

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.

Applicants must submit this Letter of Intent no later than **6:00pm on Wednesday, June 30, 2010**. If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.5104. Letters of Intent must be submitted to psc@lausd.net.

APPLICANT TEAM INFORMATION			
Name of Applicant Team School of Technology, Business and Education - Jose Rodriguez(in replacement of Tara Alton)			
Address:		Phone Number:	
Website (if applicable) N/A		Email Address: Jrodri05@lausd.net	
School site for which your team is submitting a Letter of Intent		Central Region HS #13 (Taylor Yards)	
School type for which your team is applying		Pilot School	
List the name and contact information of your design team members below:			
Name:	Phone:	Email address:	School/Affiliation
1. Alicia Bernal		axb85422@lausd.net	John Marshall HS
2. Janicia Centeno-Castillo		jcente2@lausd.net	John Marshall HS
3. Melina Gutierrez		mrg8738@lausd.net	John Marshall HS
4. Nelly Kepenyan		nkepenya@lausd.net	John Marshall HS
5. Wesley Fukuchi		wfukuc1@lausd.net	John Marshall HS
6. Alicia Semon		axs0940@lausd.net	John Marshall HS
7. Kristine Tserunyan		kxt46712@lausd.net	John Marshall HS
8.			
9.			
10.			
11.			
12.			

Instructions for Public School Choice 2.0 Applicant Teams

Please read thoroughly and have your authorized team representative sign below. Please send the signed agreement by e-mail to psc@lausd.net or fax to 213-241-4710 no later than **Tuesday, November 12th**. For questions, please call the PSC number at 213-241-2547.

We agree to:

- Conduct ourselves in a professional manner keeping in mind that our aim is to respond to the needs of students and parents first;
- Represent our organization with integrity and dignity and show respect for others within and outside our team at all times;
- Collaborate with stakeholders and other agencies to develop a strong well rounded proposal;
- Refrain from exhibiting behavior that will compromise the integrity of the PSC process;
- Participate in all PSC parent meetings hosted by the PSC Central Office Team that inform the community about the applications submitted for a particular PSC school;
- Avoid use of overly aggressive voter outreach tactics that intimidate stakeholders, and will discourage our own applicant team and affiliated partners from electioneering, especially during the Advisory Vote period;
- Eschew use of propaganda or materials that misrepresent information and inspire negative campaigns against any group, organization, or applicant team;
- Ensure that the development of a proposal and the work around the PSC process will not, in any way, interfere with classroom instruction;
- Serve students and the community to the best of our ability; and
- Openly seek input from the community during the development of our application.

We understand that failure of any representative from our team to adhere to any of the expectations spelled out above could result in immediate disqualification of our team in the application process and participation in PSC meetings and workshops.

Jose Rodriguez
Name/Team Representative

Jose Rodriguez 12/1/10
Signature/Date

School of Technology, Business and Education
Applicant Team Name/Organization

Curriculum Development Plan

Critical School Milestone	Timeline	Steps	Responsibility *Show evidence of qualifications for task*
Pre-STBE Opening	January 2011 to August 2011	<ul style="list-style-type: none"> Develop Performance Management Matrix Hiring of Staff Standards-based textbook selection Select additional instructional materials Identify technology needs for the classroom Design professional development workshops Align the A-G curriculum to the Career Technical Education and Pathway Standards Review curricular map methodology Develop curricular maps Establish grading and homework policies/rubrics Investigate research based pedagogy and methodology Align curriculum intra/inter disciplinary subjects Investigate school-developed benchmarks and other standardized testing/milestones Create master schedule by August 2011 Create data-driven intervention plan 	<ul style="list-style-type: none"> All members of the Design Team will share responsibility. Please refer to attachment 10b to see Design Team Members' qualifications.
STBE Opening Class of 2015 Year 1	September 2011 to June 2012	<ul style="list-style-type: none"> Implement/evaluate/revise professional development plan Align the A-G curriculum to the Career Technical Education and Pathway Standards Align curriculum intra/inter disciplinary subjects Implement instructional practices Investigate research based pedagogy and 	<ul style="list-style-type: none"> All members of the Design Team will share responsibility. Please refer to attachment 10b to see Design Team Members' qualifications.

Class of 2015 Year 2 First Senior Class (2013)		<p>methodology</p> <ul style="list-style-type: none"> ▪ Evaluate/revise curricular maps ▪ Evaluate/revise grading policies/rubrics ▪ Review state standardized test data ▪ Implement/evaluate/revise data-driven intervention programs ▪ Start transcript analysis database ▪ Create master schedule, including senior courses, by June 2012 (for following year) ▪ Review Election to Work Agreement (EWA), distribute to staff invited to return by March 15, collect signed EWA by April 15 ▪ Hire new faculty as needed 	
	July 2012 to June 2013	<ul style="list-style-type: none"> ▪ Implement/evaluate/revise Professional Development ▪ Align the A-G curriculum to the Career Technical Education and Pathway Standards ▪ Align curriculum intra/inter disciplinary subjects ▪ Implement instructional practices ▪ Investigate research based pedagogy and methodology ▪ Evaluate/revise curricular maps ▪ Evaluate/revise grading policies/rubrics ▪ Review state standardized test data ▪ Implement/evaluate/revise data-driven intervention programs ▪ Track college acceptance rates, student success in college, and make curricular and instructional modifications to improve college success rates for STBE students ▪ Continue transcript analysis database ▪ Create master schedule by June 2013 for 	<ul style="list-style-type: none"> ▪ All members of the Design Team will share responsibility. ▪ Please refer to attachment 10b to see Design Team Members' qualifications.

		<ul style="list-style-type: none"> following school year Review EWA, distribute to staff invited to return by March 15, collect signed EWAs by April 15 Hire new faculty as needed 	
Class of 2015 Year 3	July 2013 to June 2014	<ul style="list-style-type: none"> Implement/evaluate/revise professional development plan Align the A-G curriculum to the Career Technical Education and Pathway Standards Align curriculum intra/inter disciplinary subjects Implement instructional practices Investigate research based pedagogy and methodology Evaluate/revise curricular maps Evaluate/revise grading policies/rubrics Review state standardized test data Implement/evaluate/revise data-driven intervention programs Track college acceptance rates, student success in college, and make curricular and instructional modifications to improve college success rates for STBE students Continue transcript analysis database Create master schedule by June 2013 for following school year Review EWA, distribute to staff invited to return by March 15, collect signed EWAs by April 15 Hire new faculty as needed 	<ul style="list-style-type: none"> All members of the Design Team will share responsibility. Please refer to attachment 10b to see Design Team Members' qualifications.
First Graduating Cohort (2015)	July 2014 to June 2015	<ul style="list-style-type: none"> Implement/evaluate/revise professional development plan 	<ul style="list-style-type: none"> All members of the Design Team will share

		<ul style="list-style-type: none"> ▪ Align the A-G curriculum to the Career Technical Education and Pathway Standards ▪ Align curriculum intra/inter disciplinary subjects ▪ Implement instructional practices ▪ Investigate research based pedagogy and methodology ▪ Evaluate/revise curricular maps ▪ Evaluate/revise grading policies/rubrics ▪ Review state standardized test data ▪ Implement/evaluate/revise data-driven intervention programs ▪ Track college acceptance rates, student success in college, and make curricular and instructional modifications to improve college success rates for STBE students ▪ Continue transcript analysis database ▪ Create master schedule by June 2013 for following school year ▪ Review EWA, distribute to staff invited to return by March 15, collect signed EWAs by April 15 ▪ Hire new faculty as needed 	<p>responsibility.</p> <ul style="list-style-type: none"> ▪ Please refer to attachment 10b to see Design Team Members' qualifications.
--	--	---	---

External Assets	Support	<ol style="list-style-type: none"> 1. Family support—Family life provides high levels of love and support. 2. Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other adult relationships—Young person receives support from three or more nonparent adults. 4. Caring neighborhood—Young person experiences caring neighbors. 5. Caring school climate—School provides a caring, encouraging environment. 6. Parent involvement in schooling—Parent(s) are actively involved in helping young person succeed in school.
	Empowerment	<ol style="list-style-type: none"> 7. Community values youth—Young person perceives that adults in the community value youth. 8. Youth as resources—Young people are given useful roles in the community. 9. Service to others—Young person serves in the community one hour or more per week. 10. Safety—Young person feels safe at home, school, and in the neighborhood.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family boundaries—Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries—School provides clear rules and consequences. 13. Neighborhood boundaries—Neighbors take responsibility for monitoring young people's behavior. 14. Adult role models—Parent(s) and other adults model positive, responsible behavior. 15. Positive peer influence—Young person's best friends model responsible behavior. 16. High expectations—Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative activities—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth programs—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious community—Young person spends one or more hours per week in activities in a religious institution. 20. Time at home—Young person is out with friends “with nothing special to do” two or fewer nights per week.
Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement Motivation—Young person is motivated to do well in school. 22. School Engagement—Young person is actively engaged in learning. 23. Homework—Young person reports doing at least one hour of homework every school day. 24. Bonding to school—Young person cares about her or his school. 25. Reading for Pleasure—Young person reads for pleasure three or more hours per week.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—Young person places high value on helping other people. 27. Equality and social justice—Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity—Young person acts on convictions and stands up for her or his beliefs. 29. Honesty—Young person “tells the truth even when it is not easy.” 30. Responsibility—Young person accepts and takes personal responsibility. 31. Restraint—Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and decision making—Young person knows how to plan ahead and make choices. 33. Interpersonal Competence—Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds. 35. Resistance skills—Young person can resist negative peer pressure and dangerous situations. 36. Peaceful conflict resolution—Young person seeks to resolve conflict nonviolently.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal power—Young person feels he or she has control over “things that happen to me.” 38. Self-esteem—Young person reports having a high self-esteem. 39. Sense of purpose—Young person reports that “my life has a purpose.” 40. Positive view of personal future—Young person is optimistic about her or his personal future.



■ 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

LOS ANGELES UNIFIED SCHOOL DISTRICT

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

HOLIDAY
DÍA DE FIESTA



DATE
10/18/2010

TENTATIVE

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2011-2012

CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN

JULY JULIO	AUGUST AGOSTO	SEPTEMBER SEPTIEMBRE	OCTOBER OCTUBRE	NOVEMBER NOVIEMBRE	DECEMBER DICIEMBRE
1 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

84

JANUARY
ENERO

FEBRUARY
FEBRERO

MARCH
MARZO

APRIL
ABRIL

MAY
MAYO

JUNE
JUNIO

2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

96

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

STBE Bell Schedule

Regular day

• Period	• Start Time	• End Time	• Duration
• Advisories	• 8:00	• 8:30	• 30
• Period 1	• 8:35	• 10:05	• 90
• Period 2	• 10:10	• 11:40	• 90
• Lunch	• 11:40	• 12:10	• 30
• Period 3	• 12:15	• 1:45	• 90
• Period 4	• 1:50	• 3:20	• 90

Professional Day

• Period	• Start Time	• End Time	• Duration
• Period 1	• 10:05	• 11:10	• 65
• Period 2	• 11:15	• 12:20	• 65
• Lunch	• 12:20	• 12:50	• 30
• Period 3	• 12:55	• 2:00	• 65
• Period 4	• 2:05	• 3:10	• 60

Shortened Day

• Period	• Start Time	• End Time	• Duration
• Period 1	• 8:00	• 9:23	• 83
• Period 2	• 9:28	• 10:54	• 86
• Lunch	• 10:54	• 11:24	• 30
• Period 3	• 11:29	• 12:52	• 83
• Period 4	• 12:57	• 2:20	• 83

Minimum Day

• Period	• Start Time	• End Time	• Duration
• Period 1	• 8:00	• 8:56	• 56
• Period 2	• 9:01	• 9:58	• 57
• Lunch	• 9:58	• 10:28	• 30
• Period 3	• 10:33	• 11:29	• 56
• Period 4	• 11:34	• 12:30	• 56

STBE Assessment Chart

Assessment	Type	Time Frame	Assessment	Type	Time Frame	Assessment	Type	Time Frame
STBE 9th grade English Assessment #1	Formative	Oct. 20 - November 13	STBE 10th grade English Assessment #1	Formative	Oct. 20 - November 13			
STBE 9th grade English Assessment #2	Formative	Jan. 20 - Feb. 13	STBE 10th grade English Assessment #2	Formative	Jan. 20 - Feb. 13	11 th grade EAP Written Portion	Summative	Spring Semester
STBE 9th grade English Assessment #3	Formative	April 20 - May 13	STBE 10th grade English Assessment #3	Formative	April 20 - May 13	11 th grade EAP Multiple Choice	Summative	March 1 - 25
9th grade English CST	Summative	May 17-28	10 th grade English CST	Summative	May 17-28	11th grade English CST	Summative	May 9 - 27
STBE 9th grade Social Studies Assessment #1	Formative		STBE 10th grade Social Studies Assessment #1	Formative		11th grade Social Studies CST	Summative	May 9 - 27
STBE 9th grade Social Studies Assessment #2	Formative		STBE 10th grade Social Studies Assessment #2	Formative		11th grade Math CST	Summative	May 9 - 27

9th grade Science Assessment #3	Formative		10th grade Science Assessment #3	Formative		CA High School Exit Examination (CAHSEE)	Sum-mative	July 27 - 28, October 5 - 6, November 9 - 10, February 1 - 2 March 8 - 9, May 10 - 11 January 10 - 14 January 18 - February 18, February 23 - March 31, April 4 - 15 April 25 - May 27, May 31 - June 10
9th grade Science Assessment CST	Sum-mative		10th grade Science Assessment CST	Sum-mative		CA Alternate Performance Assessment (CAPA)	Sum-mative	May 9 - 27
9th grade Math Assessment #1	Formative		10th grade Math Assessment #1	Formative		PSAT	Sum-mative	October 13
9th grade Math Assessment #2	Formative		10th grade Math Assessment #2	Formative		Advanced Placement Examinations (AP)	Sum-mative	May 2 - May 13
9th grade Math Assessment #3	Formative		10th grade Math Assessment #3	Formative		Initial CA English Language Development Test (CELDT)	Sum-mative	September 13 - November 10 November 12 - 19 November 25 - December 17
						CA Modified Assessment (CMA)	Sum-mative	May 9 - 27
						Standards-based Tests in Spanish	Sum-mative	May 9 - 27

9th grade Math CST	Sum- mative			10th grade Math CST	Sum- mative			(STS) Annual CA English Language Development Test (CELDT)	Sum- mative	September 13 – October 22

STBE PROFESSIONAL DEVELOPMENT PLAN

2011-1012 PROFESSIONAL DEVELOPMENT DAYS

MONTHLY TASKS	DATE	SPECIFIC TASKS	INTENDED STAKEHOLDERS
FEBRUARY, 2011 Collaboration with Other Schools for Shared Programs/Services Partnerships Curricular Maps		Collaborate with other schools for shared programs and services Seek and collaborate with institutions to create partnerships Align the A-G Curriculum to the Career Technical Education Pathway Standards Develop Curricular Maps Establish grading and homework policies/rubrics Seek, contact, and develop Partnerships with various organizations	STBE Design Team
MARCH, 2011 Staffing Linked Learning (specific for ELs) Internships Performance Management Matrix Curricular Maps		Begin interviewing/hiring STBE staff Explore and understand Linked Learning Develop/design a specific plan for Linked Learning for English Learners Complete the Performance Management Matrix Align the A-G Curriculum to the Career Technical Education Pathway Standards Develop Curricular Maps	STBE Design Team
APRIL, 2011 Differentiated Instruction Block Scheduling PLTs Curricular Maps		Investigate research based pedagogy and methodology Investigate Professional Learning Teams (sharing best practices) Align curriculum intra/inter disciplinary subjects Develop strategies for Differentiated Instruction (ELs and Resource students) for Block Scheduling Align the A-G Curriculum to the Career Technical Education Pathway Standards Develop Curricular Maps	STBE Staff
MAY, 2011		Career Technical Education Pathway	STBE Staff

Curricular Maps Assessment		Standards Develop Curricular Maps Investigate school-developed benchmarks and other standardized testing/milestones	
JUNE, 2011 Curricular Maps Intervention Plan (RTi) Advisories		Align the A-G Curriculum to the Career Technical Education Pathway Standards Develop Curricular Maps Explore RTi Create data-driven Intervention Plan Create a Curriculum for Advisories	STBE Staff
JULY, 2011 Curricular Maps Intervention Plan(RTi) Master Schedule		Align the A-G Curriculum to the Career Technical Education Pathway Standards Develop Curricular Maps Explore RTi Create data-driven Intervention Plan Develop the Master Schedule	STBE Staff
AUGUST, 2011 Evaluate/Revise Curricular Maps Linked Learning Form Committees (SSGC, CEAC, ELAC, Leadership Team, PLTs) Sharing Best Practices (PLTs) Analysis of MyData for all students New Teacher(s) Support	08/12 (Fri)	Pupil Free Day Review Plans from Feb-July, 2011	STBE Staff
	08/16	TBD	STBE Staff
	08/23	TBD	STBE Staff
	08/30	TBD	STBE Staff
SEPTEMBER, 2011 Evaluate/Revise Curricular Maps Linked Learning WASC Process Overview Analysis of MyData for all students and Progress Reports RTi Sharing Best Practices New Teacher (s) Support	09/6	TBD	STBE Staff
	09/13	TBD	STBE Staff
	09/20	TBD	STBE Staff
	09/27	TBD	STBE Staff
OCTOBER, 2011 Evaluate/Revise Curricular Maps	10/4	TBD	STBE Staff

Linked Learning College Prep Mentoring Analysis of MyData, Periodic Assessments, and Progress Reports RTi Sharing Best Practices New Teacher (s) Support	10/11	TBD	STBE Staff
	10/18	TBD	STBE Staff
	10/25	TBD	STBE Staff
NOVEMBER, 2011 Evaluate/Revise Curricular Maps Linked Learning Partnerships/Internships College Prep Mentoring Analysis of MyData, Periodic Assessments, and Progress Reports RTi Sharing Best Practices New Teacher (s) Support	11/1	TBD	STBE Staff
	11/8	TBD	STBE Staff
	11/15	TBD	STBE Staff
	11/22	TBD	STBE Staff
	11/29	TBD	STBE Staff
DECEMBER, 2011 Evaluate/Revise Curricular Maps Linked Learning Partnerships/Internships College Prep Mentoring Analysis of MyData, Periodic Assessments, and Progress Reports RTi Sharing Best Practices New Teacher (s) Support	12/6	TBD	STBE Staff
	12/13	TBD	STBE Staff
JANUARY, 2012 WASC Evaluate/Revise Curricular Maps Linked Learning Partnerships/Internships College Prep Mentoring	1/17	TBD	STBE Staff
	1/24	TBD	STBE Staff

Sharing Best Practices New Teacher (s) Support	1/31	TBD	STBE Staff
FEBRUARY, 2012			
WASC	2/7	TBD	STBE Staff
Evaluate/Revise Curricular Maps	2/14	TBD	STBE Staff
Linked Learning Partnerships/Internships	2/21	TBD	STBE Staff
College Prep Mentoring Analysis of MyData, Periodic Assessments, and Progress Reports Transcript Analysis RTi Sharing Best Practices New Teacher(s) Support	2/28	TBD	STBE Staff
MARCH, 2012			
WASC	3/6	TBD	STBE Staff
Evaluate/Revise Curricular Maps	3/13	TBD	STBE Staff
Linked Learning Partnerships/Internships	3/20	TBD	STBE Staff
College Prep Mentoring Analysis of MyData, Periodic Assessments, and Progress Reports Transcript Analysis RTi Sharing Best Practices New Teacher(s) Support	3/27	TBD	STBE Staff
APRIL, 2012			
WASC (deadline for Fall, 2012 Visit)	4/10	TBD	STBE Staff
Evaluate/Revise Curricular Maps	4/17	TBD	STBE Staff
Linked Learning Partnerships/Internships College Prep Mentoring Analysis of MyData, Periodic Assessments, and Progress Reports			

RTi Sharing Best Practices New Teacher (s) Support Plan for Next Year	4/24	TBD	STBE Staff
MAY, 2012			
CSTs Begin WASC Report (deadline to submit is September 30, 2012 for Fall Visit)	5/1	TBD	STBE Staff
Evaluate/Revise Curricular Maps	5/8	TBD	STBE Staff
Linked Learning Partnerships/Internships College Prep Mentoring	5/15	TBD	STBE Staff
Analysis of MyData, Periodic Assessments, and Progress Reports	5/22	TBD	STBE Staff
RTi Sharing Best Practices New Teacher(s) Support Plan For Next Year	5/29	TBD	STBE Staff
JUNE, 2012 WASC Report (deadline to submit is Sept. 30) Plan For Next Year Recognize and celebrate accomplishments, Identify challenges, and prioritize needs	6/4 (Mon)	Pupil Free Day WASC Report Recognize and celebrate accomplishments Identify challenges Prioritize needs Plan for 2012-2013 year	STBE Staff

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: STBE

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Requirement, District publications and forms are available	Search and Serve	<ul style="list-style-type: none"> • In The school of Technology, Business and Education students with disabilities will be identified though a search and serve process that will provide services to families and students with special needs. That process includes: • Distributing the Are You Puzzled by Your Child's Special Needs brochure, completing the District's Student Enrollment Form, completing the Special Services Follow-Up form if any of the questions in Section 10 are answered with "yes", reviewing the student's IEP in the Welligent system, 504 or GATE, promptly providing services defined in the report, and providing the parent the Parent Request/Reasonable Accommodations form. Additionally, a member of the enrollment team will meet with families and ask each family if the student currently has an IEP. All application team members will be trained to note IEP status on each applicant form. (If a student transfers to LAUSD with an IEP from another school district in California, LAUSD will provide comparable services in consultation with the parents pending an LAUSD review IEP. LAUSD will hold a review IEP using the Welligent IEP system within 30 days of the student's enrollment to determine recommendations for special education services. If a student transfers into LAUSD from another state, LAUSD will provide comparable services, in consultation with the parents, until a new evaluation is conducted, if necessary, and a new IEP is developed. If a new evaluation is necessary to determine eligibility based on California eligibility criteria for special education, it will be considered an initial evaluation.) • Referring for Special Ed Assessment: (15 days) • Ensuring that all school staff are aware of the Special Education procedures. Professional development will be provided to train staff 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, she or he may request assessment. Our staff will assist that person in filing out the Request for Special Education

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX DApplicant Team Name: STBE

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Assessment Form.</p> <ul style="list-style-type: none">• All staff will be aware of the procedures for referring a student for the assessment process for students suspected of having a disability. A Student Study Team 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.• ELIGIBILITY REQUIREMENT AND TIMELINE:• Publications and forms that will displayed and made available at 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 Parent Guide to Special Education Services (including Procedural Rights and Safeguards), the Parent Resource Network Poster and brochure.• STBE 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 Advisory Committee (CAC), Special Education Multicultural Advisory Committee (SEMAC), and the Complaint Response Unit/Parent Resource Network (PRU/PRN).

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____ STBE _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 2	Intervention Programs	<ul style="list-style-type: none"> • An inter-disciplinary team will meet weekly to address teachers' concerns about struggling students and to help design intervention plans. They will discuss concerns about academic and/or behavioral difficulties, identify student strengths, interests and talents, review baseline data, set outcomes and methods for measuring progress, design specific intervention strategies, review and monitor plans and communicate parents. • A tiered approach to instruction, intervention, and services will be used for students that do not meet grade level standards. Teachers, advisors, students and parents can initiate intervention based on report cards, standardized test scores, teacher/parent/student rating scales behavioral logs, disciplinary referrals, and attendance data. Intervention is immediate, related to core instruction, and based on ongoing progress monitoring. RTI and Differentiated Instruction provide early intervention and adaptation of instruction to individual needs and learning styles. Content Literacy Curriculum (CLC) offers support for implementation of RTI. The benchmarks and monitoring tools used for diagnostic evidence are CST, CELDT, and CORE assessments. After a target skill has been identified, teachers will implement an intervention pedagogy that supports the skill deficit and use materials that target the skill. Succinct lessons will be implemented frequently and will be curriculum based measurements (CBM). An on-going cycle of progress monitoring with CBM and revised instruction will determine whether need(s) can be met in the general education setting. • RTI is a 3-tiered model that incorporates academic and behavioral interventions. It provides early intervention, using data to inform decision-making, implementing interventions based on research. It relies on progress monitoring and uses an inter-disciplinary team. Tier I occurs in the general education classroom through the core instructional program, using differentiated instruction to meet the needs of a diverse population. Tier II is initiated when students do not make adequate progress in Tier I. Additional targeted services and interventions, usually in small group settings, are provided in addition to the instruction in the general curriculum. Tier III is implemented when students do not adequately respond to the targeted interventions in Tier II. Additional testing may be needed and students would receive intensive interventions targeted to their educational short falls. Students not showing progress after Tier III intervention will be referred to the Student Success Team and their academic and behavioral history will be reviewed. Recommendations will be made to accommodate or modify the student in the general educational setting.
	PUBLIC SCHOOL CHOICE 2.0	A NEW WAY AT LAUSD

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____ STBE _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 5, 17 and 18 LAUSD Board Policy	<p>Discipline Foundations Plan and Behavior Support</p>	<p>The emphasis in behavioral interventions and supports is to provide a collaborative partnerships including general and special educators and families in order to develop appropriate plans and implement them consistently.</p> <p>Prevention: STBE expectations for respectful student behavior are:</p> <ul style="list-style-type: none"> • Students treat community members with respect. They will follow classroom and school procedures at all times. • Students take responsibility for their actions by behaving appropriately at all times. • Students conduct themselves in a safe manner. They will refrain from intimidating, harming or threatening the safety of others at all times. Students will not discriminate against anyone, at any time, for any reason. <p>Zero tolerance for bullying.</p> <p>STBE will use Positive Behavioral Intervention Supports (PBIS). A school-wide system of support includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments.</p> <p>Intervention STBE students will have the following supports to enable students to access the curriculum and participate in the social environment of the school.</p> <p>Tier 1: Students receive support and instruction in their Advisory classes. Their Advisor teaches class rules and expectations, and social skills training.</p> <p>Tier 2: includes all support at the Tier 1 level plus individualized social skills training; self-management programs; Behavior Support Plans (BSP); parent training and collaboration; adult mentors; increased academic support. Assessment may include individualized data collection, observations and interviews, functional behavioral assessment resulting in individual Behavior Support Plans with consistent implementation plans.</p>

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____ STBE _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Tier 3: Includes all supports at the Tier I and Tier II levels plus intensive social skills training; individualized support plans; parent training and collaboration; multi-agency collaboration services. Assessment includes individualized data collection, observations and interviews, Functional Analysis Assessment (FAA) which may result in a Behavior Intervention Plan (BIP) or a Behavior Support Plan (BSP).</p>
<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<p>STBE cannot determine the exact population of students with disabilities or their types of disabilities. It is our plan to work with the other pilot schools on campus to coordinate a shared special education service plan.</p> <p>Current Data From Feeder Schools-</p> <ul style="list-style-type: none"> ● Marshall currently has 330 students with disabilities. They have 1 class for students with mild intellectual disabilities, 1 class students with severe intellectual disabilities, the remaining classes are for students with Learning Disabilities or students who can be served in a program for students with Learning Disabilities. There are 5 Resource Teachers. ● Franklin has 277 students with disabilities. They have 2 classes for students with severe intellectual disabilities in vocational training, 1 class for students with emotional challenges, 1 class for students with mild intellectual disabilities. The remaining classes are for students who can be served in a Learning Disabled setting. They have 8 Resource Teachers.

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____ STBE _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> 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.
Outcome 2	Special Education Program Description	<ul style="list-style-type: none"> STBE will comply with federal law requiring public schools to provide equal access for student regardless of disability. Students with disabilities at STBE will be 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. General education and Special Education teachers will collaborate on teaching strategies that best support students. Monitoring and planning support is shared and can occur during student advisories. STBE will create an inclusive learning environment that holds high standards for students with disabilities, ELL, SEL, and students of poverty. Special education students' academic programs will be created in accordance with their IEPs in order to provide them with the least restrictive environments possible. STBE students with special needs or disabilities will participate in a fully inclusive model and will be enrolled in A-G requirement courses in general education classes. Special Day Program students and students with moderate to severe disabilities will be mainstreamed into the least restrictive environment. The student

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____ STBE _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>and the IEP team will determine the percentage of time and classes will best meet the needs of each individual student. The determination will be based on student strengths, interests, and the ability to meet previously set goals. Teachers will support students with special needs by offering a variety of ways to demonstrate mastery of course content and skills, and by acknowledging and accommodating different learning styles (Norwich & Kelly, 2004)</p> <ul style="list-style-type: none"> • Collaboration among school personnel will provide greater expertise in instruction and professional development. Teachers work in grade level teams to develop interdisciplinary thematic curricula. We will implement a co-teaching approach to instruction. Regular communication and continued learning includes weekly professional development for co-planning and empowering their teams of teachers to find creative and effective ways to meet the diverse needs of the learners. (Murawski, 2005). • Co-teaching will be applied in an interdisciplinary manner between special education teachers, core content area teachers and teachers in elective courses. • Specialists and teachers work together to develop appropriate accommodations and modifications that are used to measure what students know and can do. • STBE's cooperative learning environment promotes group interaction and values 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. • No Child Left Behind (NCLB) and the Individual with Disabilities Education Act (IDEA) mandate that all students have access to the general education curriculum with highly competent teachers and quality instruction. Response to Intervention (RTI) and Differentiated Instruction (DI) help achieve the goals by early intervention and adapting instruction to individual needs and learning styles. RTI & DI are effective for "special needs" students and those students who learn in different ways. This is especially important in an inclusive, small school setting.

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____ STBE _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<ul style="list-style-type: none"> • RTI is a 3-tiered model that includes academic and behavioral interventions. It is designed as an early intervention, uses data to inform decision-making, implements interventions based on research, is dependent on progress monitoring and uses a multi-disciplinary team. There are three phases of progress monitoring: Baseline Phase, Intervention Phase and RTI Phase (Hanson, 2009). • Differentiated Instruction is intended to make instruction assessable to all learners by meeting their individual needs. Teachers modify instruction and design classroom learning environments based on their understanding of students' strengths and needs. Characteristics include a safe and challenging learning environment, teaching approaches that include whole class, small group and individual work, clear learning goals that address essential knowledge, understanding skill, pre-assessment and ongoing assessment that affect direct instruction, flexible use of time, materials, space and strategies for all students' needs and classrooms where teachers and students share responsibilities. This philosophy is built on the premise that students learn best when teachers address differences in the student's readiness levels, interests and learning profile preferences. A teacher can then modify content, process, or product accordingly (Tomlinson, 1999, 2003, 2006). • Instructional technology is infused into the classroom and allows teachers to present the curriculum in different ways while providing tools to meet the wide range of learning styles. Blended learning through online instruction will be available in the Learning Center for intervention and remediation. • Students will participate in extracurricular and in class activities with the support of aides, paraprofessionals, special and general ed teachers and trained mentors.
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>The School of Technology, Business and Education will have the following process in place:</p> <ul style="list-style-type: none"> • Monitoring IEP dates and notifications: The special education teacher 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 tracked on Welligent. The records of service will be printed

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____ STBE _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>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. Goal progress will be monitored by the case carrier and updated on the Welligent system. All IEP notifications will be mailed out and collected by the school administrator in either English or in the parent's native language. IEP meetings will be held in the designated IEP meeting room to ensure confidentiality. Parents will be invited to the meeting using the district IEP notification form in the parent's home language</p> <ul style="list-style-type: none"> ● On-going professional development will be used to train the school administrator of any policy or procedural changes. ● Internal communication: Case carriers will be notified of upcoming meetings through the Welligent system. Messages between participants can be communicated through the Welligent message center. Every staff member will have an LAUSD email account for additional communication between teachers, family members, and service providers in preparation for monitoring of the IEP. Prior to an IEP, the case carrier will notify all service providers of the IEP and have providers complete a service report summary ● Follow-up mechanisms: 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. ● Location of meetings: A conference room will be available for IEP meetings to ensure privacy and confidentiality. ● 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. Translation will be provided by a highly qualified bi-lingual person to ensure that parents feel comfortable and welcome. Every effort will be taken to provide a safe and supportive environment with appropriate assistance when needed. If necessary, phone conferences and video conferencing will be available to parents not able to attend meetings

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____ STBE _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<ul style="list-style-type: none"> • A multidisciplinary team will monitor, assess and evaluate the student after RTI has been implemented and thoroughly tested through multi-cycles and levels of intervention. If the student shows no growth and is non-responsive to the intervention's targeted skill development, then the student will be evaluated by the Student Success Team. After observation, record and assessment reviews, a student may be recommended for special education evaluation • The following referral plan to be implemented: Any person who believes that a student has a disability and requires special education and related services may make a formal request in writing for a special education assessment. An assessment plan must be developed and provided to parents for their approval before a student can be assessed for eligibility for special education or reassessed while receiving special education and related services. • A special education assessment plan is to be developed and provided to the parents within 15 calendar days from the date of receipt of a written request for an initial special education assessment, within 15 calendar days from the date of receipt of a written request for an assessment of a student currently receiving special education and related services, prior to conducting a reassessment of a student receiving special education and related services, or when a change in a student's eligibility for special education or related services is being considered. A special education assessment plan may be needed when a change in the student's special education or related services is being considered. • During the pre-referral process students will be evaluated to ensure that the cause for intervention is not language acquisition or lack of instruction in Math or English. • All special education assessment plans should be developed using the District's <i>Special Education Assessment Plan Form</i> in the Welligent IEP system. The assessment plan provided to the parents must be in the language of the home. Forms in all of the major languages are available. • The special education assessment plan should be developed in cooperation with the student's teacher(s), general and special education, and other appropriate staff, depending upon the student's disability or

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____ STBE _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>suspected area of disability, such as: the school psychologist, related services personnel, the school nurse.</p> <ul style="list-style-type: none"> • The education specialist developing the special education assessment plan should use information from: the written request for a special education assessment, the <i>LAUSD Student Enrollment Form</i>, Section 10: Special Services, the parent, including the <i>Student Information Questionnaire</i>, school records, including teacher interviews and observations, student work samples, and other knowledge gathered through the process that reviews the student's achievement. • Legally, the assessment plan must provide for: • Assessing the student in all areas of suspected disability. The process for addressing "all areas of suspected disability are addressed" are: • Selecting and administering tests and other assessment materials that are not racially, culturally, or linguistically discriminatory. • Administering tests and other assessment materials in the language and form most likely to yield accurate information on what the student knows and can do academically, developmentally and functionally unless it is not feasible to provide or administer. • Selecting and administering tests and other assessment materials to assess an English Language Learner that measure the extent to which the student has a disability and needs special education, rather than measuring the student's English language skills. • Selecting tests and other assessment materials that assess specific areas of educational need and are not designed to provide a single intelligence quotient. • Using a variety of assessment tools and strategies to gather relevant functional and developmental information about the student. • Using information provided by the parent/guardian. • Obtaining information about how the student is involved and progressing in the general curriculum. • The use of intelligence tests for African-American students is prohibited in California. Not only may they not

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____ STBE _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>be administered by school districts, but findings from intelligence tests administered elsewhere may not be considered or contained in the records of African-American students.</p> <ul style="list-style-type: none"> • An initial IEP will be held for the student no more than 60 days from the date the assessment plan is signed.
Outcome 2	Instructional Plan for students using grade level standards	<ul style="list-style-type: none"> • STBE curriculum is based upon the California Content Standards and provides all students with the rigorous coursework needed for successful A-G completion. Teachers make content relevant and interesting by designing meaningful and authentic curriculum. The pilot school autonomies will provide the flexibility in curriculum and scheduling need to support the core elements critical to achieving our vision: STBE will provide a stimulating Project Based Learning environment that will provide students with the necessary skills that are essential for success in the 21st Century. Students will learn to collaborate, communicate effectively and think critically through the use of inquiry, applicability and demonstration of skill. Students will also master the academic learning standards through the careful planning, managing, and assessing of rigorous projects by creating high-quality, authentic products & presentations that respond to complex questions, problems, or challenges. The concepts and standards at the core of each project will help students gain an in-depth understanding and encourage lifelong learning habits and vital skills. • STBE will engage and meet the needs of our diverse populations through project based learning and by creating hands-on based lessons,. Research shows that students of need (including ELLs) benefit from authentic, project based learning (Peppler, Catterall & Feline, 2010) and that multimedia projects promote literacy for disadvantaged children (Chambers, Cheung, Madden, Slavin & Gifford, 2006) • Authentic-based Learning and Community Partnerships: Infusing community projects in our curricular

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: STBE

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>development creates a connection between classroom learning and real world application. Students will have an opportunity to explore careers in technology, business, and education.</p> <ul style="list-style-type: none"> • Inquiry Driven: All learners, regardless of their special learning needs, have a right to access rigorous and engaging curriculum. STBE instruction will give students the skills necessary to transfer learning, communicate persuasively, and apply higher order thinking skills to demanding tasks. Researchers in special education, ELL, gifted, and general education support high expectations for all learners (Guess & Thompson, 1989, Heshusius, 1988, Waxman & Tellez, 2002, Van Tassel-Baska, 2008, Newmann & Wehlage, 1995) • College-Ready: All students will have access to the required A-G requirements. An inquiry, project-based writing-focused approach to learning will prepare students for the rigor of college. • Linked Learning: Integration of Technology projects across grade levels provides a structured, sequenced approach to mastering technological proficiencies, essential to 21st century skills. • Student Advisories: Provides personalization and accountability for student. Students create learning plans, that define personal and academic goals, look at data to modify goals, and use on-going assessments to adapt instruction and personalize learning. • STBE will use grade level materials that will be adapted for access by the student with needs. • STBE will provide core instruction through differentiation, co-teaching, new technology and SDAIE strategies (including reading, writing, listening and speaking across the curriculum to improve literacy and communication skills). • Accommodations that will be implemented are to: provide a model of end product; provide written and verbal direction with visuals if possible; break long assignments into small sequential steps, monitoring each step; highlight to alert student attention to key points within the written direction of the assignment; number and sequence steps in a task; provide outlines, study guides, copies of overhead notes; explain learning expectations to the student before beginning a lesson; allow the student to use tape recorders, computers, calculators and dictation to obtain and retain assignment success, allow oral administration of

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____ STBE _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>test. These accommodations help students access grade-level content in core curriculum Modifications applied to core curriculum are:</p> <ul style="list-style-type: none"> • Use of data, grouping, instructional procedures and assessments to provide access to content include: • STBE will provide multiple ways of assessing student competency. • STBE will use authentic assessments to understand what our students know and can do. They provide markers of student growth. • The on-going use of formative assessments allows teachers to monitor and focus on individual students. The intensive focus on assessing learning leads to continuous improvement, increased achievement, and increased accountability. The type of data collection for informative assessment might include student journals and self-assessments, peer reviews, teacher observations, student-led conferences, diagnostic probes and diagnostic teaching, work samples, and product analysis based on rubrics. • Teachers regularly look at data to modify goals, and use formative assessments to adapt instruction.
Outcome 7A, 7B	Instructional Plan for students using Alternate Standards	<ul style="list-style-type: none"> • Alternative Standards for students to include the age appropriate activities and post-secondary outcomes are: • Backward planning, curriculum-based, informal assessments and alternate standards: • Accommodations: Modifications: • Students in multi-age groups will be taught... • Data, differentiation of instruction, appropriate integration, grouping, instructional procedures, and assessment

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____ STBE _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 13	Plan to provide Supports & Services	<ul style="list-style-type: none"> 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 in their IEP. Their case carrier and the designated administrator will monitor those services. The services will be provided in the method describe in LAUSD's Special Education Policy and Procedures manual Part III, Section VIII. Maintaining accountability, our Resource Specialist with Related Service Providers will complete the Daily Service Tracking Log using the Welligent System. The Service Logs will match the student's IEP Free and Appropriate Service Plan, of time and frequency of services. At the end of each month the Resource Specialist will complete, print, and sign the Welligent tracking monthly report, which will be reviewed and signed by our school principal. sTBE will maintain appropriate special educational records at our school site and at the appropriate related services office (i.e. Occupational Therapy, Speech and Language, and Audiology), or at our local office as mandated by Federal Law. Welligent will be linked to our ISIS school program. We will maintain a master IEP monthly calendar in order to provide a check and balance of all services required and provided. All special education records are confidential, however our students' records will be accessible and will be provided specifically to the parent of the child upon request

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____ STBE _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 9 (for programs with students 14 and older)	Transition Planning Strategies	<ul style="list-style-type: none"> • All students 13 or 14 years and older will complete the Individual Transition Plan that includes activities aligned to Education/Training, Employment and Daily Living Skills. They will complete a commercially produced transition assessment. The CTE pathway will allow students to explore fields of interest and build skills for their future college and professional success. They will also complete service learning projects and internships at community businesses to acquire job experience. Additionally, student will create portfolios and student projects that will be displayed electronically preparing them for post secondary college or careers. • An assessment will be completed by the age of 16. • A timeline of dates will be kept and transition instructions will be presented to students, parents, and staff so that students will have a successful transition for post-secondary goals. • The special education case carrier will work with the transition teacher to develop curriculum that addresses transition needs. Additionally, student will begin taking field trips to local colleges, universities, and trade schools beginning in the 11th grade. They will also attend career fairs to familiarize themselves with possible career pathways. • Students will complete a “Senior Inventory” and “Summary of Performance” and they will obtain a copy for future reference. They will completed an exit IEP. • With 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. Students in an alternate setting will work with transition services, special educators, and support providers such as the local regional center to plan for a post secondary training and education.

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: STBE

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal requirement	Access to Extra- Curricular/Non academic activities:	<ul style="list-style-type: none"> Students needing supports will be able to participate in extra-curricular and non academic activities through the following plan: Access to all events: STBE is committed to equity and access for all students will guarantee that all students will be included in sports activities, clubs, field trips, workshops and collaborative arts and community based projects. Full participation will be encouraged and supported by providing transportation accommodations if needed, aides and assistants to provide necessary service support. When necessary, parents will be invited to accompany the student or provide transportation to extracurricular events. Students will receive support in the elective classes through the accommodations detailed in their IEPs. The case carrier will ensure that services and assistance in monitoring progress on assignments is adequate and will provide extra time or accommodations to complete the assignment. Daily check-ins with the teachers and the Advisor will ensure that the students needs are being met in the general education elective classes
Federal requirement	Providing Extended School Year	<ul style="list-style-type: none"> Electives available to the general education population will be offered to our special education students. The Extended School Year is determined by the IEP team to determine the need for ESY, IEP teams will pay particular attention to: severity of the disabling condition; areas of learning critical to maintaining IEP skills; extent of regression caused by interruption in educational programming; rate of recoupment following interruption of instruction and the availability of alternative resources such as intervention programs and general education summer school. In order for an IEP team to recommend a student for ESY services, the team must determine and document that the student meets one of the following criteria: Regression-Recoupment Criterion (these must be skills or behaviors that have been taught during the implementation of the student's current IEP goals and objectives) or Critical Skills Criterion (only for students accessing the Alternate Curriculum (critical skills or self-sufficiency goals that relate to those skills that lead to independent functioning for students with severe disabilities). The goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____ STBE _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>be lost during the summer/intersession period. ESY services will be coordinated with the LAUSD Division of Special Education.</p> <ul style="list-style-type: none">• ESY 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. The team must determine if there would be regression concerns when school resumes without these services being provided during ESY. If they don't require regressions and recoupment, they do not need ESY.• The instructional programs will be developed to address the needs of the student. Related services are implemented through an array of service delivery models which change as the needs of the student change. Service(s) may be indirect with the provider(s) serving primarily as consultant(s) to the classroom teacher. Another service model may have the service being delivered in a classroom with co-planning and collaborative co-teaching between the classroom teacher and provider. An intensive form of service may be a pull out model involving individual or small-group sessions. In the ESY setting, as in the regular school year setting, the related services provider and classroom teacher must collaborate on a regular basis.• STBE will allocate funds for personnel and resources to provide ESY services.

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____ STBE _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Federal Court requirement	MCD Outcomes (to be woven among others)	<ul style="list-style-type: none"> ● Statewide Assessments (ELA) ● Statewide Assessments (Math) ● Graduation Rate ● Completion Rate ● Reduction of Suspension ● LRE ● A. LRE: SLD, SLI, OHI ● B. LRE: MD, OI ● Home School ● Individual Transition Plan ● Timely Completion of Evaluations ● Complaint Response Time ● Informal Dispute Resolution ● Delivery of Special Education Services ● Parent Participation at IEP Meetings ● Timely Completion of IEP translations ● Qualified Special Education Teachers ● Behavioral Support Plans for students with Autism or Emotional Disturbance ● Comprehensive Evaluation of African American Students Identified with Emotional Disturbance

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX DApplicant Team Name: STBE

MCD OUTCOME	COMPONENT	SCHOOL PLAN
All	Professional Development	<ul style="list-style-type: none">Professional development session will occur on a weekly basis to discuss and implement lesson planning, assessment, and data review. The pilot school model will give teachers and administrators the autonomy to engage in a professional development program that develops and reflects on teaching practice. Teachers will address their individual goals as well as receive professional development to help meet the school-wide goals.STBE will implement an extensive professional development plan for their general and special education teachers that will include: Co-teaching in the inclusive classroom, differentiating for the inclusive classroom, understanding the special needs of parents, teaching content to high functioning autism and Aspergers in the general education classroom, implementing RTI, teaching specific reading strategies to students with mild to moderate disabilities, paraprofessionals' role in inclusive setting, Positive Behavior Support (PBS), and Applied Behavior Analysis (ABA).RTI and DI will be covered in Professional development workshops.Special Ed and General Ed teachers will meet once a week to plan curriculum and accommodations/modification. On-going collaboration and planning between teaching teams will provide the differentiated instruction and interventions to meet the needs of the students.

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____ STBE _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcomes 6, 8, 16	Staffing/Operations	<ul style="list-style-type: none"> ● STBE will use staffing autonomy to keep student to teacher ratios at 30:1 to provide an optimal situation for personalization and learning culture to meet the needs of all students. ● Teachers will be recruited by contacting local university or state college special education programs. We will post on the LAUSD employment board and also contact principals and coordinators at other school sites for recommendations. ● STBE will hire teachers who support our mission and vision and use the Election to Work agreement to ensure that our staff only includes those committed to these goals. ● Credential verification and monitoring will be handled by the school administrator to verify credentials from the Commission on Teacher Credentialing. All teachers will have a CLAD, BCLAD or SB1969 certification, to ensure a high level of instruction for all students, (including ELLs, students of poverty, gifted students, and students with disabilities). Our content specialists will be qualified to teach AP classes. ● STBE will hire special education staff based on the requirements of LAUSD policy. ● STBE will comply with the district's ratios of 28 (up to 32) to 1 so that the needs of students are addressed and the mandated service norms are honored. Speech service ratios are 55-1. We intend to share that service with the other Taylor Yard schools. Aides will be hired according to a 10 – 1 and will be provided by the district. ● The clerical support required to appropriately monitor and service student needs will be provided by the SECAC carrier and an office clerk. ● Specialized equipment will be purchased or rented. ● STBE will comply with all required mandates to ensure compliant health standards and protocols. ● STBE will use pilot school autonomy to allow all stakeholders to determine the school's daily operation, hiring, budget, curriculum and assessment. STBE will be governed by a distributive leadership model staff to create the least restrictive learning environment for students.

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____ STBE _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
	Fiscal	<ul style="list-style-type: none"> N/A
Outcome 14	Parent Participation	<ul style="list-style-type: none"> STBEs' parent engagement and involvement plan will be used to maximize parent involvement. Parents will participate in the planning of the student Individual Education plan, in assessment review and performances and community projects. In addition, parents will have multiple opportunities to support their students learning goals at home as well as at school. They will be encouraged to volunteer in school activities, community-building activities, and to participate in parent educational workshops. Monthly parent breakfast meetings will be used for increased parent involvement and community announcements. The computer Lab will be available for online tutorial classes on educational policy or areas of personal interest. Internet access is available to families of our students. Shared resources such as the library and the health center will also be available. Parent will receive information through letters, phone announcements, and emails. Additionally, parents will receive information and training from the special education department related to service for special education students. Case carriers will call parents/guardians to inform them of upcoming IEP's. Notifications of letters will be managed and tracked on Welligent to verify that the school has made three attempts to

Los Angeles Unified School District
PUBLIC SCHOOL CHOICE 2.0
SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: _____ STBE _____

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>communicate prior to holding the meeting. STBE will ensure that parents have access to school events through the use of bilingual staff, community partners and upper level students.</p> <ul style="list-style-type: none">• All parents will be included in the school recruitment for parent involvement in school site committees and councils.



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, reading "Dale W. Vigil".

Dale W. Vigil, Ed.D.
 Interim Superintendent



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

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

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





"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

Board of Directors

David V. Adams, Sr.
Carol Biondi
H. Thomas Boyle
James A. Burke
Rosa Campos
Alex Chaves, Sr.
J. Michael Hennigan
Dwight Hotchkiss
Christine Lynch
Amanda Mansour
Charlie McPhee
J. Mario Molina, M.D.
Fr. Al Naucke, S.J.
Viktor Rzetelski
Joe Seager
Rob Smith
Carlos Vasquez
Joseph J. Ybarra

Honorary Board Members

Herb Alpert
*Robert Graham **
Anjelica Huston
David G. Price

Services

Case Management
Curriculum/Education
Employment Counseling
Legal Services
Mental Health
Twelve Step Meetings
Volunteer "Navigators"
WIN (Work is Noble)
Ya 'Stuvo Tattoo Removal

Homeboy Industries

Homeboy Bakery
Homegirl Café & Catering
Homeboy Maintenance
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

November 30, 2010

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

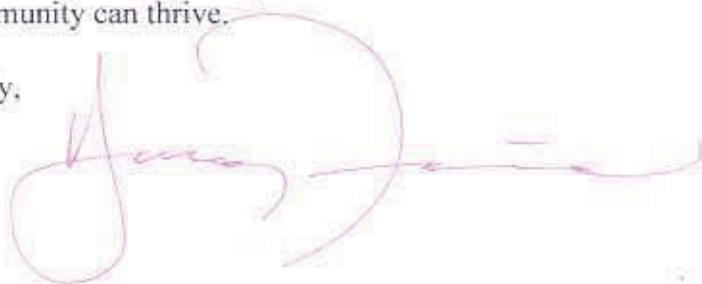
Dear Mr. Cortines and LAUSD School Board:

It is a critical time to engage youth in thinking creatively about problems that they encounter in school and beyond. Yancey Quinones, President of Antigua Coffee House LLC 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 School of Technology, Business, and Education (STBE).

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 STBE 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 effect positive change. STBE 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 their efforts to ensure that Taylor Yard is a place where students and their families, teachers and schools, and the community can thrive.

Sincerely,

A handwritten signature in purple ink, appearing to be "Yancey Quinones", written over a horizontal line.

Yancey Quinones, the son of immigrants from Latin America was born and raised in Los Angeles. In the early 1970's, his family moved into the small northeast working class community of Cypress Park. While growing up in Cypress Park he attended Loreto street elementary school, Nightingale Junior High and Graduated from Francisco Bravo Medical Magnet. After High school he pursued his Bachelor's degree at California State University Los Angeles, in Social Economics with an emphasis in Business. After graduating from college, he spent a year and a half in Central America working in the family owned Coffee Farms in Guatemala. With his return to Los Angeles he developed a new coffee company to par take in the \$19 billion dollar a year American enterprise. With this venture he was able to create a community coffeehouse in Cypress Park and a roasting facility in the neighborhood of Boyle Heights.

Future plans are to transfer this coffee roasting facility to Cypress Park and continue with an educational coffee roasting workshop. His goals are to encourage and develop local youths into young progressive entrepreneurs and help structure community businesses in order to eliminate blight. His deepest mission is to train, educate, and supply jobs for this notable trade.



OCCIDENTAL COLLEGE
1600 CAMPUS ROAD
LOS ANGELES, CA 90041-3314

December 1, 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:

As an organization that understands the value of quality education, and the challenges that teachers and schools embrace on behalf of equity and justice for our youth, the Neighborhood Partnership Program at Occidental College enthusiastically supports and applauds the determination and commitment to public education of the founders of STBE.

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. STBE is dedicated to contribute to the future educational and socio-economic growth of the Taylor Yard community through the use of technology, business and educational pathways. STBE's commitment to empower students to enrich their community and pursue higher education, is impressive and powerful. We support a school whose mission is to give voice to the young men and women of the 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 STBE, through educational workshops and collaborative community events as well as by helping make learning relevant to students through project and service learning activities. STBE provides 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 STBE is a place where students and their families, teachers and schools, and the community can thrive.

Sincerely,

Jesus Maldonado
Director
Neighborhood Partnership Program



BILINGUAL FOUNDATION OF THE ARTS

Theatre • Teatro

December 1, 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. Bilingual Foundation of the Arts 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 effect positive change. 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,

Lina Montalvo
 Managing Director

421 North Avenue 19
 Los Angeles, CA 90031
 P 323.225.4044
 F 323.225.1250
www.bfatheatre.org

CENTRAL CITY ACTION COMMITTEE

534 n. East Edgeware Rd
Los Angeles, CA 90026
213.241.0908
FAX 213.241.0932
e-mail-ccacold6@hotmail.com

November 30, 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. Central City Action Committee 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 School of Technology, Business, and Education (STBE).

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 STBE 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 effect positive change. STBE 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 their efforts to ensure that Taylor Yard is a place where students and their families, teachers and schools, and the community can thrive.

Sincerely,

Maryanne Hayash:

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

Applicant Team Capacity

Name	Teaching Experience	Subject	Additional Expertise
Alicia Bernal	10 years	English	BCLAD English EL proctor Standardized Testing proctor
Janicia Centeno-Castillo	9 years	Spanish	BCLAD English MA University of La Verne School Counseling Pupil Personal Service Credential GEAR UP Coordinator – 3yrs GEAR UP Mentoring Coordinator – 3yrs AP Spanish AP Spanish Literature EL proctor
Wes Fukuchi	14 years	English Counseling	Beyond The Bell Intervention Specialist - 2 yrs Intersession Coordinator - 2 yrs Guidance Counselor - 2 yrs Underwriter in insurance industry - 9 yrs BA CSUDH - Major- English, Minor- Business Administration MS University of La Verne- School Counseling Certificate in General Insurance- Insurance Institute of America
Melina Gutierrez	4 years	Mathematics	EL Coordinator MA CSULA - Urban Curriculum and Instruction MA CSULA Instructional Technology (in-progress) SAT/ACT Testing Coordinator
Nellie Kepenyan	10 years	Mathematics	Fluent in Armenian Professional Learning Team RTI intervention
Jose Rodriguez	21 years	Computer Education Industrial Arts	Title 1 Coordinator - 12 yrs Technology Coordinator - 13yrs Department Chair - 6 yrs CTE Certified Teacher MA CSULA – Administration LA Trade Tech – Print Management
Alicia Semon	22 years	English	MA CSULA - Curriculum and Instruction MA CSULA – Administration & Leadership National Board Certified Adolescent and young adult language arts Adjunct Professor of Education –CSULA Department Chair – 2yrs Standardized Testing proctor

Kristine Tserunyan	10 years	Science	WASC Coordinator – 2 yrs. WASC visiting committee member MA Concordia College- Administration RTI intervention CAHEE intervention SSC vice-president Senior class sponsor Armenian Student Association Class sponsor
-----------------------	----------	---------	--

Alicia Bernal

axb85422@lausd.net

Professional Profile

Eager to bring high school students into the twenty-first century using over ten years of experience in education.

- Bachelors Degree in Mexican-American Studies and BCLAD Single Subject English Credential.
- Dedicated to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in students.

Education, Honors, and Certifications

Clear Single Subject Credential with BCLAD Emphasis in English

California State University, Los Angeles CA. 1999-2004

Bachelor of Arts Degree in Mexican American Studies

California State University, Los Angeles CA. 1993-1999

- **Dean's List Fall 1996, 1998**
- **Gloria Ramirez Santillan Scholarship Fall 1998**
- **Barnes & Noble/UAS Scholarship 1997-1998**

Key Qualifications

- Plan and instruct each unit using wide variety of teaching aids, motivational and implementation strategies to differentiate instruction and engage students in active learning.
- Incorporate learning modality principles into classroom and individual instruction.
- Implement technological approaches to subject material.
- Hands-on experience working with fellow teachers in a team environment.
- Thorough knowledge of the infusion of multi-cultural materials into all classes.
- Exceptional knowledge to develop appropriate instructional strategies.
- Remarkable ability to relate the English classroom to the real world.
- Outstanding ability to teach the use of computer in the composition process.
- Strong skill to engage student learning through relevant learning experiences.
- Excellent oral, written, and interpersonal communication skills.

Professional Experience

English Teacher – California Partnership Academy: The School for Environmental Studies July 2008-Present John Marshall High School (LAUSD), Los Angeles, CA

- Customize and create new dynamic lesson plans and curricula to meet class challenges and California state standards for Grades 9 through 12.
- Implement creative curricula utilizing standards based instruction, education and assess student performance throughout the term through both formative and summative assessments.
- Considerable success teaching students lacking in first language skills and delivered high-quality English lesson development.
- Prepare lessons utilizing SDAIE strategies to accommodate the different student learning styles.
- Backwards plan and utilize appropriate instructional and learning strategies and activities and

coordinate with other language teachers to plan and implementing instructional goals, objectives, and methods adhering to institutional and district guidelines.

- Utilize technology to strengthen the teaching/learning process.
- Assist students in analyzing and improving language skills and habits of study.
- Attend regular professional development, faculty meetings, in-services and conferences in order to maintain professional knowledge and competence.
- Develop parent/student workshops, provide translation and maintain regular parent communication.
- Tutor students who are seeking additional guidance with course work, after school.

ESL/Language Arts Teacher

November 2000-June 2008 John Marshall High School (LAUSD), Los Angeles, CA

- Prepare lessons utilizing SDAIE strategies to accommodate the different student learning styles.
- Backwards plan and utilize appropriate instructional and learning strategies and activities and coordinate with other language teachers to plan and implementing instructional goals, objectives, and methods adhering to institutional and district guidelines.
- Utilize technology to strengthen the teaching/learning process.
- Assist students in analyzing and improving language skills and habits of study.
- Attend regular professional development, faculty meetings, in-services and conferences in order to maintain professional knowledge and competence.

Bilingual Paraeducator/Teacher Assistant

July 1995-October 2000 John Marshall High School (LAUSD), Los Angeles, CA

- Assisted English Learners in understanding lesson content in various subject areas.
- Provided primary language support to students.
- Facilitate discussion in cooperative group assignments.
- Provided SDAIE and other bilingual instructional strategies.
- Provided administrative support to EL Coordinator.
- Worked closely with EL Coordinator and assisted with filing, faxing and copying of documents.

Professional Preparation, Workshops, Conferences & Seminars

- **21st Annual California Partnership Academies (CPA) Conference, November 2008**
- **TreePeople's Generation Earth Professional Development Program, August 2008**
- **LAUSD Literacy Cadre Seminars 2004**
- **Los Angeles Office of Education (LACOE) workshops 2004**
- **UC High Point Professional Development Institute, July 2003**
- **CABE 28th Annual Conference, February 2003**
- **Great Books Foundation Shared Inquiry Leader Workshop, November 2002**
- **LANGUAGE! Governor's Reading Professional Development Institutes, Spring 2002**
- **Central Los Angeles Writing Project, 2002**

Computer Skills

- **Software (IBM and MAC environments):** Microsoft Windows®, Microsoft Word, Access, Excel, PowerPoint, LAUSD's ISIS, MyData and SIS programs
- Working knowledge of the Internet

References

Available Upon Request

JANICIA CENTENO-CASTILLO

jcente2@lausd.net

SUMMARY OF QUALIFICATIONS/SKILLS

- 9 years experience working directly with students in classroom, counseling, and mentoring settings.
- Highly experienced in working directly with low-income, first generation students, and English Learners.
- Broad use of interdisciplinary and project based lessons.
- College Board certified to teach AP Spanish Language and AP Spanish Literature.
- Extensive knowledge in college entrance requirements, application process, and financial aid.
- Excellent organizational, interpersonal, and communication skills and effective group facilitation.
- Successful use of transcript evaluation, individual academic planning and early outreach to increase higher education development skills.
- Bilingual: Literate in English and Spanish; level A in LAUSD's Spanish Fluency Exam.
- Development-focused, dedicated and seasoned professional with progressive years of broad-spectrum experience in providing exemplary leadership, expertise, and ongoing support to students and staff.
- Adept at promoting development of program processes, with stellar reputation in identifying potential problems that need engagement of program services and resources.
- In-depth expertise in monitoring effectiveness and efficacy of program activities while demonstrating superior team building skills that empower organizational efforts toward common goal. Strong background in site coordination, strategic planning, human resourcing modeling, production techniques, and coordination of people, resources, events.

TECHNICAL EXPERTISE

Microsoft Office applications: Word | Excel | PowerPoint | Access | Publisher
 FileMakerPro | EasyGradePro
 LAUSD's SIS, ISIS, IFS

EDUCATION

- | | |
|---|--|
| ▪ Pupil Personnel Services Credential | University of La Verne, 2010 |
| ▪ Educational Counseling, M.S. | University of La Verne, 2010 |
| ▪ Clear, BCLAD Single Subject Credential, Spanish | California State University, Los Angeles, 2003 |
| ▪ Spanish, B.A. | California State University, Los Angeles, 2001 |

PROFESSIONAL EXPERIENCE

GEAR UP COORDINATOR

JOHN MARSHALL HIGH SCHOOL/HELEN BERNSTEIN COMPLEX

APRIL 2010 – PRESENT

- Coordinate/implement counseling services for 400 students; 3 SAT prep classes for nearly 100 students; college application workshops including outreach and pre-workshop help to create accounts for nearly 200 students; Peer College Counseling program for 20 seniors; peer mentoring program for 60 seniors; Peer Academic Leadership and College Boot Camp overnight college prep programs at UCLA for 200 and 250 students respectively; Jaime Escalante math classes for 70 students; in-class tutoring services; and organize college trips/college shadow days for 400 students at Bernstein Complex.
- Introduced GEAR UP program to 3 schools housed in the Bernstein Complex and worked with 75+ faculty and staff to implement grant services while increasing school buy-in and faculty support.
- Increased student counseling services at Bernstein Complex by 35% in just 6 months.
- Developed community college app/outreach plan and financial aid application help events for Spring 2011.

GEAR UP MENTOR COORDINATOR

MARSHALL, LINCOLN, FRANKLIN, EAGLE ROCK HIGH SCHOOLS

MAY 2008 – JULY 2010

- Developed curriculum for 1,200 peer mentors at 4 different high schools: Synergy Day, Mentor-morphosis, Diversity, All You Need to Know about College, etc.
- Coordinated Summer and Winter mentor camps/trainings; implemented 8 mentor days yearly for 9th, 10th, and 12th graders; coordinated participation of 16 mentors in 2008 GEAR UP Conference in Washington, D.C., presented and made all trip arrangements, itineraries, etc.; assisted senior mentors with college/financial aid application process, and created workshops for them.
- Streamlined mentoring program by creating tiers for new and returning mentors.
- Worked with faculty/staff from 4 different high schools, local districts 4 and 5, college partners, parents and students to increase college-going culture; worked with other GEAR UP Coordinators and Staff to intertwine mentoring with counseling, intervention and enrichment components of the grant.
- Introduced transcript analysis concept to track A-G requirement progress and worked with all GEAR UP Staff to analyze transcripts, maintain and analyze logs/data to drive decision-making.
- Increased mentor training participation by 50% since joining in 2008.
- Increased number of mentors from 400 to 1,200 in only 2 years.

SPANISH TEACHER

JOHN MARSHALL HIGH SCHOOL

JULY 2002 – JUNE 2008

- Designed and implemented standards-based instructional plans, and used SDAIE strategies to address all student needs and differentiated learning; created substantive and performance assessments; monitored student progress using EasyGradePro; actively involved, in alignment with current district reform initiatives, in the school's move toward small learning communities.
- Exposed students to 8 play/musical performances of Hispanic/Latin American origin at Bilingual Foundation of the Arts to further engage students in learning the language.
- Taught all levels of regular and honors Spanish, Spanish Speakers and Advanced Placement (AP) Spanish Language, and AP Spanish Literature courses.
- AP Spanish Literature class passing rate: 85% or higher, 3 consecutive years.
- Incorporated hands-on and interdisciplinary projects into lessons.
- Introduced/used www.nicenet.org as a virtual classroom to keep students informed and organized and helped train colleagues interested in using it.

SUBSTITUTE TEACHER

LOS ANGELES UNIFIED SCHOOL DISTRICT

JANUARY 2002 – OCTOBER 2002

- Created and applied classroom management strategies; implemented lesson plans left by teacher; developed improvised lesson plans when needed; followed school and district policies. Mostly long-term requests.

TITLE ONE OFFICE CLERK

JOHN MARSHALL HIGH SCHOOL

DECEMBER 1999 – DECEMBER 2001

- Assisted in the implementation of the At-Risk program; monitored 600 students on a weekly basis through progress reports and constant parent and teacher contact; helped Title One and PSA counselors with translations during parent conferences; kept budget for a decree allocated for beginning teachers; monitored submission of meal ticket applications for 4,500 students.

PARA-EDUCATOR

JOHN MARSHALL HIGH SCHOOL

DECEMBER 1997 – DECEMBER 1999

- Worked with English, Science, and Culinary Arts departments to assist students in the classroom. Further supported teachers and students during class sessions, developed management strategies, helped prepare lesson materials, helped in the keeping of grade books, graded papers and filled out requisition forms to order materials for the English department.

OTHER PROFESSIONAL EXPERIENCE

COUNSELING INTERN, Florence Nightingale Middle School, January – February 2009, 2010

- Provided direct personal counseling/individual academic advisement for grades 6-8 for a total of 200 hours.
- Provided individual and small group counseling for academic, career, personal and social issues.
- Offered personal and crisis counseling for selected students with personal difficulties.
- Consulted with parents and teachers regarding students' personal and academic needs.
- Assisted 6th grade students with the transition from elementary to middle school and prepared 8th grade students for the transition from middle school to high school.
- Administered personal/career interest inventories.
- Assisted with creation of S.P.A.R.C. and Guidance Program evaluation, data analysis, and updating.
- Discussed PSAT scores/walked students through process of creating MyRoad accounts with College Board.
- Attended SST and IEP meetings.

COUNSELING INTERN, John Marshall and Benjamin Franklin High Schools, January – August 2009

- Provided direct personal counseling and academic advisement to students during a total of 400 years.
- Provided individual and small group counseling for academic, career, personal and social issues.
- Consulted with parents, teachers, and other educators regarding strategies to help students.
- Assisted with Guidance Program evaluation, data analysis, and updating.
- Conducted Guidance Units for 9th-12th grade students on college preparation topics.
- Facilitated online career exploration with small groups of students.
- Reviewed Individual Graduation Plans and A-G Requirement Chart with 11th grade students.

FOREIGN LANGUAGES DEPARTMENT CO-CHAIR, John Marshall High School, July 2006 – June 2008

- Responsible for development of curriculum for Foreign Language department and smooth running of department within a school of 4500 students on three tracks.
- Used needs of students and colleagues in department, other departments and all small learning communities to create a high-standards academic program to be offered on C-track in 2007-2008 and 2008-2009.

LEADERSHIP TEAM, John Marshall High School, July 2006 – June 2008

- Participated in meetings which resulted in recommendations to the School Site Council.

WASC ACCREDITATION LEADERSHIP TEAM, John Marshall High School, July 2006 – June 2008

- Led the preparation of school's three-year progress report with collaborative efforts of administration, leadership team, faculty, staff, students, and parents.
- As a member of Accreditation Leadership Team, in addition to participating in preparation of report in English and translating it to Spanish, aided in collection and showcasing of evidence of progress to meet objectives in previous accreditation report.

DATA TEAM, John Marshall High School, July 2005 – December 2007

- Helped identify CST, CAHSEE, CELDT scores and report card grades of students as indicators of academic trends to establish Professional Development needs.
- Assisted administrators to implement data-based decision-making model to address overall needs of school.

TESTING TEAM, John Marshall High School, July 2000 – May 2008

- Assisted while off track to prepare materials and/or proctor the following tests: Advanced Placement Tests, California High School Exit Exam (CAHSEE), California Standardized Tests (CSTs), California English Language Development Test (CELDT), APRENDA (La prueba de logros en español) and Spanish Assessment of Basic Education (SABE).

Wesley Fukuchi

District Email: wfukucl@lausd.net

EXPERIENCE

Recruited “at risk” students and teachers for Extended Learning Academy and intersession classes at John Marshall High School.

Counseled students and parents regarding academic intervention and behavioral issues for Extended Learning Academy and intersession classes at John Marshall High School.

Coordinated student academic intervention services with Gear Up counseling staff, school administrators and counseling staff, Testing Coordinator, and ELL Coordinator.

Grade Levels Taught: Nine through Eleven. Subjects Taught: English 9 A&B, Honors, Regular, and Sheltered; English 10 A&B Regular and Sheltered; American Literature Honors and Regular; Contemporary Composition Honors and Regular; Advanced Placement English Language and Developing Readers and Writers Remedial English.

Exams Proctored: California High School Exit Exam, CELDT, PSAT, Gates MacGinite Reading Comprehension, Stanford 9, and CAT 6.

Extra Curricular Activities: Assistant Coach Freshman and Sophomore Boys and Girls Basketball.

QUALIFICATIONS

Graduate: University of La Verne Masters in School Counseling Program.

Practicum Experiences: Asian American Drug Prevention Program; Gear Up Program, John Marshall High School; Title One, John Marshall High School; Special Day Class for Mentally Retarded Students, John Marshall High School; Division of Transition Services (Los Angeles Unified School District), John Marshall High School; worked with counseling staff at John Marshall High School.

Supervised Field Work Levels I & II: Four Hundred Hours at John Marshall High School, Two Hundred Hours at Richard Dana Middle School.

Received Certificate of Completion for IMPACT Training, L.A..U.S.D.

EDUCATION

2004-2006 Masters in School Counseling, University of La Verne

1997-2000 District Intern Teacher Credentialing Program, Los Angeles Unified School District

1981-1986 Bachelor of Arts English, Business Minor, California State University, Dominguez Hills

1979-1981 Associate of Arts, Liberal Studies, East Los Angeles College

EMPLOYMENT

Present	English Teacher, John Marshall High School, Los Angeles Unified School District
2007-2009	Guidance Counselor, John Marshall High School, Los Angeles Unified School District
2005-2007	Student Intervention Specialist, Extended Learning Academy, John Marshall High School, Los Angeles Unified School District
1997- 2005	English Teacher, John Marshall High School, Los Angeles Unified School District

REFERENCES

Will provide upon request.

MELINA R. GUTIERREZ

mrg8738@lausd.net

PROFESSIONAL OBJECTIVE

A highly dedicated teacher with 4 years of experience who will continue to grow in leadership and knowledge, excel in innovative technology applications, and work with other faculty to help our students to be lifelong learners who will excel in the 21st century.

EDUCATION

2010 – Present California State University, Los Angeles Los Angeles, CA
Charter College of Education

- Working on Masters of Arts in Education, Computer Education and Technology Leadership

2007 – 2009 California State University, Los Angeles Los Angeles, CA
Charter College of Education

- Masters of Arts in Education, Curriculum and Instruction in the Urban School.

2005 – 2007 California State University, Los Angeles Los Angeles, CA
Charter College Of Education

- Teaching credential in Mathematics.

1997 - 2003 California State University, Northridge Northridge, CA
Liberal Studies

- Bachelors of Arts with a concentration in mathematics.

1993-1997 John Marshall High School Los Angeles, CA

- Received High School diploma in general education.

PROFESSIONAL EXPERIENCE

2010 – Present John Marshall High School Los Angeles, CA
EL Coordinator

Assist with enrollment of ELs and ensure appropriate initial program and ELD placement by initially administering the CELDT. Monitor the academic progress for ELs and reclassified students. Provide in-class support to teachers. Collaborate with the principal and teachers. Train and monitor the Bilingual Education Teacher Assistants to support the learning needs of the students.

2007 – Present John Marshall High School Los Angeles, CA
Mathematics Teacher

Teach Algebra 1, Algebra 2 and Geometry to English Learners, Special Education and General Education students. Collaborate with Math and Special Education teachers and developed lessons that differentiate and address the needs of our students.

2006 – Present John Marshall High School

Los Angeles, CA

ACT & SAT Testing Coordinator

Coordinate and administer Saturday's Testing.

1997 - 2007 John Marshall High School

Los Angeles, CA

Full-time Clerk (Sept. '02 - 2007)

Develop and maintain databases and spreadsheets using programs such as MS Excel and MS Access. Provided computer training to certificated and classified staff. Extensive knowledge and use of the Student Information System (SIS). Hire and supervise Student Aides and Teacher Assistants.

LANGUAGES

Speak, read and write Spanish proficiently.

REFERENCES

Upon request

Nellie Kepenyan

nkpenya@lausd.net

JOB OBJECTIVE:

Math Teacher

EDUCATION:

Bachelor of Arts: Liberal Studies; Concentration in Math, June 1998

California State University, Northridge

Single Subject Credential in Mathematics, July 2004

California State University, Northridge

EXPERIENCE:

Math Teacher

March 1999 to Present

Los Angeles Unified School District: John Marshall High School, Los Angeles, CA

Math Teacher

October 1998 to February 1999

Los Angeles Unified School District: Mount Gleason Middle School, Los Angeles, CA

Bilingual Teacher Assistant

August 1993 to August 1998

Los Angeles Unified School District: John Marshall High School, Los Angeles, CA

REFERENCES:

Available on request

Jose A. Rodriguez
E-mail jrodri05@lausd.net

WORK OBJECTIVE

WORK EXPERIENCE

Marshall High School 1997 - 2009

Position: Title 1/SI/Technology Coordinator

Duties: Responsible for the coordination of the Title 1, School Improvement and Technology programs. Duties include budget allocation, staff development facilitator, and Intervention programs development. Other duties have included: Accreditation coordinator, Data Team chair, SSC professional development chair, CSR grant writer/coordinator and Digital High School grant writer/coordinator

Marshall High School 1994 – 1997, 2010

Position: Teacher, Department Chair

Duties: Responsible for the instruction of the students assigned to Computer Education classes. Duties also included: SBM Finance Committee chair, Technology Coordinator and Committee chair, and School Improvement Committee member.

Hollywood Adult School 1994 - 1997

Position: Teacher

Duties: Responsible for the instruction of the students assigned to Computer Education classes.

Venice High School 1989-1994

Position: Teacher, Department Chair

Duties: Responsible for the instruction of the students assigned to Graphic Arts classes. Duties also included: Technology Coordinator, member of School Based Management and School Improvement committees, Girl Soccer coach, and Cross Country coach.

Los Angeles County Department of Education Summer 1993

Position: Teacher

Duties: Development and instruction of a summer course in computer education.

Santa Monica City College 1992

Position: Substitute Teacher

Duties: Responsible for the instruction of the students assigned to Graphic Art classes.

Leuzinger High School 1982-1989

Position: Substitute Teacher 1 year, Instructional Aide 1 year, Head Wrestling Coach 7 years, JV Softball Coach 3 years and Freshmen Football Coach 1 year

Duties: Responsibilities included: Instruction of students assigned daily, assisting Bilingual and disadvantaged students in Graphic Arts and Wood Shop, and coordinating all facets of each Athletic team.

EDUCATION**California State University, Los Angeles 1997-2000**

Educational Administration MA

Educational Administration Credential

California State University, Los Angeles 1993-1995

Computer Concepts and Applications

California State University, Los Angeles 1985-1988

Industrial Arts BA

Single Subject Teaching Credential

El Camino College 1981-1983

General Education

Los Angeles Trade Technical College 1979-1981

Print Management

AWARDS

Industrial Technology Education Scholarship - 1987

California Industrial Education Association Outstanding Student Award - 1987

Dean's List - 1986/87

PERSONAL

Fluent in English and Spanish.

REFERENCE

Available Upon Request

Alicia Semon

asemon@charter.net

Education	California State University, Los Angeles Masters of Education, Curriculum & Instruction, June 2003 Masters of Education, Administration & Leadership, June 1997 Bachelor of Arts, English Major, June 1987 California Professional Clear Single Subject Credential, renewal date, January, 2013 National Board Certified Teacher, English Language Arts Secondary, 2003								
Employment	<table border="0" style="width: 100%;"> <tr> <td style="width: 70%; vertical-align: top;"> California State University, Los Angeles Charter College of Education Lecturer As a lecturer, taught several courses including Teaching Language Arts in the Secondary Level, Instructional Strategies in the Secondary Level, and Proseminar: Learning Environments and Instruction in Secondary Schools. Developed lessons that supported the philosophies of the Charter College of Education, and the Content and Performance Standards for teachers and students. All lectures included current and past instructional methodologies, educational theories, and pedagogy used for action research and practical applications that guided credential candidates who intended to work in the public school system. </td><td style="width: 30%; vertical-align: top; text-align: right;"> Los Angeles, CA March '03 - Present </td></tr> <tr> <td style="vertical-align: top;"> John Marshall High School <i>English Teacher/ Department Chair</i> Taught ninth through twelfth grade English courses including: Honors, Advanced Placement, sheltered and other electives. Aligned all lessons to the California State and Los Angeles Unified District Learning Standards. Planned and implemented numerous teaching strategies in the classroom such as: Reciprocal Teaching, Scaffolding lessons, and the Jane Schaeffer Writing method. Responsible for leading a group of teachers through the state accreditation process focusing on Powerful Teaching and Learning. Presented a staff development program titled, "Reading and Writing Across the Curriculum" for non-English teachers. Participated in numerous school committees including Literacy Cadre, WASC Accreditation, Professional Learning Communities, and served as a staff development leader. Responsible for organizing, developing, and leading a new Small Learning Community. Leadership role included staffing, developing goals and mission statements, and working on curriculum focus. </td><td style="vertical-align: top; text-align: right;"> Los Angeles, CA July '95 – Present </td></tr> <tr> <td style="vertical-align: top;"> Cantwell Sacred Heart of Mary High School <i>Honors English Teacher</i> Responsible for the creation and implementation of all lectures and presentations relating to the field of Advanced Placement and Honors American Literature. Developed long-term curriculum goals for the C.S.H.M English Department and created specific lesson plans for the Honors and College Preparatory English classes. Created and Developed Novel and Society seminar, an intense reading and critical thought forum limited to selected juniors and seniors. As Yearbook Moderator, supervised 30 staff members in the creation of a 256-page yearbook, at an annual budget of \$36,000. Faculty member of the W.A.S.C review committee. </td><td style="vertical-align: top; text-align: right;"> Montebello, CA September '88 – June '95 </td></tr> <tr> <td style="vertical-align: top;"> Cantwell Sacred Heart of Mary High School <i>College Counselor</i> Provided college guidance and administration for a college Preparatory high school. Assisted students with college and government financial aid applications, interview preparation, and alternative financial resources. Increased C.S.H.M.'s post-secondary educational acceptance rate from 57% to 90% during my tenure. </td><td style="vertical-align: top; text-align: right;"> Montebello, CA September '90 – June '95 </td></tr> </table>	California State University, Los Angeles Charter College of Education Lecturer As a lecturer, taught several courses including Teaching Language Arts in the Secondary Level, Instructional Strategies in the Secondary Level, and Proseminar: Learning Environments and Instruction in Secondary Schools. Developed lessons that supported the philosophies of the Charter College of Education, and the Content and Performance Standards for teachers and students. All lectures included current and past instructional methodologies, educational theories, and pedagogy used for action research and practical applications that guided credential candidates who intended to work in the public school system.	Los Angeles, CA March '03 - Present	John Marshall High School <i>English Teacher/ Department Chair</i> Taught ninth through twelfth grade English courses including: Honors, Advanced Placement, sheltered and other electives. Aligned all lessons to the California State and Los Angeles Unified District Learning Standards. Planned and implemented numerous teaching strategies in the classroom such as: Reciprocal Teaching, Scaffolding lessons, and the Jane Schaeffer Writing method. Responsible for leading a group of teachers through the state accreditation process focusing on Powerful Teaching and Learning. Presented a staff development program titled, "Reading and Writing Across the Curriculum" for non-English teachers. Participated in numerous school committees including Literacy Cadre, WASC Accreditation, Professional Learning Communities, and served as a staff development leader. Responsible for organizing, developing, and leading a new Small Learning Community. Leadership role included staffing, developing goals and mission statements, and working on curriculum focus.	Los Angeles, CA July '95 – Present	Cantwell Sacred Heart of Mary High School <i>Honors English Teacher</i> Responsible for the creation and implementation of all lectures and presentations relating to the field of Advanced Placement and Honors American Literature. Developed long-term curriculum goals for the C.S.H.M English Department and created specific lesson plans for the Honors and College Preparatory English classes. Created and Developed Novel and Society seminar, an intense reading and critical thought forum limited to selected juniors and seniors. As Yearbook Moderator, supervised 30 staff members in the creation of a 256-page yearbook, at an annual budget of \$36,000. Faculty member of the W.A.S.C review committee.	Montebello, CA September '88 – June '95	Cantwell Sacred Heart of Mary High School <i>College Counselor</i> Provided college guidance and administration for a college Preparatory high school. Assisted students with college and government financial aid applications, interview preparation, and alternative financial resources. Increased C.S.H.M.'s post-secondary educational acceptance rate from 57% to 90% during my tenure.	Montebello, CA September '90 – June '95
California State University, Los Angeles Charter College of Education Lecturer As a lecturer, taught several courses including Teaching Language Arts in the Secondary Level, Instructional Strategies in the Secondary Level, and Proseminar: Learning Environments and Instruction in Secondary Schools. Developed lessons that supported the philosophies of the Charter College of Education, and the Content and Performance Standards for teachers and students. All lectures included current and past instructional methodologies, educational theories, and pedagogy used for action research and practical applications that guided credential candidates who intended to work in the public school system.	Los Angeles, CA March '03 - Present								
John Marshall High School <i>English Teacher/ Department Chair</i> Taught ninth through twelfth grade English courses including: Honors, Advanced Placement, sheltered and other electives. Aligned all lessons to the California State and Los Angeles Unified District Learning Standards. Planned and implemented numerous teaching strategies in the classroom such as: Reciprocal Teaching, Scaffolding lessons, and the Jane Schaeffer Writing method. Responsible for leading a group of teachers through the state accreditation process focusing on Powerful Teaching and Learning. Presented a staff development program titled, "Reading and Writing Across the Curriculum" for non-English teachers. Participated in numerous school committees including Literacy Cadre, WASC Accreditation, Professional Learning Communities, and served as a staff development leader. Responsible for organizing, developing, and leading a new Small Learning Community. Leadership role included staffing, developing goals and mission statements, and working on curriculum focus.	Los Angeles, CA July '95 – Present								
Cantwell Sacred Heart of Mary High School <i>Honors English Teacher</i> Responsible for the creation and implementation of all lectures and presentations relating to the field of Advanced Placement and Honors American Literature. Developed long-term curriculum goals for the C.S.H.M English Department and created specific lesson plans for the Honors and College Preparatory English classes. Created and Developed Novel and Society seminar, an intense reading and critical thought forum limited to selected juniors and seniors. As Yearbook Moderator, supervised 30 staff members in the creation of a 256-page yearbook, at an annual budget of \$36,000. Faculty member of the W.A.S.C review committee.	Montebello, CA September '88 – June '95								
Cantwell Sacred Heart of Mary High School <i>College Counselor</i> Provided college guidance and administration for a college Preparatory high school. Assisted students with college and government financial aid applications, interview preparation, and alternative financial resources. Increased C.S.H.M.'s post-secondary educational acceptance rate from 57% to 90% during my tenure.	Montebello, CA September '90 – June '95								
Languages	Native Spanish speaker.								
Affiliations	National Council of Teachers of English California Association of Teachers of English Association for Supervision and Curriculum Development								

Kristine Tserunyan

E-mail: kxt46712@lausd.net

OBJECTIVE: Science Teacher

QUALIFICATIONS

Resourceful, articulate, trilingual educator with excellent leadership skills. Knowledgeable and experienced in standards-based instruction, Small Learning Communities, and diverse populations.

EDUCATION

California State University, Los Angeles CA
Bachelor of Science in Biology

Diploma

Concordia University, Irvine CA
Master of Arts in Educational Administration

Diploma

EXPERIENCE

WASC/CDE Self-Study Coordinator – 2008-09

Established timelines and support mechanisms for Self-Study process. Organized, established, and oriented the leadership team, home groups, and schoolwide focus groups. Trained the Leadership Team in roles and responsibilities, including strategies in group dynamics. Collaborated with department chairs, SLC lead teachers, program coordinators, counselors, deans, administrators, community members, students, and parents to analyze data, identify critical academic needs, and develop a schoolwide action plan. Collaborated with the Leadership Team and various committees, such as SSC, SDM, SLCCC, CEAC, and ELAC, to revise, and align the Schoolwide Action Plan with PI plan and Single Plan using WASC Visiting Committee recommendations. Collaborated with and involved all the stakeholders including the members of the Alumni Association, in preparation of the Self Study Report and WASC visit. Outreached and worked with an LAUSD Data Analyst to obtain demographic, assessment, and other data for the Self Study process. Collaborated with the Leadership Team and students to host and provide excellent hospitality to WASC Visiting Committee members.

WASC/CDE Visiting Committee Member – Fall, 2008

Served as a WASC Visiting Committee Member at Hart High School in Newhall. Analyzed the school's Self-Study Report. Participated in the writing of the Visiting Committee Report. Collaborated with the Visiting Committee to conduct classroom observations and interviews with students, parents, community, and staff members, including administrators, counselors, program coordinators, department chairs, and teachers to recommend an appropriate accreditation term to the WASC Commission.

Vice Chairperson of SSC, Active Member of Leadership Team, Small Learning Community Campus Council (SLCCC), SDM, CEAC, and ELAC – 2008-2009

Assumed responsibilities of the SSC Chairperson in her absence. Forged successful working relationships with various groups of people often at cross purposes with each other, by redirecting their focus for the betterment of student achievement. Oversaw state and categorical programs and grants. Participated in the development, approval, and revision of the Single Plan. Participated in the approval of expenditures of funds to meet students' needs in consultation with all shareholders including the CEAC and ELAC. Collaborated with the SDM members regarding

school policies including staff development, program schedules, school activities, events, and special schedules, student discipline guidelines and code of conduct, and guidelines for use of school equipment. Actively participate in the Leadership Team meetings to implement the Schoolwide Action Plan for the continued success of the school under the umbrella of school's mission and vision. Participated in the SLC initial taskforce to develop the School Impact Report. Participated in the SLCCC meetings and discussions about SLCs' effective structure and productive operations.

Armenian Students Association (ASA) Sponsor – 2001-present

Organized and sponsor this group reacting to a perceived need in the community to mitigate the effects of racial discord. Collaborate with Deans, Students Together Organizing Peace (STOP) organization, and the Armenian community to resolve racial conflicts between Armenian and other ethnic groups. Support students in organizing fundraising activities. Establish, design, and conduct yearly assemblies with students of different ethnic groups to make awareness of past and present genocides of different parts of the world. Collaborate with EL Coordinator and support Short-Term English Learners in language development and cultural assimilation. Collaborate with Administration to conduct yearly assemblies to raise awareness among students about the importance of STAR tests and other assessments and understand assessment data as it relates to specific ethnic groups. Collaborate with the Data Team to analyze student achievement data and conduct individual interviews with students who are only a few points away from reaching an upper band on their test scores.

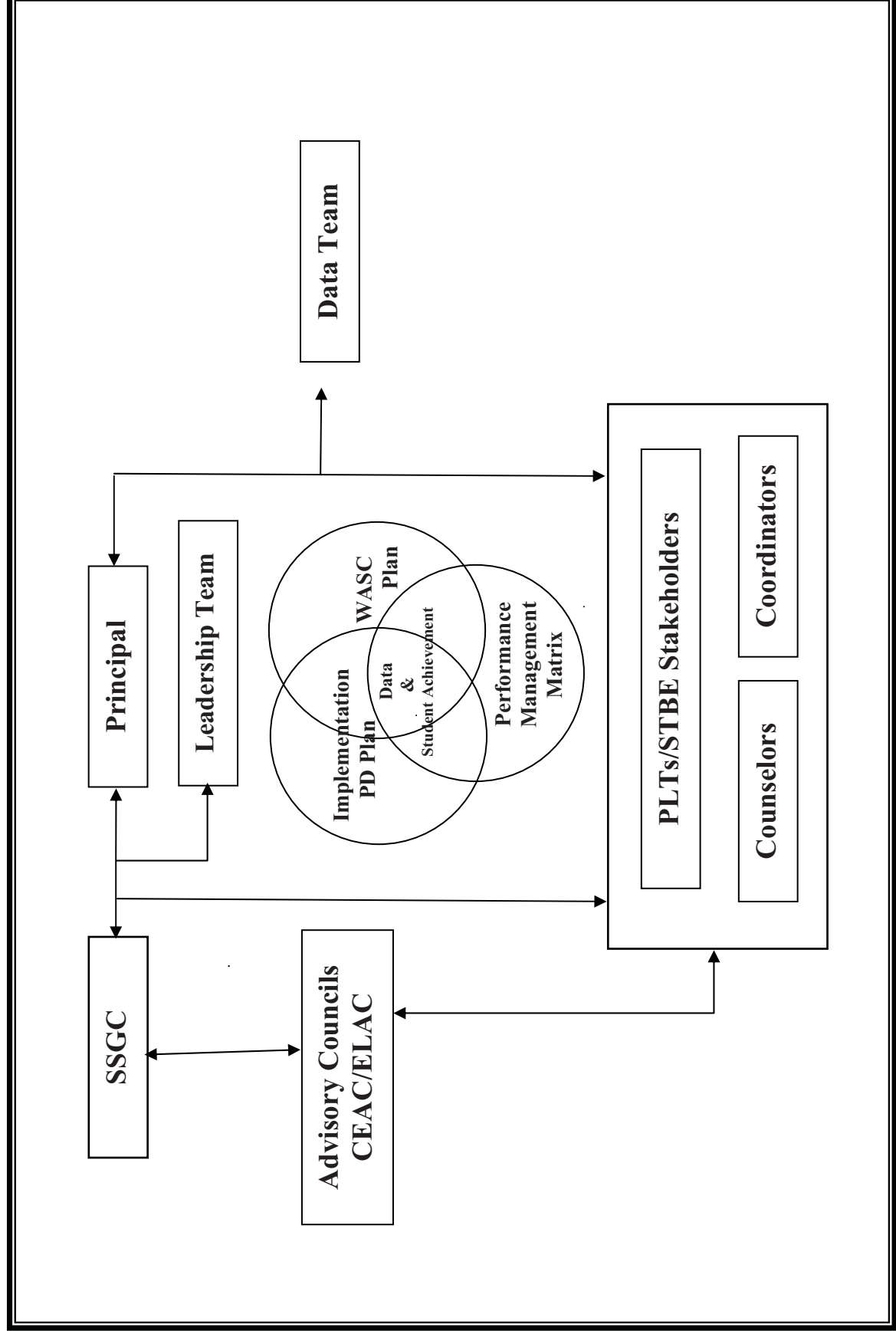
Senior Class Sponsor – Spring Semester 2009-2010

Worked with School Administration to Organize and Coordinate all Senior Activities including Formal and Informal Dances and the Senior Prom

High School Science Teacher – 2000 – present

Taught Biology (Regular, Honors, Advanced Placement, and Sheltered), Integrated Coordinated Science, and Physical Sciences. Taught Algebra and Geometry. Taught CAHSEE Math Prep on Saturdays. Collaborate with Data Team, Testing Coordinator, Title One Coordinator, members of the Math department, and Extended Learning Academy Administrator to obtain and analyze CAHSEE results and current academic achievement data to find, counsel, and enroll qualified students in appropriate CAHSEE Prep courses. Taught GMAT Math Test Prep for Bobrow at CSULA, CSUF, and CSDH. Collaborate with EL Coordinator and Special Education Teachers and Assistants to provide effective differentiated instruction to English learners and students with learning disabilities. Collaborate with the SLC Lead teacher to personalize instruction to better meet students' needs. Collaborate with GEARUP and Tutoring to work with tutors in the classroom who provide individualized help to students in need. Expertise in guiding and supporting new teachers in standards based curriculum development and classroom management.

STBE Organizational Flow Chart



Job Description for Principal

School of Technology, Business, and Education seeks an outstanding Secondary Principal to lead the students, staff, and community at Central Region High School #13 (Taylor Yard) towards improved academic success.

The School of Technology, Business, and Education (STBE) will create an engaging setting for students to strengthen learning, communication, decision making, planning and goal setting skills. We will provide multiple academic and career pathways focusing on technology, field experience and internships preparing our students for post-secondary success in a college or career setting. STBE will create classrooms that promote rigor, motivate students to excel, and promote self-confidence. Through our community partnerships, we will provide training and job experience in preparation for real-world success. STBE will be a center for student and family participation, literacy and learning, active citizenship, and fostering success of our community.

The School of Technology, Business, and Education (STBE) will contribute to the future educational and socio-economic growth of our community by encouraging students to utilize technology, business and educational pathways to enrich their community and pursue higher education. Through the process of project-based learning, STBE will foster proactive students who are effective communicators, critical thinkers, and active citizens.

The Ideal Candidate will be a dynamic and innovative instructional leader who shares this vision of an autonomous pilot school, commits to STBE's focus, helps design the curriculum, policies and culture, and serves as its founding principal. In addition, the principal will be expected to work closely with staff, faculty, and community leaders to ensure that STBE is a vital site for teaching and learning, and service

REQUIRED EXPERIENCE

- Five years of successful full-time public school certificated service
- Three years experience as a teacher in a K-12 public school program
- Two years experience at a middle or senior high school, grades 6-12
- At least one year of verifiable experience in an out-of-classroom leadership position such as coordinator, instructional coach, etc. or two years as a small learning community lead teacher

DESIRABLE QUALIFICATIONS

Commitment to and experience with implementing a small school model, such as a small learning community or pilot school with collaborative decision-making; a socially just educational program; a strong family and community engagement program; professional development design and implementation and integration of technology across the curriculum and high quality standards-based instruction; a strong commitment to student achievement; a background in Business, Technology and Education; can Facilitate adult learning; CTE credentialed; WASC accreditation; CIF Athletics; Fluency in English and Spanish.

MINIMUM REQUIREMENTS INCLUDE

- California Administrative Services Credential
- Master's degree
- Multicultural coursework*
- District Master Plan requirements met*

*Out of District Candidates have one year to complete this requirement

**Performance Standards and Criteria for
STBE Principal Evaluation**

Performance Standard	Criteria
<p>Standard 1: Vision</p> <p>A school Principal is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.</p>	<ol style="list-style-type: none"> 1 Facilitates the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators. 2. Communicates the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system. 3. Uses the influence of diversity to improve teaching and learning. 4. Identifies and addresses any barriers to accomplishing the vision. 5. Shapes school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision. 6. Leverages and marshals sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.
<p>Standard 2: Instructional Leadership</p> <p>A school Principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p>	<ol style="list-style-type: none"> 1. Shares a culture in which high expectations are the norm for each student in rigorous academic work. 2. Promotes equity, fairness, and respect among all members of the school community. 3. Facilitates the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, values reflection and inquiry, emphasizes the quality versus the amount of student application and performance, and utilizes appropriate and effective technology. 4. Guides and supports the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards. 5. Provides opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility. 6. Creates an accountability system grounded in standards-based teaching and learning. 7. Utilizes multiple assessments to evaluate student learning in an

	ongoing process focused on improving the academic performance of each student.
<p>Standard 3: Effective Management</p> <p>A school Principal is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p>	<ol style="list-style-type: none"> 1. Sustains a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff. 2. Utilizes effective and nurturing practices in establishing student behavior management system. 3. Establishes school structures and processes that support student learning. 4. Aligns fiscal, human, and material resources to support the learning of all subgroups of students. 5. Monitors and evaluates the program and staff. 6. Manages legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.
<p>Standard 4: School-Community Relations</p> <p>A school Principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.</p>	<ol style="list-style-type: none"> 1. Recognizes and respects the goals and aspiration of diverse family and community groups. 2. Treats diverse community stakeholder groups with fairness and respect. 3. Incorporates information about family and community expectations into school decision-making and activities. 4. Strengthens the school through the establishment of community, business, institutional, and civic partnerships. 5. Communicates information about the school on a regular and predictable basis through a variety of media. 6. Supports the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.
<p>Standard 5: Ethical Behavior</p> <p>A school Principal is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.</p>	<ol style="list-style-type: none"> 1. Models personal and professional ethics, integrity, justice, and fairness, and expects the same behaviors from others. 2. Protects the rights and confidentiality of students and staff. 3. Uses the influence of office to enhance the education program, not personal gain. 4. Makes and communicates decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.

	<p>5. Demonstrates knowledge of the standards-based curriculum and the ability to integrate and articulate programs, throughout the grades.</p> <p>6. Reflects on personal leadership practices and recognizes their impact and influence on the performance of others.</p> <p>7. Engages in professional and personal development.</p> <p>8. Encourages and inspires others to higher level of performance, commitment, and motivation.</p> <p>9. Sustains personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.</p>
<p>Standard 6: Team Player</p> <p>A school Principal is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.</p>	<p>1. Works with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.</p> <p>2. Influences and supports public policies that ensure the equitable distribution of resources and support for all subgroups of students.</p> <p>3. Ensures that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.</p> <p>4. Generates support for the school by two-way communication with key decision-makers in the school community.</p> <p>5. Collects and reports accurate records of school performance.</p> <p>6. Views oneself as a leader of a team and also as a member of a larger team.</p> <p>7. Opens the school to the public and welcomes and facilitates constructive conversations about how to improve student learning and achievement.</p>

These standards were adopted from the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders (1996).

Elect to Work Agreement 2010-2011

The following agreement has been crafted using the guidelines set up cooperatively by the LAUSD, UTLA, and AALA for the LAUSD Pilot Schools Network and has been approved by the STBE design team. It was developed to fulfill the core vision, mission, and goals of the School of Technology, Business and Education.

I, _____, am voluntarily electing to work at the Technology, Business and Education Pilot School. By signing this Elect to Work Agreement, I indicate that I understand and accept the vision of STBE and the following terms and conditions of my employment.

The STBE Vision:

The School of Technology, Business, and Education (STBE) will contribute to the future educational and socio-economic growth of our community by encouraging students to utilize technology, business and educational pathways to enrich their community and pursue higher education. Through the process of project-based learning, STBE will foster proactive students who are effective communicators, critical thinkers, and active citizens.

Overview of LAUSD Contract Language for Pilot Schools:

Administrators, teachers, guidance counselors, substitutes, and all other employees at Pilot Schools who fall under the jurisdiction of the UTLA or AALA and their respective contracts will be members of the appropriate UTLA or AALA bargaining unit. These employees shall accrue seniority and tenure in the system and shall receive, at a minimum, the salary and benefits established in the UTLA or AALA contract.

UTLA and AALA employees in Pilot Schools will be required to perform and work in accordance with the terms of the individual Pilot School proposal and annual elect-to-work agreement. Pilot School governing bodies may make changes to this elect-to-work agreement during the school year only by submitting a formal written proposal to be approved by a 51% majority of the STBE staff affected by this work agreement.

Employees shall work in Pilot Schools on a voluntary basis and may excess themselves at the end of the school year. LAUSD employees who will not return to the pilot school, either for personal reasons or because the STBE vision is not in agreement with their personal teaching philosophies or practices, shall be ensured the right to transfer to another LAUSD site in accordance with their contract. No UTLA or AALA member may be laid off by LAUSD as a result of the existence of pilot schools.

The Los Angeles Unified School District retains the right to close a pilot school at any time if malfeasance, fiscal irregularities, or violation of the District's nepotism policy is proven to have taken place.

For further information concerning the Pilot Schools agreement between LAUSD and UTLA see Appendix A: Memorandum of Understanding Between Los Angeles Unified School District and United Teachers Los Angeles.

STBE Work Conditions: STBE will abide by the agreements outlined by the LAUSD, UTLA, and AALA. Other terms and conditions of employment will be determined by the STBE's Governing Board rather than by the LAUSD employment contract. While not exhaustive, this election states the important terms and conditions of employment at STBE.

Hiring, Seniority, Salary and Benefits: The STBE faculty and administration may select staff without regard to seniority or membership in the LAUSD and formulate job descriptions for the STBE staff. The acceptance of non-LAUSD staff shall be in compliance with collective bargaining agreements and staff will continue to accrue seniority as they would if they were working elsewhere in the LAUSD. When hired, each staff member will receive the salary and benefits established by the LAUSD contract and will be a member of the appropriate UTLA bargaining unit.

STBE Calendar: A teacher work year calendar, including length of the work year, length of the work day, professional development time, conferences and holidays, shall be generated by the Governing Board and shall be given to affected staff no later than December 15th of the previous school year. STBE staff, by a 51% vote, may override the proposed changes to the elect-to-work agreement, sending it back to the Governing Board for revision. If a calendar has not been approved by February 1st, the previous year's calendar will remain in place. If after the start of the school year the Governing Board wishes to alter the teacher work year schedule, the change must be approved by a 51% vote of the affected STBE bargaining unit staff.

STBE will follow the LAUSD early start year calendar with the following additions and changes:

- All staff will participate in five professional development days prior to the opening of the school year. Faculty members must document this time which can be completed anytime after the close of the summer sessions and the opening of school (excluding the other two days designated for whole staff professional development). In addition, first year teachers must participate in two additional professional development days prior to the opening of the school year.
- All staff will participate in a midyear, full day staff development event.
- All staff will participate in a weekly staff development of up to two hours on Tuesday mornings.

STBE Workday: The STBE staff workday shall begin at a minimum of 10 minutes prior to the beginning of the first class period each day and end at a minimum of 10 minutes after the close of the final period of the school day.

Each faculty member shall have ample self-directed staff time for one class period five days a week. If it is determined to be mutually beneficial to student schedules and the staff member for the teacher to work an auxiliary period, the teacher shall receive their regular salary as compensation. Additionally, only when beneficial to both student schedules and the staff member, a faculty member may elect to work a Flexible Work Hours Schedule, either working a zero or seventh period daily.

On Tuesday mornings, students will begin class at 10:00am and faculty shall agree to work from 8:00am to 10:00am for professional development purposes.

Additional Commitments: In addition to the regular yearly calendar and workday obligations, STBE staff agree to support the STBE vision and smooth operations by making the following additional time and instructional commitments:

- The option to participate in an STBE committee.
- Attendance at IEP meetings as needed.
- Attendance at meetings for special school groups or programs such as Special Education Staff, EL Staff, and Advanced Placement instructors.
- Each faculty member will have Office Hours or work in the afterschool lab a minimum of one hour per week with sign in sheets to monitor student use.

- Assistance in administrative coverage as needed to ensure the safety and well being of students and the smooth functioning of the school. Temporary administrative coverage assignments will be distributed in an equitable manner.
- Coverage or substitute teaching duties should not interfere with a staff member's allotted weekly planning periods unless the staff member agrees and is compensated with their hourly salary rate.
- Attend a one-week Career Pathway training in their first year as an STBE staff member and then at a minimum of once every three. All required conference fees shall be paid by the STBE.
- Attend an AP Conference for faculty who agree to teach an AP course. All required conference fees shall be paid for or reimbursed by STBE.
- Attendance at STBE recruitment, orientation, and family events.
- Supervision of individual, student led parent conferences one time a year.
- Attendance of at least one Leadership Team meeting annually.
- Participation in the WASC process.
- Implementation of agreed upon common academic policies, including the Pathways curriculum and use of Cornell note taking strategies.
- Administrators and counselors will teach at least one content or Advisory period daily.
- All staff will check, send and respond to emails on their lausd.net account daily.
- All staff will generate and reflect upon personal Specific Measureable Attainable Realistic and Timely (S.M.A.R.T) goals annually.

STBE Policies and Procedures: Please refer to the STBE Teacher Handbook distributed at the beginning of each school year for a description of specific school policies and procedures.

Performance Evaluations: The STBE Pilot School will establish and the Governing Board will approve staff evaluation rubrics based on those established by the LAUSD. Administration will take into consideration teacher SMART Goals and self-evaluations, peer observations and student evaluations in their evaluations of staff. The Governing Board shall also document the support services offered to individual staff members. Copies of evaluations will be submitted to the staff member and filed with LAUSD and STBE in the employee personnel files.

All STBE staff will complete a yearly evaluation of the school community. Evaluations will be compiled along with evaluations completed by students, parents, and community representatives in our STBE Annual Report. Individual staff evaluations will be kept on file in the STBE office.

Dispute Resolution Processes: If a dispute cannot be resolved after a reasonable amount of effort, then the following procedure should be followed:

1. The dispute shall be presented in writing to the STBE Administrator.
2. The teacher will meet with the Administrator to address concerns about the school's work rules and attempt to reach a resolution. The conversation and meeting results will be documented and signed by all parties. The teacher will have the opportunity to bring another colleague or school site representative to the meeting for support and advice. All meetings regarding disputes shall be kept confidential.
3. If the meeting with the Administrator does not result in a satisfactory resolution, the teacher may present the concern to the Chair of the Governing Board. The conversation and meeting results should be documented and signed by all parties. The teacher should have the

opportunity to bring another colleague or school site representative to the meeting for support and advice. All meetings regarding disputes shall be kept confidential.

4. If the dispute resolution within the school fails to uphold the democratically negotiated and ratified elect-to-work agreement, a committee made up of staff, a UTLA representative, and a member of the STBE Governing Board will serve as an appeal board. The conversation and meeting results should be documented and signed by all parties. The teacher should have the opportunity to bring another colleague or school site representative to the meeting for support and advice. All meetings regarding disputes shall be kept confidential. The decision of this joint appeal board shall be final.

Equity Issues: The District prohibits discrimination and harassment based on an individual's actual or perceived age, ancestry, color, disability (mental or physical), ethnic group identification, gender (including gender identity), marital status, national origin, race, religion (including religious accommodation), sex (actual or perceived, including pregnancy, childbirth, or related medical condition), sexual orientation, on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance, or regulation. If a staff member has concerns related to equity issues at the school, that staff member should follow the dispute resolution process or report concerns to the appropriate UTLA or LAUSD offices.

Resigning: All of our policies are aimed at transparency, communication, retaining quality personnel, and maintaining a strong, healthy academic community.

Any staff member who wishes to resign from STBE shall do so, in writing, by March 15th. If the staff member has a change of heart after this time, he or she must reapply for their position. Similarly, the STBE Administration must inform staff by March 15th of a given school year.

STBE Teacher Job Description

The STBE will recruit faculty and staff that are supportive of its vision and goals. We will seek to hire staff members who are well trained in their fields, have a commitment to excellence and leadership, and who believe in and will work to support the ability of all students to learn. Faculty and staff will envision themselves as co-learners with students, and as such will respect student ideas and abilities and work to encourage students to realize their greatest potential. Faculty and staff will be available and approachable; and students will be able to trust that all who work on behalf of the STBE do so with students' interests at heart. The School of Technology, Business, and Education (STBE) will contribute to the future educational and socio-economic growth of our community by encouraging students to utilize technology, business and educational pathways to enrich their community and pursue higher education. Through the process of project-based learning, STBE will foster proactive students who are effective communicators, critical thinkers, and active citizens.

In addition to the job description and requirements set forth by UTLA and the State of California, candidates accepted into the STBE as educators agree to the following requirements in accordance:

Academic:

- Participate in weekly Pathways, content-area or grade-level professional development

- Collaborate with STBE faculty to construct effective interdisciplinary curriculum
- Measure student achievement utilizing multiple assessments including project-based and authentic assessments
- Co-teach with Inclusion Specialists and para-professionals to ensure the academic success of all students
- Support construction of student grade level projects and STBE Pathways portfolios
- Develop unit plans that build upon students' previous learning and aim to stimulate student achievement
- Continually monitor student achievement and tailor instruction accordingly
- Integrate technology in the classroom and encourage students to utilize technology when appropriate
- Differentiate instruction for students with varying learning styles and needs
- Commit to fully participate in all STBE professional development opportunities
- Keep current with advancements in content area and integrate said developments into curriculum

Leadership:

- Teach a Pathways course each semester with a cohort of students
- Maintain and nurture relationships with STBE Pathways students and their parents
- Act as the main link between STBE Pathways, parents and the STBE
- Facilitate curriculum developed by STBE and assist with field trips, guest speakers, student internships, community relations, and college and career placement
- Participate in curricular development and interdisciplinary planning
- Provide appropriate mentoring and counseling for STBE Pathways students
- Be proactive and flexible, helping to create and maintain programs, activities and values that advance the STBE vision

Community:

- Join an STBE committee related to your subject area or interest when possible.
- Maintain active, regular participation in STBE student activities
- Participate in parent conferences, recruitment fairs, IEP meetings and other STBE stakeholder meetings
- Support clubs and athletic teams by attending events
- Participate in evaluations and facilitate individual and community goals
- Collect and analyze data with stakeholders to support the community vision and goals

Staff structures to support the diversity of STBE learners: The inclusive structure of the STBE will ensure that each of our students has equal access to the core curriculum and leadership and community opportunities. All staff must agree to envision all students as “our students.” There will be no divisions based on perceived or identified disabilities or language needs. Inclusion Specialists and para-professionals, trained to provide the necessary accommodations and modifications for identified students, will serve all students who require support in order to succeed in a rigorous curriculum, while ensuring that those students identified with specific learning needs receive the support services identified in their Individualized Education Plans and/or 504 plans. Content area teachers will co-plan and teach with Inclusion Specialists and as a result will also provide the accommodations and modifications necessary to ensure student mastery of content standards. We will abide by California State mandates concerning English Learners while ensuring that EL students enjoy full access to the STBE interdisciplinary curriculum and leadership and community opportunities.

STBE

Elect to Work Agreement 2011-2012

By signing this document, I acknowledge that I have read all provisions of this elect to work agreement and that I agree to all of its terms.

Date: _____

Faculty Signature: _____

Name: _____

Address: _____

Phone Number: _____

Summer Contact Information: _____

Accepted on behalf of the School of Technology, Business and Education

By: _____
(Administrator)

Please submit completed signature page to the STBE office by March 15th

STBE

IMPLEMENTATION PLAN

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>
Parent and Student Involvement/Community Enrichment/Partnerships Steps: <ol style="list-style-type: none"> 1. Seek, contact, and develop partnerships with various organizations for community enrichment and Internship opportunities for students 2. Create a welcoming and supportive culture for parents and community involvement <ol style="list-style-type: none"> a. Parents, students, and community participation in all school committees (SSGC, CEAC, ELAC, Leadership Team, PTSA, Parent/Community Advisory Board, and 	Year 1-5 and ongoing	Principal	Title I EL General School Funds	Analyze Survey Results	Ongoing Data Analysis, re-evaluating programs, and adjusting curriculum, instruction, assessments, and intervention based on student achievement

Appendix G

<p>Outreach Committee)</p> <p>b. Parents, students, and community participation in WASC Accreditation Process</p> <p>d. Conduct end of the year Surveys for all stakeholders</p>					
<p>Curriculum and Instruction</p> <p>Steps:</p> <ol style="list-style-type: none"> 1. Submit A-G approved course list 2. Align A-G Curriculum to Career Technical Education and Pathway Standards <ol style="list-style-type: none"> a. Have a clear understanding of Linked Learning b. Create Curriculum Maps for each course that is aligned to the California State Standards and the Career Technical Education and Pathway Standards 3. Develop the Master Schedule that incorporates new initiatives, including the creation and implementation of Career Technical Education Pathways/Courses <ol style="list-style-type: none"> a. Provide Professional Development for all teachers to understand the Master Schedule 4. Establish Professional Learning Teams (PLTs) <ol style="list-style-type: none"> a. Provide Professional development for the 	<p>Year 1</p> <p>Year 1-5 and ongoing</p>	Principal	<p>Title I</p> <p>EL</p> <p>General School Funds</p>	<p>Assessment Data</p> <p>Graduation Rate</p> <p>Survey Results</p>	<p>Ongoing Data Analysis, re-evaluating programs, and adjusting curriculum, instruction, assessments, and intervention based on student achievement</p>

<p>rollout and implementation of PLTs</p> <p>b. Understand Lesson Study and Sharing Best Practices</p> <p>c. Provide support to New Teachers</p> <p>5. Engage in professional development around 21st century curricular and instructional initiatives</p> <p>a. Provide professional development to understand 21st century skills</p> <p>b. Design “hands on” , Inquiry based projects in all subjects that are aligned to the State and Career Pathways Standards</p> <p>6. Create a specific curriculum for the Advisory period</p> <p>a) How to be a student (e.g. study skills)</p> <p>b) Note taking strategies (e.g. Cornell)</p> <p>c) Academic vocabulary (Kate Kinsella)</p> <p>d) Drug and violence prevention</p> <p>e) Graduation requirements</p> <p>f) How to be involved in extra-curricular activities</p> <p>g) How to create Digital Portfolios</p> <p>7. Develop a plan to support English Learners in core academic courses</p> <p>a. Develop RTi2 specifically for EL students not demonstrating progress in all subject areas</p>					
---	--	--	--	--	--

Appendix G

<p>b. Provide on-going content specific professional development focused on strategies such as SDAIE to improve EL students' academic proficiency</p> <p>c. Provide Language Arts teachers with quarterly release time to review new strategies, implementation opportunities, and re-teaching for EL students enrolled in their classes</p> <p>d. Collaboratively revisit and rewrite EL plan for student achievement based on student progress</p>					
<p>Assessment</p> <p>Steps:</p> <p>1. Create formative and summative assessment tools aligned to the State and Career Technical Education and Pathway Standards</p>	<p>Year 1-5 and ongoing</p>	<p>Principal</p>	<p>Title I EL General School Funds</p>	<p>Assessment Data Graduation Rate Survey Results</p>	<p>Ongoing Data Analysis, re-evaluating programs, and adjusting curriculum, instruction, assessments, and intervention based on student achievement</p>
<p>Response to Intervention</p> <p>Steps:</p> <p>1. Create a systematic network of intervention opportunities, strategies and courses that correspond to student needs</p>	<p>Year 1-5 and ongoing</p>	<p>Principal</p>	<p>Title I EL General School Funds</p>	<p>Assessment Data Graduation Rate Survey Results</p>	<p>Ongoing Data Analysis, re-evaluating programs, and adjusting curriculum, instruction, assessments, and intervention based on</p>

Appendix G

<p>2. Provide professional development for the rollout and implementation of RTi2</p> <p>3. Create a Transcript Analysis Database</p> <p>a. Review all records/transcripts of incoming students</p> <p>b. Input information on database</p> <p>c. Update once every semester but no less than once yearly</p> <p>4. Create a DATA team for data collection and analysis</p> <p>3. Monitor student progress</p>					student achievement
<p>Culture of College and Career Readiness</p> <p>STEPS:</p> <p>1. Establishing a Culture of College and Career Readiness</p> <p>a. Track college data</p> <p>b. AP/online/college course offerings</p> <p>c. College shadow days</p> <p>d. College visits/College rep visits</p> <p>f. College/career fairs/exploration</p> <p>g. College app/Financial aid WS</p> <p>2. Establish a Peer Mentoring Program</p> <p>a. Develop curriculum</p> <p>b. Select/Train mentors</p> <p>c. Schedule/Conduct mentoring sessions</p> <p>d. Evaluate/Revise the program</p>	Year 1-5 and ongoing	Principal	Title I EL General School Funds	Assessment Data Graduation Rate Survey Results	Ongoing Data Analysis, re-evaluating programs, and adjusting curriculum, instruction, assessments, and intervention based on student achievement

Appendix G

e. Recruit for the following year					
-----------------------------------	--	--	--	--	--

**PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS**

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: School of Technology, Business and Education

Name of Applicant Group/Applicant: Team School of Technology, Business and Education

Lead Applicant: Jose Rodriguez

Title of Lead Applicant: Teacher

Mailing Address: 3939 Tracy Street, Los Angeles 90027

Phone Number: (323) 671-1400 Fax Number: NA

Email Address: jrodri05@lausd.net

Website (if available): NA

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.

**PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS**

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.

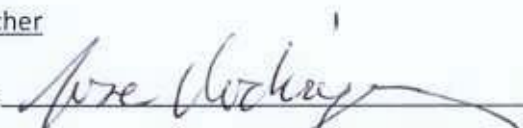
7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(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: Jose Rodriguez

Title of Lead Applicant: Teacher

Signature of Lead Applicant  Date 12/1/2010

Name of Board President* NA

Signature of Board President* NA Date

**The additional name and signature of the Board President is only applicable to organizations with*