DRW) and California High School Exit Exam (CAHSEE) test preparation. She also teaches an elective film class. Beth's duties at Marshall go beyond the classroom. She has been Lead Teacher for the Social Justice Academy for three years. During that time, she has served on School Site Council and Shared Decision Making Council. She currently coaches Boys' Tennis and is pursuing her National Board Certification.

Leticia Ortiz has been a teacher with the Los Angeles Unified School District since 1997. Leticia is not only an employee of the Los Angeles Unified School District, but also a product of it. She attended elementary, junior, and senior high school in South Gate, California. After high school, she attended the University of California, Santa Cruz, where she majored in History. During her undergrad, Leticia participated in the Education Abroad Program, which gave her the opportunity to study and live in Mexico City at the Autonomous University of Mexico, UNAM. After earning her BA, Leticia worked in the legal department at the Central American Refugee Center. There, she worked on political asylum cases for Central Americans who had fled their countries due to civil war and strife. Later, Leticia pursued her education at the University of California, Los Angeles, where she earned an M.A. in Latin American Studies. After graduate school, Leticia returned to her high school and taught the students of her community for nine

years. At both of the high schools in South Gate and John Marshall High School, Leticia has worked with a cross-section of the students that make up the Los Angeles Unified School District. She has worked with short-term as well as long-term English learners, at-risk, and highly motivated learners. She has taught students in sheltered, honors, and Advanced Placement classes. Leticia has taught all subjects in Social Studies.

Paul Payne has taught all levels of secondary math; designed and coordinated the most successful SLC on B-track at Marshall HS; and created, facilitated, and evaluated professional development activities for Los Angeles Education Partnership. He holds a M.A. in Mathematics Education, B.A.'s in Economics and Environmental Studies, and is currently pursuing his Ed.D in Educational Leadership and Policy Studies. He is passionate about the power of teacher collaboration to improve instructional practices and student achievement, and he is equally passionate about using collaborative, student-centered classroom strategies to engage reluctant learners in high-level critical thinking and analysis.

Kristin Szilagyi is a third generation English teacher who has been enthusiastically engaged in teaching for twenty-four years in LAUSD, ten years at Bell High School and fourteen years at John Marshall High School. She earned her B.A. in Political Science and her M.A. in English Literature at California State University at Los Angeles. She holds National Board certification. She has been active in school leadership, serving as English Department Chair for 7 years, as School Site Council Chairperson for five years, as a Shared Decision Making Council member two years, as a member of the WASC Leadership and Writing Team for one cycle, as Smaller Learning Community Grant Coordinator for two years, and as GATE Coordinator for two years. In 2004 she envisioned and was a founding member of the Social Justice Academy, a small learning community at John Marshall High School. She believes passionately in the efficacy of teacher collaboration to create powerful supports for student engagement and achievement.

Tara M. Alton**OBJECTIVE**

With my experience and knowledge as a teacher, I would like to inspire students in the life sciences by providing interesting and exciting experiences in and out of the classroom. My goal is to work in a collaborative and mutually supportive environment and to contribute to the wellbeing and success of my students.

**HIGHLIGHTS OF
QUALIFICATIONS**

- Knowledge of content and a continuing interest in life sciences
- Knowledge of standards, practices, and procedures in lab science
- Experience in grant writing and fundraising for classroom and as club sponsor
- Experience as outdoor educator; hike leader, interpretive naturalist
- Ability to differentiate and implement specified curriculum
- Implements technology into the classroom as an innovative and effective instructional tool
- Maintains a safe, fair and respectful learning environment
- Ability to demonstrate problem solving and decision-making skills
- Effective classroom management

EDUCATION*2007*

Professional Clear Single Subject Credential
LAUSD District Intern Program

2005

CSET-Science: General Science I, General Science II, and Biology
Passing scores in all sections

1998-2002

BACHELOR OF ARTS, Environmental Studies
University of California, Santa Cruz

EXPERIENCE*August 2005- Present*

John Marshall High School
ICS teacher
Biology teacher
Co-sponsor of Eco-Barristers Club
Teacher in Social Justice Academy

2003

Thai Education Foundation
Developed *Integrated Pest Management* curriculum
Teacher
Researcher

2002

Center for Agroecology and Sustainable Food Systems
Garden Educator

Keiko H. Clampett

Objective	Mathematics teacher in secondary school
Education	Single Subject Credential: Mathematics Completed Sept. 4, 2004 California State University, Los Angeles Received Scholarship from CSPTTP at LAUSD B.A. Mathematics, Single Subject California State University, Los Angeles June 2003 University of California, Los Angeles Fall 1984 thru Winter 1985 Santa Monica College Fall 1983 thru Spring 1984 A.A. General Education College of Marin, Kentfield California June 1980
Certification	Credential in Single Subject: Mathematics September 2004 CBEST (all sections passed) August 2003
Teaching Experience	Teacher: John Marshall High School July 2006 to Present Teaching Algebra I, Geometry and Algebra II. Teacher: San Fernando Middle School October 2004 to 2006 Taught Algebra 1 and Geometry to eighth grade students . Student Teaching at Bell Senior High July to August 2004 Student Teaching at Franklin Senior High March to May 2004 Teacher Assistant: Los Angeles Unified School District Eagle Rock Elementary School September 1998 to June 2004 Tutored students third grade through sixth grade in mathematics Gave math lessons such as 7 th grade math and algebra I for advanced students Evaluated student's tests and notebooks Created grade files for teachers in their computers and input data for them Became a member of Career Ladder Program in 2001
Employment Experience	Teacher Assistant: Los Angeles Unified School District Eagle Rock Elementary School September 1998 to 2004
Language	Bilingual English/Japanese
Skills	Microsoft: Word, Excel, Publisher, PowerPoint and Inspiration
Honors	Dean's List (CSULA 2002, 2003, and 2004) B.A. Degree in mathematics with Cum Laude Golden Key International Honor Society The Honor Society of Phi kappa Phi
References	Available upon request

Mary N. Eckel

STRENGTHS

To fulfill a teaching position in the field of science where I can work with the school system not only as an individual but also as a team member. I strive to give students the best education possible in the academic field of science.

Able to think critically, identify pertinent information and develop solutions to problems.
Demonstrated ability to be successful with a wide range of students and co-workers.
Personally and educationally self-motivated.
Ability to differentiate in order to teach to students on a variety of different levels in the same classroom.

EDUCATION

Spring 2009

Preliminary Teaching Credential

LAUSD District Intern Program

Spring 2007

CSET-Science: General Science I, General Science II, and Biology

Passing scores on each CSET section

Spring 2006

CBEST

Qualified

Spring 2001

BACHELOR OF SCIENCE, Biological Sciences

Clemson University

Fall 1996-Spring 1998

Mercer County Community College, Biology

Fall 1995- Spring 1996

Mercer County Community College, Graphic Arts

EXPERIENCE

August 2007- Present

John Marshall High School

ICS teacher

Biology teacher

AP Biology Teacher

Physiology Teacher

Member of Renaissance Intervention Team

Co-sponsor of Eco-Barristers Club

August 2006- August 2007

Los Angeles Senior High School

Biology teacher

ICS teacher

Member of 9th Grade House

Collaborated on HERO (small learning community) Design Team

2001- January 2006

Mercer County Community College

Senior Teaching Assistant

Instructor for Anatomy and Physiology I and II Labs (including cat dissection)

Instructor for Microbiology Labs

Instructor for Concepts of Biology Labs

Prepare the supplies and equipment for the Anatomy and Physiology lab classes

Setup lab practicals for the Anatomy and Physiology I and II lab classes

Updated and created handouts for the Anatomy and Physiology I and II lab classes

Prepared Power Point presentations to supplement Anatomy and Physiology lab instruction

Constructed a web site for student study and review use for the Anatomy and Physiology program (www.mccc.edu/~falkow)

Prepared media, equipment and supplies for Microbiology lab classes

Prepared weekly quizzes for my Microbiology and Concepts of Biology lab classes

Beth Irizarry

EXPERIENCE

John Marshall High School

2003-Present

English Teacher

- English, grades 9 – 12: including Honors, Developing Readers and Writers Course (DRWC), CAHSEE Test Preparation, Special Education Collaboration, English Learners
- Elective Class: *Film As Art*
- Shared Decision Making Committee, Elected Member
- School Site Council, Elected Member
- Social Justice Academy Lead Teacher
- Leadership Team
- Professional Learning Communities

George Washington Preparatory High School

2002 - 2003

English Teacher

- English 9AB, 10AB, World Literature
- Responsible for large classes
- Proctored/Coordinated Advanced Placement exams

Childrens Hospital Los Angeles

2001 - 2002

Program Assistant

- Created and maintained digital archive of program workshops, projects, and events
- Daily office duties included managing incoming calls, database, calendar, weekly staff meeting preparation

Paramount Studios

2000

Assistant to Director

- Coordinated Director's daily activities during film's post-production phase
- Liaison between Studio Executives and Director

Barry Mendel Productions

2000

Assistant to Vice President of Production and Director of Development

- Reviewed and recommended scripts for potential projects
- Maintained a comprehensive database of writers

Sundance Institute

1999-2000

Assistant to Associate Director and Senior Programmer

- Programming logistics: assisted two programmers, screened film submissions, coordinated schedules, maintained database
- Published film review for 2000 Sundance Catalogue

EDUCATION

University of California, Los Angeles

1997-1999

Master of Arts, Film and Television, Critical Studies

University of Texas at Austin

1991-1996

Bachelor of Science, Radio-Television-Film, Critical/Cultural Studies

L E T I C I A O R T I Z

EXPERIENCE

John Marshall High School, LAUSD*Social Studies Teacher, 2007 to present*

- A.P. World History, World History, U.S. History

South East High School, LAUSD*Social Studies Teacher, 2005 to 2007*

- A.P. World History, Honors World History & Geography
- Latin American & Mexican American Studies

South Gate High School, LAUSD*Social Studies Teacher, 1998 to 2005*

- U.S. History & World History
- Government & Economics

Central American Refugee Center (CARECEN)*Paralegal, 1992 to 1995*

- Worked on political asylum cases and aided attorneys in providing legal assistance to Central American recent immigrants.

EDUCATION

University of California, Santa Cruz*Bachelor of Arts in History, 1991***University of California, Los Angeles***Master of Arts in Latin American Studies, 1996***California State University, Dominguez Hills***Single-Subject Social Studies Credential, 2004*

PROFESSIONAL TRAININGS

Advanced Placement College Board Training, 2005 & 2006

Jane Schaffer Writing Seminar, 2005

Teaching American History Cadre, 2002-2003

P A U L P A Y N E

John Marshall High School

Los Angeles, CA

2003 to present

Mathematics Teacher

- > Teach Algebra 1, Geometry, Algebra 2, and AP Statistics using constructivist, inquiry-driven approach at a year-round, Title 1 school. Implement standards-based, inquiry-driven College Preparatory Mathematics (CPM) math program in heterogeneous, sheltered classes. Mainstream special education (RSP and SDP) students through a co-teaching model and collaborative student grouping. Maintain high course pass rates, AP pass rate, CAHSEE pass rates, and periodic assessment pass rates.
- > Collaborate with colleagues to create and implement 9-12 vertical plan, based on inquiry-driven math curriculum. Supported math colleagues through professional learning communities in developing inquiry-driven lessons and transitioning to collaborative grouping in math classes.
- > Served as secretary on School Site Council, facilitated discussions, and oversaw budget development. Participated in school literacy cadre. Served on two LAUSD textbook adoption committees (Algebra 1 and Algebra 2) in 2007-08.

Humanitas Co-Coordinator

- > Design and facilitate professional development for 15 teachers in an interdisciplinary small learning community (SLC) on B-track, including yearly retreats, curriculum planning meetings, grade-level team planning, and banked-time PDs. Resolve conflicts and build unity among teachers.
- > Managed and supported student-centered projects and partnerships, such as preparing students for internships, and overseeing curricular trips.
- > Develop yearly master schedule for 400 students and 15 teachers; develop student interest through programs, activities, and leadership opportunities; and led the faculty team in an attempted conversion to become an autonomous, teacher-led Pilot school through LAUSD's Public School Choice process.

Testing Coordinator (part time, 3 periods/day)

- > Managed and developed logistics for annual standardized testing of 3600 JMHS students for CELDT (750 students); CAHSEE (6 times, 1500 students total); CSTs (for 2800 students on three tracks); quarterly Algebra and Geometry periodic assessment; and others for the past year.

Los Angeles Education Partnership

Los Angeles, CA

2005 to present

Humanitas Assistant Director (part-time)

- > Monitor, oversee, and evaluate professional development activities for an education nonprofit with twenty-five years' experience partnering with teachers in LAUSD. Develop teacher networks for 500 teachers in 44 Humanitas interdisciplinary SLCs in LAUSD.
- > Design new PD based on teachers' and schools' needs. Train and mentor facilitators in implementing collaborative, teacher-centered professional development activities.
- > Launch and lead teacher networks. Collaborate with teachers to create a proposal through the national KnowHow2Go college access campaign; facilitate teacher meetings to implement college-attainment and access strategies.
- > Translate calendar of program activities into annual budget, matching activities to appropriate funders. Monitor monthly expenses.
- > Draft grant reports for annual corporate and foundation grant receipts, totaling over \$700,00 annually. Collaborate with director of development to plan new grant proposals.
- > Develop, implement, and analyze qualitative and quantitative tools to monitor the successful implementation of the Humanitas instructional model and its impact on public education. Collaborate with director of evaluations to create innovative, research-based evaluation tools.

E D U C A T I O N

University of Southern California 3.64 GPA

- > B.A., Economics, B.A., Environmental Studies

California State University, Dominguez Hills 4.0 GPA

- > Clear Single Subject Credential w/ English Learner Authorization, Mathematics

California State University, Northridge 4.0 GPA

- > M.A., Secondary Education, Mathematics Specialist

California State University, Northridge in progress

- > Ed.D., Education Leadership and Policy Studies

KRISTIN B.SZILAGYI

EXPERIENCE

John Marshall High School, LAUSD

English Teacher, 1997 to present

- All levels Composition and Literature

Bell High School, LAUSD

English Teacher, 1987 to 1997

- All levels Composition and Literature

EDUCATION

California State University, Los Angeles, CA

Bachelor of Arts in Political Science, 1983

California State University, Los Angeles, CA

Master of Arts in English Literature, 1999

PROFESSIONAL EXPERIENCE

National Board for Professional Teaching Standards

Credential, 2001

Institute for Standards, Curriculum, and Assessments

Writing Consultant, 2000-present

REFERENCES

Available Upon Request

UPDATED LETTER OF INTENT

The Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the new campuses or one of the Focus Schools mentioned above beginning in September 2011. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

APPLICANT TEAM INFORMATION			
Name of Applicant Team Los Angeles River School Design Team Leads: Tara Alton, Paul Payne, Kristin Szylagyi (Internal Applicant)			
Address: Paul Payne 1957 Ronda Dr. Los Angeles, CA 90032		Phone Number: Paul: 323.205.6348 Kristin: 323.447.9207 Tara: 818.714.4788	
Website N/A		Email Addresses paulmpayne@gmail.com kbs58912@lausd.net taramalee@gmail.com	
School site for which your team is submitting a Letter of Intent		Central Region HS #13 (Taylor Yard)	
School type for which your team is applying		Pilot	
List the name and contact information of your design team members below:			
Name:	Phone:	Email address:	School/Affiliation
Design Team Lead Teachers:			
1. Tara Alton			John Marshall HS
2. Paul Payne			John Marshall HS
3. Kristin Szylagyi			John Marshall HS
Additional Design Team Members:			
4. Keiko Clampett			John Marshall HS
5. Mary Eckel			John Marshall HS
6. Beth Irizarry			John Marshall HS
7. Leticia Ortiz			John Marshall HS