2010

School of Technology, Business and Education

Taylor Yard Pilot School Proposal

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1. Executive Summary

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

Mission and Vision

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

Mission

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. STBE will provide multiple academic and career pathways focusing on technology, field experience and internships preparing its 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 community partnerships, STBE faculty and staff 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 the surrounding community.

Vision Statement

The School of Technology, Business, and Education (STBE) will contribute to the future educational and socio-economic growth of its 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.

a) Student Population

Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students. Explain your team's experience serving a similar

population of students, and how your proposed school will meet the identified needs of these students.

STBE anticipates that many of its students will come primarily from Track C at John Marshall HS in addition to a number from Franklin HS and Eagle Rock HS. This attendance area includes the communities of Atwater Village, Cypress Park, Elysian Valley, and Glassell Park. The students in these Northeast Los Angeles neighborhoods have not had a local high school, but instead have traveled to Eagle Rock, Franklin, Lincoln or Marshall High Schools; the communities have worked for years to get a high school of their own.

STBE students will be primarily Latino, Filipino, and Asian and come from homes in which English is not the primary language spoken. The majority are economically disadvantaged and face significant barriers to educational success. Prolonged status as English Learners is a significant barrier to academic achievement for many of the students coming to Taylor Yard. A recent analysis of 858 Marshall High School C-track students, who live in Elysian Valley and will likely attend schools at the Central Region HS #13, identifies 68.3% of students as English Language Learners; this includes students in ESL, students in "sheltered" classes, and those who have been reclassified as English proficient. Many of the students in "sheltered" classes spend an extended amount of time awaiting re-designation. Often long-term English Language Learners and their parents are not aware that the students have not reclassified as English proficient.

STBE is comprised of teachers with a wealth of experience working with this group of students. We know them and the community well and several of us grew up attending schools in the neighborhoods surrounding Taylor Yard. In our careers at John Marshall High School, we have taught students from these neighborhoods.

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

The School of Technology, Business, and Education will provide an educational program that fits the needs of the students in the community. STBE teachers will create academic environments that are appropriate, support, engage and challenge all learners. STBE curriculum will be a detailed developmental sequence that incorporates academic and social contexts. Academically, the students at STBE will experience instruction that is modeled, scaffolded, rigorous and relevant. Teachers will implement technology and new media to enhance lessons on many levels. Activities will meet the California Content Standards, have procedural and contextual objectives that will demonstrate student understanding and ability, and will meet the needs and challenges of a 21st Century thinker.

To meet the needs of all learners, including its gifted population, STBE will utilize Distance Learning Opportunities and differentiate instruction. STBE teacher lessons will be data and research driven to support learning by using students' strengths. Further, to make learning meaningful, STBE teachers will support student choice and identify relevance and purpose when implementing lessons and activities. Students will learn to collaborate, communicate effectively and think critically through the use of inquiry, applicability and demonstration of skill.

Meaningful instruction will also be supported through problem solving activities. Project based instruction and Shared Inquiry instruction will challenge all students to look at learning by posing questions, working on solutions, and supporting their findings through evidence. Instructional strategies including but not limited to interdisciplinary writing, Service Learning, advisories, backwards planning, reciprocal teaching, debates, cooperative groups, Socratic Seminars and the use of extensive graphic organizers will be used to encourage students to apply their learning to practical lessons and experiences outside the school setting and into their community. Through partnerships, classroom learning will inspire students to continue the academic process. STBE faculty and staff's goal is for students to apply knowledge, think across disciplines and connect the dots to make sense of the knowledge they are acquiring inside and outside of the classroom.

Equally important will be instruction provided to English Learners. STBE will implement a pedagogical program that will engage all students in an academically challenging curriculum and use inquiry driven instruction in order to support the language development needs of English Learners. To engage EL students and ensure English mastery, SDAIE methodology will be used and the curriculum will enhance students' native language and all skills which they previously acquired. STBE teachers will support EL students by incorporating instructional techniques using visual and tactile activities, listening and speaking skills, and organizational skills through graphic organizers. Likewise, through practice, EL students will strengthen their language acquisition skills towards English mastery and the use of academic language.

Special Education students will be supported to achieve socially and academically through a strong support system. Instruction for Special Education students will meet the guidelines of the State of California and the Individualized Education Plan (IEP) for each student. STBE teachers will make all necessary accommodations and provide necessary external tools and support. Special Education Student progress will be monitored according to IEP goals and objectives to ensure that accommodations are implemented, assessed and modified as necessary to support student success. The needs of students with disabilities will be addressed by teachers and staff that are trained to use support strategies to ensure that STBE offers equal access to high quality education. Students, general education teachers, and special education teachers will work as a team to create a "least restrictive learning environment".

STBE faculty and staff will use school counseling, social service agencies, gang intervention, academic intervention and enrichment and peer counseling to help at-risk students increase their self-esteem while providing a supportive system in which they succeed. In the classroom and on the campus, STBE teachers and staff will also make a consorted effort to effectively implement nine strategies that have been proven to be successful when working with student who are impoverished. STBE will thus: build strong relationships; make beginning learning relational; teach students to speak in formal register; assess each student's resources; teach rules; monitor progress and plan interventions; translate the concrete into the abstract; teach students how to ask questions; and forge relationships with parents. (Payne, 2008)

In establishing a strong school culture, STBE will strive to make academic achievement a priority for all learners. In line with that goal, STBE will undergo the school accreditation process as early as it is eligible. STBE will also submit its courses to the University of California Office of the President to ensure it offers rigorous A-G courses that are UC approved, aligned with California State Standards.

d) School Culture

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

STBE faculty and administration will work diligently to create an environment that is welcoming, nurturing and safe. STBE will be a community where students, parents, faculty, administration, and community partnerships will support the academic and social progress of its students and programs. In establishing strong school culture, STBE will strive to make academic achievement a priority. Students will be encouraged to use their talents to strengthen their skills and plan and pursue post-secondary and career goals.

STBE will be a school where diversity is celebrated and embraced. STBE faculty and administration will create an atmosphere of respect, trust and responsibility that promotes citizenship, pride, shared ownership and active involvement. Lessons and activities will be designed to allow various perspectives that help students express individual thoughts and opinions.

A strong connection with the community will be built into the school culture. STBE faculty and administration will continue to develop partnerships with local businesses, organizations and leaders to enhance learning. Students will participate in volunteer and academic projects and get a hands-on perspective to learning. Through their work, students will be inspired and encouraged to continue their work in the community and become active in civic duty.

Families will always be welcomed on the STBE campus. Strong family partnerships will be developed and nurtured to help create a safer school environment and a supportive academic environment at home. Parents will be encouraged to participate in numerous lessons, decision making policies, and extracurricular activities to maintain the bond between the home and school.

Through our committed partnerships with various community, social service organizations and businesses, such as the Los Angeles Police Department -- Northeast Division, Children's Hospital Los Angeles, Cypress Park FamilySource, Aztecs Rising and others, STBE will strive to provide supplemental services that are essential to student support and overall well-being and success.

STBE faculty and staff will make a concerted effort to address the social and emotional needs of its students. The faculty, Principal, school counselors, and peer counselors will be trained to incorporate the Developmental Asset framework, developed by the Search Institute® . This tool will help identify and provide the social and emotional needs of our students. The counselor will also use resources at the school and in the community, including health care professionals. If students are in need of psychological assistance that cannot be addressed at the school, the student and parents will be referred to outside counseling agencies.

In compliance with its mission statement, STBE will promote parental and community involvement. Design team members will lead STBE's parent involvement component. STBE will effectively communicate and engage with its parents and the community at large in a variety of ways which provides equitable access for success to all students and ensures that all stakeholders have an opportunity for input. Parents will serve on the School Governing Council and will be involved in all aspects of school life, including the formation of a viable Parent Teacher Student Association (PTSA).

In alignment with STBE's mission and vision statements, and through its curriculum, community and business partnerships, students will have opportunity to explore multiple academic and career pathways. Collaboration with parents and community members will create a culture of college and career awareness and readiness.

STBE's school year will begin in early August to allow the semester to end before the Christmas break. The second semester will begin in January and include a Spring break. Athletics will be after the school day ends. STBE's proposed bell schedule for the 2011-2012 school year will provide opportunities for students to enroll in additional classes as needed. STBE will utilize a 4X4 Block schedule that will provide flexibility, create an engaging setting, and strengthen learning by allowing students to maximize their learning by taking more courses during the academic year.

e) Accountability and Performance Goals

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

Not Applicable.

f) Community Analysis and Context

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

The Taylor Yard High School community STBE proposes to serve is in the northeast area of Los Angeles which is roughly the area bounded by the 5, 2, 134 and 110 freeways and includes the neighborhoods of Atwater Village, Cypress Park, Eagle Rock, Glassell Park, Highland Park, Mount Washington, and Elysian Valley.

This particular community has numerous assets. It is rich in diversity, with current area high school students identifying themselves as Latino, with families originally from Mexico as well as Central America. In addition, there are those that identify themselves as Asian, with roots in China, Korea, Vietnam, Cambodia and many other Asian countries. The community is multilingual. About 60 percent are English Learners and 72 percent of students are considered economically disadvantaged. All students in the Taylor Yard community have personal strengths and experiences to contribute to the community and to draw upon as they pursue their education. Another strength of the community is its parents and caregivers, who have strongly-felt views on how their children should be educated, and who are deeply interested in advancing their children's education and opportunities for college and career.

In addition to its assets and strengths, the school community also has specific educational needs, some of which were raised by the Glassell Park Survey and/or by students, parents and members of the community. The Survey highlighted students' desire to have relevant and meaningful instruction and the need for a technology based school. The fact that for EL's there is a prolonged status as English Learner was also identified as a significant barrier to academic achievement. Further, some of the needs are associated with the lower socio-economic status of many in the community and the community's location. While these issues are critical, they are by no means insurmountable. All STBE teachers have personal experiences working with such students to help them improve their performance in class and on tests, and to motivate them to stay in

school and graduate. Finally, there is a dire need for a community high school in this area of Los Angeles. Having a high school that will provide a relevant and meaningful educational program will address the interests and future goals of the community. STBE will address these needs through project based instruction and by incorporating Technology, Business and Education vocational pathways to its curriculum.

STBE design team teachers currently teach at John Marshall High School which is within the Taylor Yard community and has very similar demographics. STBE teachers have extensive experience and success working with C-track students that matriculate from Irving Middle School and will be attending Taylor Yard High School. Additionally, several of us grew up, attended schools and still live in the areas served by the new school. We have been teaching, counseling, and advising students from these neighborhoods, for many years and we are deeply committed to serving these communities. Further, the local community and the greater Los Angeles area are filled with people and organizations that are not just interested in education, but are willing to offer their time, experience and resources for the benefit of students and to help students make a difference. Together with business, educational and career partners such as California State University, Los Angeles, Irving Middle School, Antigua Coffeehouse, Cypress Park Familysource and Aztecs Rising among others, STBE feels that its faculty and staff can make a positive difference and create an educational environment that brings the community together with the purpose of helping students thrive and reach their maximum potential.

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

STBE's Principal will have a strong record of exemplary teaching and leadership skills, especially in the fields of education and technology. Along with being responsible for supporting and engaging teachers as leaders and professionals, this individual should know how to implement change, comprehend District policies, Collective Bargaining Agreements, procedures and mandates and have a strong commitment to achievement. The candidate will be knowledgeable about the factors that promote improvement and school reform. Since the Principal will work closely with the community, Board, and other governing bodies, a familiarity with the Taylor Yard High School community is desirable. The alignment of the vision and mission of STBE to the candidates' experience, beliefs and/or understanding will serve as essential criteria in the selection process. STBE will comply with both the Education Code and the state standards for a Principal to outline the evaluation process.

Alongside the Principal, STBE will establish a Leadership Team that will consist of teachers, counselors, a student representative, and a parent/community representative. The leadership team will meet on a monthly basis and establish goals that will support STBE's instructional program.

STBE's Principal will be evaluated annually through the use of the Standards for School Leaders. All stakeholders will have access to the criteria that will be used to evaluate STBE's Principal. The Governance Council will make sure that the Principal's vision, instructional leadership, management skills, and his/her ethical behavior are aligned with STBE'S vision and mission. STBE's faculty will complete the Staff Review of Principal Performance at the end of the Spring Quarter. Similarly, students and parents will evaluate the Principal through surveys at the end of the Spring Quarter.

h) School Governance Model

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

STBE's inclusive governance and organizational structure will provide stakeholder input to create an engaging setting for students to strengthen learning, communication, decision making, planning and goal setting skills. The STBE management and advisory structure incorporates all stakeholders in the decision-making process, giving vote and voice to parents, students, teachers, administrator, and other community members. As the primary governance board, the School Site Governance Council (SSGC) will encourage the advisory committees to submit proposals for school improvement, with the ultimate goal of increasing student achievement. All elected representatives who serve on SSGC or any established advisory will collaborate to identify areas where educational or operational focus is necessary and implement policies, training, and support as necessary to foster student success.

INSTRUCTIONAL PROGRAM/STRATEGIES

2. Curriculum and Instruction

a) Instructional Philosophy:

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

STBE will provide a stimulating Project Based Learning environment that will give students 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. Projects and internships will allow students to examine career opportunities, address community concerns, interact with adult and peer mentors, utilize technology, and present their work within the classroom and community settings.

The skills and habits to learn and apply knowledge to solve problems in an innovative manner will prepare students to address complex situations in their personal world and their work environment. The skills and habits they will develop include: Innovative thinking that challenges students to think analytically about the subject matter and apply concepts and theories at a practical level; critical thinking skills that taps into prior knowledge, meta-cognition, and filters concepts to gain understanding; problem solving skills where students respond to challenges by using their resources and knowledge to solve issues; students develop and strengthen their communications skills to express and interpret ideas, concepts, and beliefs; students work collaboratively to familiarize themselves with idea, expand their understanding, develop strong team building skills, share their knowledge with peers, faculty, parents, and members of the community; tactical decision making skills will enable students to analyze factors and forecast outcomes.

All students will have accessibility to the curriculum that will be designed to be fair and equitable. Lessons will be designed to take into account the different learning needs and modalities of all students. SDAIE methodology, differentiated instruction, performance and standardized assessments will all be part of the curriculum to meet the needs of all students. Teachers will engage students by using modeling and simulation exercises or in cooperative learning, approaches that have proven to be effective with English learners, special education students, and gifted students. (Freeman and Freeman, 2002)

With the challenges of today's economy and the increasing impact of the global markets in the future, students need to develop a strong academic foundation as life-long learners. Students will develop strong technological skills that stay current with new media, and think in an entrepreneurial manner utilizing problem solving and decision making skills where students are willing to take risks. Through their skills, students will learn to adapt and be flexible with their social, academic, and economic environments. Students will learn how to effectively communicate utilizing strong social skills, public speaking, and writing and listening skills, maintain cross cultural awareness, and be familiar with technological literacy. "Three developments make it possible to anticipate better student outcomes that are more tightly aligned to post-secondary, business and

civic needs in the future: Consensus that the foundational academic knowledge needed for post-secondary education and for careers is virtually the same, with growing recognition that academic skills, and employability and technical knowledge and skills, are essential as well widespread agreement that lifelong learning and "learning how to learn" are key drivers of success in college, careers and civic life collaborative efforts in states, districts and communities to strengthen their collective capacity to deliver results that matter." (Partnerships for 21 Century Skills, 2010)

As a result, students will develop self-reliance skills where they take initiative and are self-directed. They will accept responsibility for productivity and be held accountable for their efforts and outcomes. Through their endeavors, students will learn to be leaders who take responsibility for their work.

To promote rigor and in-depth Project Based Learning, lessons and projects will be designed for students to find solutions to open-ended questions or challenges. Project Based Learning will create focus in students' work and deepen their learning through identifying significant issues, debates, questions and/or problems. Lessons will create a need to know essential content and develop skills. Projects (and most instruction) begin by presenting students with knowledge and concepts and then, once learned, give students the opportunity to apply their understanding to find meaning in what they learned. Students will master concepts through a process of application and a production of a final product. "Simply accumulating information without learning to apply it results in what Alfred North Whitehead (1929) referred to as *inert ideas* that remain stale or dead unless put to good use. We must also teach students to apply knowledge, to think horizontally crossing disciplines and connecting the dots to make sense of the seemingly infinite information available through information technology and media." (Herch, 2009)

All learning is not based on inquiry, but all curricula will lead students to construct something new – an idea, an interpretation, an innovative way of demonstrating newly acquired knowledge. Students will do much more than rote memorization—they will use higher-order thinking skills to create solutions. They will learn to work as a team and contribute to a group effort. Through the creation of group norms, students will learn to listen and clearly articulate their ideas when speaking, reading a variety of material, expressing themselves in various modes. These skills, competencies and habits of mind are often known as 21st Century Skills. Students learn to accept responsibility, take leadership roles and make independent decisions. They will learn to effectively articulate their ideas and actively contribute to their own education. Students use peer editing to perfect their work and submit final products that demonstrate students' understanding.

Students will be asked to actively participate in their educational process. As part of the curriculum, students will be expected to apply cultural knowledge, background knowledge, and scientific knowledge to identify, explore, and propose possible solutions to real world problems. Individually and in cooperative groups, students will investigate the issues, assess the nature of the issue, contemplate choices and defend their assertions and deductions based on their findings and data. Students will then strengthen their critical thinking, creative, cultural and moral beliefs to find and defend solutions. In order to make learning relevant for students, they will be given opportunities to select projects of their own choosing, and participate in individualized instruction and have frequent opportunities for formative assessment. (Houk, 2010)

To reach our educational goals, STBE must be at the center of 21st Century instruction. Thus, teachers will use research based lesson planning, practical application lessons, inter-curricular lessons and varied technologies. Teachers will also use pedagogy and methodology that challenges students to think critically and analytically. Students will work on assignments, take notes, and participate in activities that stress and value what they are learning and their cultural differences and similarities.

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

STBE teachers will follow the LAUSD's Guidelines for Instruction, available for review at http://www.lausd.k12.ca.us/lausd/offices/instruct/instruction_guidelines/. As outlined in the Guidelines for Instruction, the Instructional Guides will become the content curriculum, utilizing the specific textbooks and resources, including California State Frameworks indicated. Each content course in the Guidelines for Instruction indicates the Scope and Sequence, teaching strategies, assessment, and appropriate supplemental resources to be utilized. STBE will focus its efforts around these sources, which have been shown District wide to improve achievement and which support our school's Mission Statement. STBE will develop curricular maps for each course based on California State Standards. The Los Angeles Unified School District has aligned the standards measured on the California Standards Test and its periodic assessments as a means to provide evidence of the effectiveness of the curriculum in Mathematics and Science. These exams over the recent years have shown marked growth as evidenced by CST data. The analysis by the District's Program Evaluation and Research Branch showed strong correlations between Periodic Assessment performance and CST performance.

Students will be assessed to determine program placement, thereby further supporting each learners' individual needs. For English Learners, the English Learner (EL) Coordinator will follow all District policies to determine placement of EL students in STBE's program, ensuring successful transition into the general education English program. Once a student has demonstrated requisite language mastery according to LAUSD EL guidelines, he/she will be transitioned into courses commensurate to his/her abilities. The EL Coordinator will monitor student success and recommend adjustments in the program to further improve student progress.

Students with disabilities will enroll in classes according to IEP goals and objectives, based on their learning needs and according to District policies and guidelines established. Where student-learning modalities are concerned, the school psychologist, Special Education Coordinator and counselors will work with students, parents, and special education teachers to ensure students meet their academic goals and achieve content mastery. Special Education teachers will monitor student progress according to IEP goals and objectives to insure that accommodations defined in the IEP are being implemented, assessed, and modified as necessary to support student success. Classroom teachers will regularly assess students to determine the level of intervention they need to be successful in High School.

Additionally, the District's Contextual Framework has identified numerous research-based approaches that promote student learning in all content areas when used with one another, resulting in enhanced literacy for diverse learners. Such approaches include learning skills in context, learning reading comprehension strategies through explicit instruction before, during and after reading, and modeling/apprenticeship as a teaching technique and framework. Scaffolding also becomes a key element in teaching diverse learners. Through dialogue, questioning, conversation, and nonverbal modeling, the learner attempts tasks that could not be done without that assistance with teacher scaffolding. Additional strategies identified as effective that will be

analyzed and implemented through the support of professional development time are explicit instruction of strategies, such as modeling a strategy through a think-aloud, reading practice with opportunities to discuss ideas in the texts, recognition and honor of cultural and linguistic diversity, and assessment during teaching to determine if the instruction worked and the next steps in the course of the instructional cycle.

The curriculum development is an ongoing process that follows critical school milestones structured by the design team. Instructional Material will be selected after careful consideration of all academic needs and course offerings. Authentic assessments will provide evidence of skills mastery that will help improve instruction.

WASC Accreditation Process

The STBE Principal and WASC Coordinator will meet with all stakeholders and review WASC accreditation eligibility during the first semester of its operation. Upon review of eligibility, a "Request for WASC Affiliation" form will be submitted to WASC along with a $150 application fee.

STBE will then submit an "Initial Visit School Description" form. Information provided from this form will describe the goals and operational procedures of the school and give evidence of the school's status in relation to the conditions of eligibility. In addition to the submitted documentation with the application, STBE will provide supporting documentation to give evidence of school goals for the initial visit. WASC's Initial Visit Procedures Manual for California Public Schools will be followed to prepare for STBE's initial WASC accreditation.

I. Complete and Submit Request for WASC Affiliation

STBE will meet with all stakeholders to review WASC accreditation Eligibility during the first semester of its operation. According to WASC Affiliation Conditions of Eligibility, STBE:

1. Will begin the second quarter of operation. Students, parents, teachers, administration, community members will be active members and contributors to the entire accreditation process.

2. Have an enrollment that reaches a minimum of 15 full-time students

3. Will have a program that includes at least two grade levels

4. Will have developed and published a clear statement of purposes together with plans for curriculum to carry out those purposes

5. Will have a management system that provides appropriate direction and oversight for the overall program

6. Will have employed a chief administrative officer who is qualified for the position

7. Will have an organization, facilities, course offerings, and staffing acceptable for stage of development

8. Will have an overall plan that includes objectives for student achievement and assessment plans to measure progress toward those objectives

9. Will have an admissions policy compatible with stated objectives

10. Will have a written curriculum appropriate to the purpose

11. Will have a qualified instructional staff

12. Will have plans to provide access to extracurricular and enrichment activities, if appropriate

13. Will have developed an adequate financial base to give reasonable assurance of continuing financial stability

14. Will create focus groups, meeting dates, and a timeline to address WASC requirements and to ensure all stakeholders give input and are part of the process

The deadline to submit the Request for WASC Affiliation form is April 30 to schedule a fall visit, and September 30 to schedule a spring visit.

II. Complete and Submit Initial Visit School Description Report

STBE will receive an "Initial Visit School Description" report template that will be completed collaboratively by all stakeholders and submitted to WASC. Information provided in this report will describe the purposes and operation of the school and give evidence of the school's status in relation to the conditions of eligibility. In addition to the information provided with the application, STBE will make available other supporting documentation during the initial visit. STBE will send two hard copies and three CDs of the completed form. STBE will also be required to include one additional hard copy of any information that is not available on the CDs. The deadline for the Initial Visit School Description report is September 30 for fall visits, and December 31 for spring visits.

III. Initial Visit Fee Invoice
An Initial Visit will be scheduled and STBE will be invoiced a $600.00 Initial Visit fee.

Approval of A-G Course List

STBE will request a school code from the College Board in order to align all courses with the A-G requirements. Upon receiving the code, STBE teachers and administrators will review all courses to assure that they meet all the requirements set forth by the Department of Education and the University of California for approved courses. STBE will also complete the Survey for New Schools application and submit for review to the University of California Office of the President.

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

Autonomy will allow development of curriculum and instruction that is tailored to meet the needs of STBE's student population. For curriculum, which positively impacts student achievement, autonomy will ensure a level of continuity and also give opportunities for adopting new curriculum and assessments of its effectiveness over a period of time. In addition, flexibility in the use of supplemental materials will enhance curriculum in addressing multiple learning styles. Autonomy will also provide STBE faculty, staff, and

administration with opportunities to develop consistency in curriculum and instruction within and across departments. Personalization for students will be developed and enhanced through creative and strategic use of advisories. Autonomy will encourage an atmosphere for innovative projects and allow for curriculum and instruction program development, growth and sustainability.

Autonomy will also ensure that high school courses are well-aligned to challenging academic standards and that course expectations are more consistent across STBE's curriculum. It will also provide teachers extended professional development and peer observations for feedback and integration of new instructional methods.

STBE will be able to integrate community, work-based and service learning opportunities into the curriculum, creating connections to the classroom with relevant real-world learning. Acquiring Pilot School status will allow STBE the flexibility with schedules and calendars to maximize student learning through business and community partnerships that foster learning as well as student engagement in the classroom.

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

Please see attachment 2bii for STBE's timeline outlining the plan to develop curricula. The attached table reflects the research already provided in sections 2a and 2b of the proposal, which will drive curricula development in STBE. The table outlines the process through the five major school milestones, pre-opening, year 1 (first freshmen class), years 2 and 3, and year 4 (first graduating class).

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

STBE will address the needs of a varied student population including: special needs students, gifted and talented and English Learners. Teachers will be prepared to implement various teaching strategies including SDAIE, scaffolding techniques, performance based instruction, reciprocal teaching, Project Based Learning and other innovative practices to address the needs of all students. Student assessments will be used to determine program placement in order to support each learners' individual needs.

Students with Disabilities

Placement for students with disabilities will be based on IEP goals and objectives, which focus on their learning needs in accordance with District policies and guidelines. The school psychologist, Special Education Coordinator and counselor will address student-learning modalities and work with students, parent, special education teachers and general education teachers to ensure students meet their academic goals and achieve content mastery. Special Education Student progress will be monitored by the Special Education Coordinator according to IEP goals and objectives to ensure that accommodations defined in the IEP are implemented, assessed and modified as necessary to support student success. All teachers will assess students quarterly to

determine the degree of intervention needed to be successful in high school and be prepared to make choices beyond high school.

Students with IEPs and those with IEP needs will be identified via cumulative files, SIS, referrals to a school psychologist and/or school nurse. The needs of students with disabilities will be addressed by teachers and staff that are trained to use support strategies to ensure that STBE offers equal access to high quality education. Students, general education teachers, and special education teachers will work as a team to create a "least restrictive learning environment".

Instructional techniques and activities will be modified to meet the instructional needs of the students. This will be accomplished through a variety of accommodations and strategies such as: extending time to complete tasks, using graphic organizers, scaffolding instruction, differentiating instruction, using SDAIE techniques, using regalia and manipulative, as well as assisting students to use prior knowledge to make connections when learning.

English Language Learners

To determine placement of EL students, the STBE English Learner (EL) Coordinator will follow all District policies in determining proper placement of each EL student in the STBE program, ensuring proper preparation for successful transition into the general English program. When students demonstrate requisite language mastery in accordance with LAUSD EL guidelines, they will transition into courses commensurate with their abilities. Student success will be monitored by the EL Coordinator and recommendations for adjustments in the program will further improve student progress.

STBE will implement a pedagogical program that will engage students in an academically challenging curriculum and use inquiry driven instruction in order to support their language development needs. ELL and SEL students will be identified through prior identification by the feeder schools and the annual administration of the CELDT. The curriculum will embody a language development approach that preserves and enhances the students' native language and all skills which they previously acquired. Continuous development and implementation of methods to increase academic achievement for English Language Learners (ELL) will be a focus of Professional Development. Studies investigating second language acquisition emphasize the importance that comprehensible second language instruction plays in providing the cognitive foundations needed for students' academic success and thus, Specially Designed Academic Instruction in English (SDAIE) methods will be implemented. Through SDAIE students will be provided with comprehensible subject matter input and English Learners will attain academic English in order to enhance their mastery of the California standards in all their subjects. Instruction will also involve a system-wide familiarity with the instructional measures on the CELDT. Further, all instructional planning for all students will include explicit academic language objectives. An essential aspect of STBE's pedagogy will be observable instructional practices that provide evidence of student comprehension, abilities to apply their learning to all facets of instruction and effective use of academic language.

In order to successfully meet and possibly exceed Local District 4's June 2013 goals - all English Learners will use academic language development strategies, skills, and techniques to guide their learning as measured by 75% of all ELs moving at least one California English Language Development Test (CELDT) level per year in Local District 4. Teachers will monitor the progress of English Learners through various assessments and assignments, in addition to standardized tests. English Learners who score at low levels on the CELDT will receive additional support which will help them acquire the skills and vocabulary they need to be successful in both oral and written language.

Language is often associated with culture because it is the primary way people express their values. Learning will be used to affirm differences in a multicultural perspective. English Learners will be encouraged to use their background knowledge to help strengthen their skills and improve their academic achievement. Teachers will tap into student backgrounds and create lessons that allow integration of a student's prior understanding thus allowing students help bring about a multicultural perspective to the subject being taught.. Teachers will also nurture native language literacy to develop English skills. (Krashen, 1996)

Students of Poverty

In *Framework for Understanding Poverty*, Dr. Ruby Payne discusses the hidden rules that govern how each of us behaves in our social class. Those rules, because they are hidden and only known to those within the group, prove to be a major stumbling block for individuals attempting to move to a new social class. STBE teachers and staff understand that poverty is more than just an economic class.

Payne, outlines the various resources that are not typically taken into account when talking about poverty including: emotional, mental, spiritual, physical, support systems, relationships and role models, and knowledge of hidden class rules. The lack of financial resources is quite obvious in any discussion of poverty. Support systems are hardly thought of having friends, family, and backup resources available to access in times of need. These are, according to Dr. Payne, external resources. Relationships and role models are hardly thought of as having frequent access to adults who are appropriate, who are nurturing to a child and who do not engage in self-destructive behavior. Knowledge of the hidden class rules and the unspoken cues and habits of a group can be a valuable tool for educators who work with students of poverty. STBE will employ a team approach to serve students of poverty. STBE faculty and staff will develop a peer-mentoring program and will partner with the community, businesses, social service agencies and parents or caregivers to enhance the well-being of its students and to create a home-like environment.

Another important factor to working with students with economic restraints will be to recognize the impact poverty has on STBE students' study skills, accessibility to resources and technology and post-secondary mentors. STBE teachers will work collaboratively to address such issues and make accommodation for students including using technology within the classroom, providing safe and quiet areas to study and providing counseling and mentoring to all students.

In the classroom and on the campus, STBE teachers and staff will also make a consorted effort to effectively implement nine strategies that have given evidence to being successful when working with student who are impoverished. STBE will thus: build strong relationships; make beginning learning relational; teach students to speak in formal register; assess each student's resources; teach rules; monitor progress and plan interventions; translate the concrete into the abstract; teach students how to ask questions; and forge relationships with parents. (Payne, 2008)

Gifted Students

STBE will identify gifted students using two different methods: Specific Academic or High Achievement. Students can be identified as Specific Academic if they have scored Proficient or Advanced on the CST scores or obtained a GPA of 3.0 or higher within 3 consecutive years. In order for a student to be identified as gifted through High Achievement, the student has to have good grades in more than one subject and have high CST scores in English Language Arts and mathematics for 2 consecutive years. In order to best support the instructional needs of its gifted students, STBE will provide programs that are articulated and aligned to rigorous standards. STBE will provide a balance between cognitive learning and effective learning, and will

address the learning needs of each individual student by providing differentiated curriculum and instruction. In addition, in order to address the needs of its gifted population, STBE will utilize district approved Distance Learning Opportunities such as LAVA, Inquiry-Based Curriculum including: simulations, debates, research (assigned and individually-developed), in addition to Socratic Seminars.

At-risk students

STBE will employ a broad range of special services (including school counseling, social service agencies, gang intervention, and peer counseling) to help at-risk students increase their self-esteem while providing a supportive system in which they can begin to have positive experiences.

Academic intervention and enrichment will be provided through Summer School, tutoring, Saturday School, and other Extended Learning activities. Library services and technology will help promote academic achievement. Personal support services and assistance will be provided through a small school setting and the Counseling Center and the IMPACT program. English Learners and Special Education students will receive additional support services, which enable at-risk students to succeed in a rigorous academic program. A variety of student activities will address a wide range of student interests.

In addition to STBE's implementation of Response to Intervention and Instruction (RtI²), STBE will incorporate four instructional methodologies and strategies to scaffold culturally and linguistically diverse students' universal access to core instruction. All STBE students, including English Learners (EL), Students with Learning Disabilities (SWD), Standard English Learners (SEL), and Gifted and Talented students (GATE), will benefit from methodologies such as Cooperative and Communal Learning, Instructional Conversations, Graphic Organizers and targeted academic language development.

STBE will develop partnerships with social service agencies such as the Cypress Park FamilySource Center, which is identified as a "one stop center to connect people in need with existing anti-poverty, government-sponsored programs, including the Healthy Families Program and California WorkSource. STBE will also partner with gang intervention agencies including Aztecs Rising., a local organization working within the STBE community. These agencies and programs will assist at-risk students and their families.

The faculty, Principal, school counselors, and peer counselors will be trained to incorporate the Developmental Asset framework, developed by the Search Institute® . This tool will be used in the classroom, offices, athletic activities, and in all other student contact to encourage and enhance academic, personal, social, and future career growth of our students. Researchers at the Search Institute® have acquired ample evidence over the past several decades that correlates aspects of human experience with long-term, positive consequences for youth. They have identified factors which contribute to the healthy development of young people. Some of these include: family dynamics, support from community adults, school effectiveness, peer influence, values development, and social skills.

While these different areas are generally considered to be disconnected from each other, the framework of Developmental Asset allows for a holistic view. It integrates a myriad of factors into a comprehensive understanding of elements that are essential for the success of young people. The Developmental Asset framework is based upon scientific research on adolescent development and has grown out of three types of applied research:

"Positive youth development" highlights core processes and dynamics in human development that are foundational for growing up healthy.

Prevention focuses on protective factors that inhibit high-risk behaviors such as substance abuse, violence, sexual intercourse, and dropping out of school.

Resiliency identifies factors that increase young people's ability to rebound in the face of adversity, from poverty to drug-abusing parents to dangerous neighborhoods.   www.searchinstitute.org

d) Instructional Strategies:

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

STBE will implement strategies that will generate a nurturing and stimulating learning environment and rigor that emphasize collaboration, problem solving and inquiry based instruction that is interdisciplinary. STBE faculty and administration firmly believe that such strategies are effective with students of poverty, special needs, gifted learners, English learners and Standard English Learners. Other strategies that will be utilized as part of STBE's curriculum include:

- Personalization – STBE instruction will be focused on building classroom and school-wide community. Teachers will build learning environments that incorporate cooperative learning, advisories, project learning assignments and performance assessments to build personalization with students and parents.
- Incorporating Service Learning – STBE students will take pride contributing to their community. Students will complete assignments and activities that make classroom teaching relative to their community. Students will volunteer, interview and meet with community members to connect classroom learning with real-world events.
- Senior Digital Portfolio – As a final project, seniors will complete a digital portfolio of their work that displays academic achievement, ability and skills. The portfolio will also demonstrate student understanding and applicability of current technology.
- Distance Learning – Through partnerships with several community organizations, educational institutions and businesses, students will complete advanced course work and take training courses, in-services, and conferences through distance learning activities to further their studies.
- Advisory – Each morning, students will attend an advisory period where teachers will focus on a learning topic or academic skill to strengthen students' knowledge base. Many of the tools will be focused on practical study skills, learning skills and preparation for advanced course skills.
- Project Based Learning – A key to improving students' skills is engaging them with practical activities that demonstrate knowledge outside the scope of traditional assessments. Student will be able to demonstrate their understanding through activities such as creating power point designs for formal presentations, building a computer, teaching lessons and creating business models.
- Shared Inquiry - combines a sound theoretical base with proven strategies to engage all readers in higher-order thinking and collaborative problem solving. Students will work together to ask questions and make inquiries, address topics, share their understanding, and effectively communicate their understanding. The value of shared inquiry is to encourage students to ask questions, make inferences and support their findings with viable evidence.
- Backwards Planning – STBE teachers will prepare curriculum guides, assessment and rubrics, unit and daily lessons following the backwards planning methods. California State Content standards will be met as teachers use the most engaging, challenging and practical lessons.

- Reciprocal Teaching – is a cooperative learning instructional method in which natural dialogue models and reveals learners' thinking processes about a shared learning experience. Teachers foster reciprocal teaching through their belief that collaborative construction of meaning between themselves and students leads to a higher quality of learning. (Allen, 2003) Students will engage in learning by researching and sharing ideas with each other. Students will work effectively in cooperative groups to generate questions, identify key points, locate support for their assertions, and share their knowledge with peers. Students take ownership of their roles in reciprocal teaching when they feel comfortable expressing their ideas and opinions in open dialogue. Students take turns articulating and thinking out loud – talking through their thoughts - with each learning strategy employed. The learning community is able to reinforce understanding and to see, hear, and correct misconceptions that otherwise might not have been apparent. All members of the community have shared responsibility for leading and taking part in dialogue during learning experiences. (Hashey and Connors, 2003)
- Agendas and Planners - STBE teachers will stress the importance of planners in a classroom. Students will be encouraged to use planners to organize their daily homework to meet deadlines in order to strengthen their study skills and improve academic achievement. The planners will include the school's mission, vision, rules, bell schedules and monthly calendars.
- Cornell Note-taking will help students study effectively and efficiently, improve their comprehension and retention of information throughout the term, and check their understanding of material.
- Implementation of Accelerated Reader will make essential reading practice more effective for every student. This program will also personalize reading practice to each student's current level and assess students' reading so that students will build a lifelong affinity for reading and learning.
- Academic Vocabulary - Kate Kinsella -- Providing the necessary academic language foundation for under-prepared students is the work of all teachers—at all grade levels and in all subjects thus, *Academic Vocabulary* allows STBE teachers to teach vocabulary in a way that is viable, engages the student in the instruction, and gets him or her to use the vocabulary.

Interdisciplinary writing

Interdisciplinary writing is a response to student needs to learn content using a variety of strategies and practicum in a variety of contexts. Interdisciplinary writing involves the development of effective and efficient strategies for teaching writing in content courses helping students learn and communicate knowledge more effectively in their field so that students can become well-rounded, critical-thinkers.

The following principles underlie interdisciplinary writing:
• Writing opportunities in every class promote learning and develop good writers;
• Integration of writing and the writing process promotes student participation, student voice, and engages students' critical thinking;
• Effective writing instruction integrates disciplines;
•Students will begin to communicate more effectively within every discipline.

Including writing in instruction has both short- and long-term benefits. Some of the short term benefits involve students and teachers being better able to appraise how well information is grasped and where deeper elaboration of key concepts is needed. Students are able to take small pieces of content, analyze the material, and look for patterns and connections within the context of the writing. Organization, summary, and analysis of content become easier tasks for students, thus producing richer understanding. Students also become more proficient at using writing to communicate their learning and thinking.
Since writing is used to initiate discussion, reinforce content, and model the method of inquiry, students discover new knowledge and are better able to sort through previous understandings, tap into prior knowledge,

and uncover new ideas as they write. Interdisciplinary writing also encourages reflection on learning that improves students' meta-cognitive skills.

Assigned writing in all courses will help students hone their writing skills. Students will also become better readers, thinkers, and learners in every discipline by processing their ideas through writing. .

Professional Learning Teams will promote collaboration and foster a culture of learning and growth amongst students and teachers. Professional Learning Teams will identify and target specific, standards-based student needs. As a team they will create objectives that will demonstrate mastery of the needs, examine and select the most appropriate materials and strategies to address those needs and design and implement detailed, standards-driven lessons. Professional Learning Teams will commit to the faithful delivery of collaboratively developed plans. The Learning Team will examine resulting student work and identify elements of instruction that contributed to the strengths in that work and identify continuing student needs. The Learning Team will re-assess needs and objectives in relation to student work to determine how to proceed. Learning Teams will meet once a week to review, discuss, reflect and create lessons, projects and assessments.

For Elementary Schools and High Schools Offering Services to Teen Parents and their Young Children Only

Not Applicable

e) Early Care and Education:
Discuss how you will reach out to and address the needs of young children, ages 0-5, and their families. Please refer to the Options for Including Early Care & Education (ECE) in the Operations of an Elementary School located on the Public School Choice website to view a comprehensive list of possible strategies used by school operators to integrate child development services in their program(s).

Not Applicable

3. School Culture and Climate

a) Description of School Culture:

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

STBE will be a safe, clean, and orderly school. The plant manager, crew members, and all stakeholders will keep the school clean. The Administrator, school police, security and faculty will work cooperatively to provide a safe, secure, and threat–free environment. Additionally, a working phone will be in every classroom to notify officials in case of emergency situations. Students will be surrounded by caring personnel including: the plant manager, clerical staff, security, and faculty. STBE will foster personalization to make students feel part of a nurturing environment.

In alignment with STBE's mission and vision statements, students will be part of a proud, respectful and polite climate. "Teachers will engage in practices that provide equitable outcomes for all learners" (Robbins, Lindsey, et. al 2002). A feeling of ownership, teamwork , and responsibility for the environment will be enhanced by activities such as Community Cleaning Days and Recycling Days (including old computers/equipment) that will then motivate students to actively participate in school-wide social and academic activities. STBE will value diversity and through policies and practices enable students, teachers, and parents to create opportunities for discussions, awareness, and celebration of its community.

To further improve personalization and to promote active citizenship, project based learning activities will be relevant to students' lives and allow them to apply what they are learning in the classroom to community based situations. Such activities will motivate students to excel academically as they see purpose and positive outcome to learning. By working collaboratively with each other and faculty, students will have a greater sense of school community and realize they are building a safe learning environment.

STBE's plan is aligned with best practices identified in "LAUSD's Discipline Foundation Policy" (Bulletin #3638.0) and encompasses clear and thorough strategies which ensure the safety and well being of all students. The policy states, "School staff should be particularly aware of the important role that they have in maintaining and supporting appropriate behavior." Parents will be an integral part of this effort and promote academic expectation of their children that will positively impact student achievement.

All teachers will be stationed at doorways; the administrator and security personnel will be visible before school, during nutrition and lunch, and after school; doors and gates will be locked; campus police cars will be visible in front of school; and district security will supervise the campus. Leadership activities, clubs, and other school student organizations will promote involvement, school spirit, and pride. STBE will promote a climate of respectful behavior, good manners, appropriate language, and strong interpersonal relationships between all stakeholders within the daily school environment and after school activities.

A welcoming atmosphere will be created and maintained for all incoming freshmen and new students. Seniors and juniors who have successfully navigated their high school careers will serve in a peer mentoring program to help STBE freshmen. Upperclassmen will guide and motivate underclassmen to maintain good attendance, fulfill graduation requirements, get involved in extracurricular activities and overall become active members of the school community. Credentialed employees will guide and monitor the mentoring program.

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

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

The long-term prospects for establishing and maintaining a secure, positive and nurturing environment relies on the fact that STBE students will have a deep connection and commitment to both their school and community. STBE's students' commitment to contribute to the future educational and socio-economic growth of their community will form the foundation for a successful future. STBE staff, parents and community business partners will establish clear and demonstrable connections between STBE students' education and the well-being of their neighborhood.

Student success goes beyond academic achievement; success at school is also personal growth. Therefore, STBE will focus on teaching students about resiliency, responsibility and reasoning. Students will be encouraged to overcome obstacles by taking responsibility for their learning and work and finding purpose in their lives. STBE students will be challenged, encouraged and inspired to identity the connection between class work, homework, projects and community service to their personal growth and achievement. When students find individual significance in their efforts, they apply their hard work with focus and creative thought.

Student motivation also exists when schools design and implement activities that focus on attendance. By incorporating communication, volunteer opportunities, learning at home, decision making and collaboration with the parents and others in the community, STBE will foster a positive environment that will encourage student attendance. (Epstein, 2002) Four core practices that have also proven effective in raising aspirations and student performance in schools nationwide are mentoring, goal setting, early college awareness, and community service all of which STBE will provide. Other motivational theories indicate the importance the intrinsic sense of belonging and self-worth have in promoting student attendance. Individuals need to feel a sense of achievement and are motivated by extrinsic and intrinsic acknowledgements of this achievement. STBE will implement such strategies and inform students of the benefits of staying in school, making high school more attractive to at-risk students by offering quality career-technical opportunities.

Through our committed partnerships with various community, social service organizations and businesses, such as the Los Angeles Police Department -- Northeast Division, Children's Hospital Los Angeles, Cypress Park FamilySource, Aztecs Rising and others, STBE will strive to provide supplemental services that are essential to student support and overall well-being and success. The partnerships will enhance the academic portion by providing relevance to lessons, developing leadership skills within students, and give meaning to succeeding in school.

c) **Social and Emotional Needs:**

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

STBE faculty and staff will make a concerted effort to address the social and emotional needs of its students. The counselor at the site will use resources at the school, and in the community including health care professionals. If students are in need of psychological assistance that cannot be addressed at the school, the counselor will refer the student and the parents to the appropriate resources.

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

STBE faculty and administration will identify students who may be potential dropouts or show signs of "disengagement and disconnection" from the school environment. In order to prevent this, STBE faculty and administration will provide intensive intervention for students who are behind in credits, receiving a disproportionate amount of failing and "D" grades or are earning substandard results on standardized assessments. Intensive intervention may include weekly meetings with the school counselor, assigning an adult mentor, after school and Saturday tutoring and working with parent/caregiver accountable for outside tutoring and/or counseling. STBE faculty and administration will work with students through a variety of different options to ensure academic and social success and graduation from STBE in a timely fashion. A high student graduation rate will be a focus of all STBE faculty and administration. It will be accomplished collaboratively with contributions from all the necessary stakeholders. Counselors will facilitate IMPACT groups and will meet individually with students as needed. Teachers will address social/emotional needs during advisory periods. Parenting classes will be available to assist parents in meeting the social/emotional needs of their children. STBE will monitor and manage the effectiveness of its supports through teacher feedback and the graduation rate of students that receive social/emotional support.

The faculty, Principal, school counselors, and peer counselors of STBE will address the social and emotional needs of students through teacher-student mentoring, which will take place in advisory periods. STBE faculty and staff will also establish a peer mentoring program where students in upper grade levels work with those in lower grade levels to address academic, social and emotional needs. The peer mentoring program will include a training component prior to the beginning of school year 2011-12, preparation of lessons/handouts/activities to be conducted and follow-up review sessions before mentoring sessions take place. The mentoring sessions would take place during pre-scheduled advisory periods with the supervision and guidance of the advisory teachers and counselors. The program will be evaluated by mentors, mentees and staff via surveys at the end of each semester. Furthermore, mentors will be encouraged to take on leadership roles to make the program meaningful. The idea is that mentors will give back to their community while learning to become leaders through mentoring. STBE hopes to establish a sustainable cycle in which mentors are mentored by teachers and staff, and eventually those students become mentors.

STBE students will be encouraged to become active participants and have equal access to all school sponsored activities. "When students are actively involved in meaningful activities outside of the academic context, they

find support that helps keep them from negative peer pressure and that reinforces their leadership and critical thinking skills" (Nieto, 2000). STBE activities will help students develop leadership and cognitive skills, provide for opportunities to complete community service, and make productive use of student time. We will have a variety of student clubs and organizations such as Key Club and Straight-Gay Alliance to address the social/emotional needs of all students.

Students will receive internal support through the counseling office and the school staff. Teachers will participate in professional development regarding personal support and intervention activities. Professional development will also address and reflect the diversity of the student body. The STBE administrator, faculty, and peer mentors will implement IMPACT and the Developmental Asset framework, developed by the Search Institute®. The *40 Developmental Assets® for Adolescents* (see attachment 3c) will be used in the classroom, offices, athletic activities, and in all other student contact. The goal of the program is to encourage and enhance academic, personal, social, and future career growth of students. Each member of STBE's staff will identify assets from the *40 Developmental Assets® for Adolescents* (see attachment 3c) in which they can incorporate into the lives of students.

According to the Search Institute®, numerous academic and practical publications have documented the powerful, generalized relationship between developmental assets and a range of youth outcomes. Their research has found that when the lives of young people include more developmental assets, engagement in high-risk behaviors are less likely and participation in thriving behaviors are more common. On average, 6th- to 12th-grade youth experience only 20 or fewer of the 40 development assets. The Search Institute®, has found the relationship between assets and behaviors for young people cross all racial/ethnic groups studied, communities of all sizes, gender. They have found that deficiencies in assets refer to what Peter Benson calls "general and widespread ruptures in the American developmental infrastructure" that cross geographic, racial/ethnic, and socioeconomic boundaries. He concludes: "All communities have significant proportions of adolescents who lack key developmental blocks in their lives." Therefore members of the STBE community will endeavor to expose students to those assets which are lacking in their daily lives. STBE faculty and staff will accomplish this endeavor through a personalized small school setting, and by starting every school day with a 30 minute advisory period. During this 30 minute period, as teachers develop connection with students, they can make referrals to counselors, and give feedback regarding the effectiveness of planned supports so that counselors can make adjustments as needed.

Developmental assets and high-risk behaviors
The Search Institute® studied young people from six racial/ethnic groups, and they found on average, those with more assets choose to engage in less high risk behaviors; while those with less assets were prone to engage in more multiple high-risk behaviors. Their findings across all six racial/ethnic groups reveal that youth who refrain from high-risk behaviors have, on average, 23 or 24 developmental assets, while those engaging in 5 or more high-risk behaviors have, on average, 15 or fewer of the 40 developmental assets. Furthermore, young people from all racial/ethnic groups who have on average only 6 to 9 assets engage in 9 or 10 of these 10 high-risk behaviors.

Developmental assets and thriving
Research by the Search Institute® also identifies a *promotion* role. When young people experience more assets, they are more likely to exhibit thriving behaviors such as valuing diversity, maintaining good health, and resisting danger. For all racial/ethnic groups, youth who exhibit the most thriving behaviors have, on average, 29 to 32 of the 40 assets. The Search Institute® has found that other studies regarding the relationship between academic achievement and developmental assets supports the claim that the number of assets is

immensely effective across different racial and ethnic groups. A study of economically poor Latino/Latina and African American urban high school students reported that the average number of thriving behaviors increased by 24% for students who experience 21 to 30 assets compared to those with 11 to 20 assets. Also, comparing youth with below average levels of assets (0–10) to youth with average levels of assets (11–20) resulted in a 52% difference in thriving behaviors.

Race, ethnicity, and socioeconomic status
Research compiled by the Search Institute® shows that youth with low socioeconomic status (SES) have particular stresses and challenges that can interfere with healthy development of children, regardless of ethnicity. Youth of color are disproportionately represented among low SES children and adolescents. African American and Latino/Latina children are twice as likely to live in poverty as non-Hispanic White and Asian American/Pacific Islander children.

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

In alignment with STBE's mission and vision statements, and through its curriculum, community and business partnerships, STBE will give students the opportunity to explore multiple academic and career pathways. STBE will work collaboratively with parents and community members to create a culture of college and career awareness and readiness.

All students will have personal learning plans that are developed through the collaboration of students, parents, and staff. Students will be required to revise, update, document and sign their personal learning plan along with the signatures of a parent/guardian and their advisory teacher once each semester. These plans, which reflect their interests and post-secondary goals, will be reviewed in an on-going basis to encourage and help students plan and reflect on options available to achieve academic goals and plan for post-secondary careers or academic pursuits.

To enrich STBE students' educational experience and give them an opportunity to reflect upon their plans, a variety of activities will be offered throughout the school year in order to expose them to various future options. STBE will work closely with college representatives to establish college shadow days, college visits, and college/career fairs as early as the third semester of operation. Additionally, students will explore career interests through the completion of career inventories in advisories.

STBE faculty will encourage and assist students who are not college-bound to find alternative post-secondary career opportunities. Students will research and identify career opportunities that align best with their individual strengths and interests including the exploration of trade school options, job placement strategies, job fairs, and internships with local businesses and companies. It will be imperative to offer vocational courses to motivate this segment of STBE's student population.

Teachers and students will apply technology in supporting and promoting learning and make connections beyond the classroom through real life situations and experiences. Utilization of sources in addition to textbooks and the classroom will be employed to encourage higher order and critical thinking skills. Technology will be incorporated in various mediums to complete classroom assignments, and to develop and expand skills and knowledge learned in the classroom. Library services will be extensive and up-to-date resources will provide students with access to a variety of learning opportunities. All available resources will

assist students in exploring post-secondary options. Students will be able to make more informed decisions while still in high school, and will be inspired to explore career interests in a more focused way. They will further be encouraged to engage in online searches and hands-on activities to help them assess the financial implications of lifestyle and educational choices in real-world situations. For example, a financial reality check simulation will be implemented by the end of the second semester of operation.

To ensure all STBE students are college and career ready, the following will be implemented:
- School staff will use one PD meeting a month to analyze, review, and strategize students' academic and personal progress.
- Counselors will hold formal and informal meetings with students in an ongoing basis.
- STBE will ensure its course list is UC approved as soon as possible and updated in an on-going basis.
- Multiple opportunities will be available for students to meet A-G requirements, graduate from high school and be college ready. For example, some students might benefit from taking online courses or courses at nearby community colleges.
- Saturday school, tutoring, and after-school programs will provide academic intervention.
- The Counseling Center and Advisory teachers will provide additional information about post-secondary opportunities and opportunities for work experience and internships.
- Additional support will be provided for English Learners and Special Education students through tutoring, and collaboration between general education and Special Education teachers.
- School sponsored clubs and organizations as well as the peer mentors will offer informational activities for students to learn about college importance and readiness.
- Advisory classes will address topics such as college and career exploration in order to teach students about life after high school. In this class, students will also complete a senior portfolio which will demonstrate work completed during high school, including a resume, letters of recommendation, statement of educational and career goals, and work samples. This senior digital portfolio will be a requirement for graduation.
- Counselors and teachers will meet with individual students to review and assist with the completion of college applications.
- College application workshops will be available to all students.
- A representative from one of the local community colleges will be available on a regular basis to accept applications and answer any questions about the Community College System including transferring to the university system.
- STBE bulletin announcements will inform students on anything college-related including testing requirements and deadlines, college representatives visiting, application assistance, and more.
- On-going assistance will be available to help students register for college tests and apply for financial aid.
- Parent informational meetings will address topics such as planning, financial aid and filling out applications, college application timeline, living at home vs. living on campus, etc.
- The Counseling Center will house a variety of catalogs, brochures and handbooks on colleges.
- AP classes will be offered to give students more academically rigorous experiences with college level coursework.
- All college testing will be organized by the testing coordinator and/or other qualified faculty and staff. Information will be available on the SAT, ACT and other college exams and placement exams. For students facing financial hardship, SAT and ACT fee waivers will be provided to those on the free or reduced lunch program. Furthermore, STBE will offer students the opportunity to take the PSAT, free

of charge, each year in preparation for the SAT. All faculty and staff will be trained to assist students in registering for any of these exams. Students will be encouraged to register during advisory period with one-on-one help from their advisory teacher. Advisory teachers will also train a handful of their advisory students to help peers register online.

- By year three, STBE's goal is to run a peer college counseling program through which seniors help enhance the culture of the school and work with their peers to help them achieve their post-secondary goals or explore colleges and career options.
- Counselors will use data monitoring systems like StatFinder to access detailed data on undergraduate admissions, enrollment, persistence and graduation at the Universities of California, and summary data on financial aid. STBE will use this data to track college acceptance rates, student success in college, and make curricular and instructional modifications to improve college success rates for its students.
- A-G requirement completion will be closely monitored by counselors and teachers through the bi-yearly analysis of transcripts and the use of a transcript analysis database.

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

In compliance with its mission statement, STBE will promote parental and community involvement. Design team members will lead STBE's parent involvement component. STBE will effectively communicate and engage with its parents and the community at large in a variety of ways which provides equitable access for success to all students and ensures that all stakeholders have an opportunity for input. Parents will serve on the School Governing Council and will be involved in all aspects of school life, including the formation of a viable Parent Teacher Student Association (PTSA).

STBE will regularly communicate with parents in multiple means to ensure that parents are regularly apprised of student progress and upcoming events, and to enhance parent involvement and student success. During the course of the academic year, and on a school-wide basis, this communication will consist of: syllabus with grading requirements and class information; detailed rubrics for each course; parent-teacher phone and formal conferences; official grade-reporting periods and report cards; program-specific conferences/meetings; STBE website; student created monthly newsletter for parents and community members; and ConnectEd parent contact software for notification of student attendance. Specifically, the ConnectEd software will provide for a uniform, multi-lingual message to go to all stakeholders on an on-going basis and in a mass-communication format. All of these communication avenues will provide parents and other community members with a variety of means to monitor students' progress and thus ensure greatest opportunity for academic success.

Additionally, to improve communication with parents, boost parent involvement, and in line with STBE's vision statement, STBE will develop a sustainable cycle through which students become computer literate and then apply their knowledge to teach basic computer skills to parents and community members. Such training will focus on learning to navigate the Internet and use email to improve communication between parents and the school.

At each grading period, students, teachers, and parents will reflect on the students' progress, and ways to strengthen and improve students' academic achievement. In addition to the school-wide communication mechanisms, teachers will individually communicate with parents and students as needed throughout the

academic year to monitor student progress and collaborate on strategies for individual student success within the classroom.

As a tool for the successful initial integration of students to high school, STBE will sponsor 9th grade orientation. This orientation will invite all new parents into their child's educational process and will include information on parent/community responsibilities, STBE vision and parent opportunities for support and involvement.   In addition to students being required to complete 25 hours of community service per year, parents will be required to complete 10 hours of parental involvement in school related activities.

STBE will share Parent Center that is staffed by parent volunteer(s) and community representative(s) and will serve as a focal point for parent involvement. Representative(s) will also organize parent workshops on topics such as college awareness, financial aid for college, computer literacy, and volunteer opportunities. By engaging the parent representative with oversight and communication responsibilities, STBE will utilize community expertise to help with promoting volunteerism .

Another engagement strategy will be the offering of informative/instructional opportunities to parents and all community members. STBE will offer various services, including free tutoring in core areas, to its student population. Through the Parent Center, this service will be expanded to include parent participation. By engaging the parents in the learning process, students and parents become more involved in the school community, and are able to use learning strategies at home to improve student success.

Finally, STBE is committed to sustained, respectful, and authentic relationships with all school stakeholders. STBE will have community representation on all leadership teams. The methods of communication and the strategies for parent and community engagement detailed above are created to ensure that all stakeholders feel respected, that their input is valued and necessary, and there are mechanisms in place that create long-term success and interaction between STBE and the community.

f)   School Calendar/Schedule:

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

The school year will begin in early August to allow the semester to end before Christmas break.
- The second semester will begin in January and include a Spring break.
- Athletics will be after the school day ends.

The Principal of STBE and the Principals of the other Taylor Yard Schools will determine the sports programs and levels based on the athletic facilities that are available for competitive sports. They will meet with the Director of Interscholastic Athletics to determine when an Athletic Program can begin at the school site. The Principals will determine the budget, including the purchase of all necessary equipment and supplies. They will hire an Athletic Director, who will serve at their discretion. The Athletic Director will hire coaches, and review IAC and CIF rules with them. The Athletic Director meet regularly with the coaches to review health and safety concerns, athletic student paperwork, and coaching requirements.

STBE's proposed bell schedule for the 2011-2012 school year will provide opportunities for students to enroll in additional classes as needed. For example, for students needing extra support for mathematics, time will be

made available for in-depth exploration of concepts which will enhance opportunities for mastery of course level skills and content. Also, more time will be used to provide support for EL students with regards to language acquisition. Our schedule will incorporate an Advisory period four times a day and Professional Development opportunities for staff. STBE faculty and administration will meet LAUSD and California state requirements for minutes of instruction.

STBE will utilize a 4X4 Block schedule that will provide flexibility, create an engaging setting, and strengthen learning by allowing students to maximize their learning by enabling students to take more courses during the academic year. STBE will create a comprehensive curriculum and access to career pathway courses, field experience, and internships that might not have otherwise been available to students. This schedule also enables teachers to utilize the RTI Model during their advisory period to provide intervention for students who are having academic difficulties. In their advisory period, students will also develop communication, decision making and goal setting skills. During advisories, teachers will spend time with students to promote self-confidence and motivation, introduce study and learning skills and advise students on post-secondary options.

Teachers will see fewer students during the day, thereby giving them the ability to spend more time with each individual student. Because of the increased span of teaching time, longer cooperative learning activities will be completed in single class periods. There will be more time for labs in science classes and projects to be completed in other classes. In addition, there will be more time for test prep and intervention to be built in to the school day. Students will concentrate on only four courses per semester, thus allowing students to schedule their time more efficiently. Students will be able to focus on academically rigorous courses, complete homework assigned on time, and strengthen their comprehension skills because they will have more time in the classroom working on a particular subject.

Using this schedule, teachers will be able to provide more varied instruction during class and have more opportunities to devote time to working with struggling students, English Learners, students with disabilities and students with differing learning styles. Planning periods will be longer, thus providing teachers ample time to reflect on curriculum, and plan lessons and activities that will engage, challenge and create optimum learning environments.

i. Autonomy:

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

Pilot School Status will allow STBE more flexibility in terms of bell schedules and school calendars to maximize student learning/achievement. STBE faculty and administration will have more options to address the individual needs of students regarding academic intervention, English Language Acquisition, differentiation, and scaffolding. STBE will also have the flexibility to enable students to take more courses in an academic year and provide opportunities for students to take advanced courses at the local community college, participate in distance and service learning and take courses that will enrich their overall educational experience as well as make them more competitive in the college application process.

STBE faculty will be given more time to meet regularly for planning and aligning curriculum. STBE Faculty will also be encouraged to design and implement interdisciplinary activities and lessons. STBE faculty will

have the time to communicate with each other to develop programs and build on partnerships to enhance their lessons.

g) Policies:
For Independent Charter Schools Only Describe and/or attach the proposed school's policies as they relate to promotion, graduation and student discipline.

Not applicable

4. Assessments and School-wide Data

a) Assessment Philosophy:

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

STBE's faculty will use assessments to check for student understanding and monitor progress. STBE's standards-based instruction will guarantee that students are engaged in rigorous learning that is meaningful and assessments that are relevant. Culturally relevant texts and materials that reflect the curriculum will be part of the instructional program which is linked to specific state and CTE standards. STBE achievement goals are aligned with LAUSD target goals, and student progress will be monitored using their personal learning plans.

The school's Data Team will obtain and analyze data from a variety of assessments. STBE faculty and administration will use STAR and CAPA summary reports, AYP reports, school-wide CAHSEE reports, CELDT reports, benchmark assessments, attendance reports and end of course marks and projects to analyze student performance. STBE faculty and administration will develop its own benchmark assessments that are more accessible to lower level EL and special education students. Teachers, counselors, and the administrator will meet to review student work on benchmark assessments. This data will be distributed to all stakeholders, including students, parents, faculty, and community members to develop goals for curriculum and professional development, and as the subject for observations, discussions and collegial feedback. As data becomes available, programs will be monitored, evaluated, and modified to ensure the learning targets of all students are being met.

b) Autonomy:

Describe how the school will use assessment autonomy to maximize student learning.

It is widely acknowledged that in order to meet the goals of education, a constructive alignment between Instruction, Learning and Assessment (ILA) is necessary (Biggs, 1996). In order to accurately gauge the skills of our students, STBE faculty will incorporate authentic assessments that are both standardized and performance based. Generally, it is assumed that all students perform at the same rate utilizing the same learning styles. However, as research has shown, classrooms must construct authentic learning communities where teacher and students are confident that everyone learns; lessons are active, multidimensional, and social; and assessments enhance learning (Oakes, 1999).

Utilizing ILA-practices that follow an instructional-approach will create a focus on learning and competence development; reflective-active knowledge construction; and assessment-procedure—contextualized, interpretative, and performance based assessment whose goal is acquisition of higher-order thinking processes and competencies instead of factual knowledge and basic skills. Therefore, the assessments that will be implemented in the STBE classrooms are distinctive and demonstrate concepts, skills, and knowledge gained by students.

STBE faculty will use assessments to improve, support and strengthen learning. In order to assist student performance, communication between teachers, students and parents regarding assessment will be regular and clear. STBE faculty will also collaborate on the development and support of assessments, and will regularly review and improve assessment to assure fairness and equity for all students (Nieto, 2000).

Standardized assessments will be developed by the English and Social Studies department that include skills that illustrate competency through criterion-referenced tests. Data from the results of these tests will enable both departments to discuss results, create remediation lessons, identify the needs of the students, and incorporate future strategies to improve teaching.

Norm-referenced test will also be developed to compare students' performance in order to use data to evaluate overall student performance in particular subject

STBE faculty will incorporate practical questions in their assessments that will allow students to apply their knowledge in order to make meaningful connections between the classroom and the real-word. Students will appreciate that education is "closely entwined as to be often inseparable from the curriculum itself" (Darling-Hammond, 19997).

c) Student Assessment Plan:
Describe the school-wide assessment plan for the proposed school. What formative and summative measures will you use to determine student progress and success?

The school-wide assessment plan for STBE is as follows:

Mission: STBE will use and create assessments that measure academic vigor, motivate students to academically excel, and promote self-confidence in our regular, special education and EL students' academic abilities. SBTE's benchmark assessments for Social Studies and English will be modeled after LAUSD's benchmarks and hold to the same standards for validity and reliability in terms of test composition and administration. Assessments will be aligned to STBE's curriculum and instruction and to the California state standards, which are measured by the CSTs. Teachers will use STBE assessments to inform instruction on an ongoing basis.

Objectives: STBE's regular, special education and EL students will be able to understand academic language, concepts, and terminology which will enable them to comprehend and respond to or solve assessment prompts, questions, and problems. Students will be familiar with test taking strategies and apply critical thinking skills in order to analytically address a variety of assessments. Armed with these skills, students will experience success which will develop self-confidence and motivation to academically excel in a vigorous and stimulating scholastic environment.

Outcomes: STBE's regular, special education and EL students will demonstrate mastery of content for state standards at a proficient or advanced level in all core subjects. EL students will advance one level per year on the CELDT test.

Evaluation Methods : STBE 's regular, special education and EL students' success will be measured by gaining at least a level of "proficient" on CST tests and a level of 4 or 5 on the CELDT with skill area scores of 3 or higher in Listening, Speaking, Reading, and Writing

Results: Results will be measured by the administrator and faculty of STBE as soon as assessment data is available.

Decisions and Recommendations: Decisions and recommendations will be made at the leadership and governance council meetings which occur after results of any particular assessments are received. Decisions and recommendations will be based on assessment results, teacher observations and direct feedback from students regarding the degree of success of outcomes.

A variety of assessment strategies including CST, CAHSEE, CELDT, classroom formative and summative assessments, electronic portfolios, and projects will be used as a basis for evaluation, reflection, and modification of instruction. Teachers will use the most appropriate assessment tools to analyze student learning.

STBE faculty will meet to grade Benchmark tests, analyze, and discuss the results and modify instruction necessary to help all students succeed. Departments will use the assessment data to align curriculum to the state standards and modify instruction.

STBE faculty and administration will establish a culture of continuous improvement and accountability for student learning, develop and utilize assessments that shape and inform instruction on an ongoing basis, and review data to gauge student, teacher and school progress. School members, interdisciplinary teams and department leaders will meet to develop projects and assessments that reflect mastery of state standards for all content courses. In order to effectively modify pedagogy, STBE faculty will monitor what students know and are able to do as a result of instruction.

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

Assessment Development Plan Timetable

Timeline	Steps	Research	Responsibility
February 2011-March 2011	1. Develop STBE bench marks for English and Social Studies 2. Create Assessment Schedule for CAHSEE, Benchmark, CST, AP, CELDT, CA Physical Fitness Tests 3. Develop Performance Management Matrix 4. Standards-Based Textbook Selection	Include research based pedagogy to be considered in the development of the assessments Realistic/time-specific schedule Identify Professional Development topics Review Assessment Dates	1. Design Team, see attachment 10b

April 2011 – May 2011	5. Design Professional Development that addresses assessment 6. Select Additional Instructional Materials		2. Design Team, see attachment 10b

See Attachment 4d for the Assessment Chart

e) Data Collection and Monitoring:

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

STBE faculty and administration will carefully monitor student achievement after each grading period to assure students are meeting the A-G college entrance and graduation requirements. High school, CSU, and UC transcripts will be analyzed and a database will be used to keep track of missing requirements. This database will also help STBE faculty identify students who need supplemental services. CAHSEE and CST test score results will also be included into the database.. The transcript analysis database will be updated twice a year.

The Data Team and Leadership Team
The Data Team, a vital part of the assessment program, will meet bi-monthly to analyze student data and make appropriate recommendations to the School Site Governance Council(SSGC). SSGC will meet to approve all budget allocations which are based on data analysis. To support the Data Team, STBE faculty will assist in the administration of the school's testing program. CST, CAHSEE, and CELDT scores will be distributed to teachers and mailed home to parents. Special Education student progress will also be monitored through the IEP process.

Data is a common thread presented through all professional development options. Staff surveys, professional development evaluations, and classroom observations will give further evidence for the Data Team to support professional growth. Counselors will utilize a variety of data to determine support services that may be needed for students. Programming will continue to reflect parent and student requests, strengths of student ability, and necessary support needed to provide equity and access to all program options.

Classroom teachers will participate in professional development that will train them to utilize a variety of assessments. Standard sets will be reviewed, and appropriate research based teaching strategies will be shared. Key differentiation techniques and models addressing the student data will be demonstrated and shared. Following the administration of Periodic Assessments, data will be reviewed to determine successful use of instructional strategies. Key findings will be recorded for future use.

Teachers will use MyData to access CST scores and strands, CELDT results, CAHSEE scores, and previous Periodic Assessment data that will assist in designing instruction to meet the needs of each learner, thereby

differentiating instruction based on readiness. Student learning profiles will be utilized to create interest and motivation in the curriculum presented. Formative assessments will be used to determine if instruction is addressing expected learning targets.

STBE faculty and administration will enact change based upon data through a variety of methods to receive feedback. As a result, STBE faculty will successfully implement curriculum which informs program and instructional decisions. Through open communication with all stakeholders, STBE faculty will continue to adjust school programs as a process of growth.

STBE faculty and administration will ensure that our special education program will meet the requirements of all eighteen outcomes of the Modified Consent Decree and will use these indicators to monitor progress of students with disabilities. All LAUSD bulletins, memorandums and policies will be followed in fulfilling its commitment to students with disabilities and their parents. In order to share data with LAUSD, data will be updated daily in the Student Information System (SIS), Integrated Student Information System (ISIS) and Welligent IEP System for each student through grade 12 referred for or receiving special education services.

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

STBE will follow A-G course requirements per LAUSD policy. In order to graduate, students will be required to satisfactorily complete four years of English, three years of social science, three years of math, three years of science (at least one year of biological science and one year of physical science), two years of foreign language, one year of technical art, one year of visual art, two years of physical education (and pass the fitness requirement) and forty elective credits.

5. Professional Development

a) Professional Culture:

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

STBE's professional culture will be conducive to change and improvement: reducing staff isolation, increasing staff capacity, providing a caring and productive learning environment, and improving the quality of our programs for students.

The focus of professional development will be student achievement, and all professional development activities will support this objective. Professional Learning Communities will promote collaboration to improve instruction through the use of the inquiry cycle, the review of common assessment and periodic assessment data, classroom walk-throughs, use of protocols to engage all staff members and the consistent use of evaluations.

All STBE stakeholders will work collaboratively to make academic, instructional, and operational decisions for the school site. STBE faculty and administration will provide many avenues to allow faculty, parents, and students a voice in the decisions made on campus. The professional culture will include collaboration, dialogue, and research based recommendations.

Professional development will also have a strong foundation in training teachers on SDAIE methodology. In particular, STBE teachers will be proficient in integrating text and resource information, modeling, scaffolding and the use of manipulative in all classes and levels to assure the needs of EL students are met. Teachers will also be trained in research-based instruction that will monitor EL growth and academic progress including Stephen Krashen's Theory of Second Language of Acquisition (Marzano, 2007).

Professional Learning Teams will be established to promote collaboration to improve instruction. The literature on Professional Learning Teams repeatedly gives attention to five attributes of such organizational arrangements:
- The collegial and facilitative participation of the principal, who shares leadership and thus, power and authority, through inviting staff input in decision making
- A shared vision that is developed from staff's unswerving commitment to students' learning and that is consistently articulated and referenced for the staff's work
- Collective learning among staff and application of that learning to solutions that address students' needs
- The visitation and review of each teacher's classroom behavior by peers as a feedback and assistance activity to support individual and community improvement and
- Physical conditions and human capacities that support such an operation

Review of a teacher's best practices by colleagues is the norm in the professional learning community. (Louis and Kruse, 1995) This practice is not evaluative, but rather is part of the "peers helping peers" process. Such review is conducted regularly by teachers, who visit each other's classrooms to observe, script notes, and discuss their observations with the visited peer. This process is based on the desire for individual and community improvement and is enabled by the mutual respect and trustworthiness of staff members. Several kinds of factors determine when, where, and how the staff can regularly come together as a unit to do the

learning, decision making, problem solving, and creative work that characterize a professional learning community. (Boyd, 1992; Louis and Kruse, 1995) Boyd identified the following people capacities: positive teach attitudes toward schooling, students, and change; students; heightened interest and engagement with learning, norms of continuous critical inquiry and continuous improvement, a widely shared vision or sense of purpose, a norm of involvement in decision making, collegial relationships among teachers, positive, caring student-teacher-administrator relationships, a sense of community in the school, and two factors beyond the school staff supportive community attitudes and parents and community members as partners and allies.

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

Our school's Professional Development (PD) activities will align with the educational objectives of the school and guide teachers in the use of data to improve instruction. PD will be used to review the effectiveness of the curriculum, instruction, and assessment. STBE faculty will adjust instruction according to both summative and formative assessment. Professional development will also provide practical and measurable strategies and/or lesson plans that can be implemented to improve student engagement and achievement. STBE's PD plan will ensure all staff will be engaged in aligning the delivery of instruction in the cycle of continuous improvement.

Professional development related to instruction will center on areas that the STBE faculty has identified as opportunities for further growth. STBE's skilled and diverse faculty will support each other by promoting best practices and studying student work, as well as contracting outside support including: the Los Angeles County Office of Education, Los Angeles Educational Partnership, and local universities. Teachers will organize into Professional Learning Communities across departments as content-based teams, to monitor the implementation of best practices introduced by professional development. Subsequently, teachers will assess student work to determine the effectiveness of each practice. In addition to time spent in professional development, the faculty will also observe intra-disciplinary and inter-disciplinary best practices in the classroom setting.

Classroom teachers will participate in professional development utilizing the periodic and common, assessments. Previous years' data will be discussed, standards set will be reviewed, and appropriate research based teaching strategies will be shared prior to the start of a unit. Key differentiation techniques and models addressing the student data will be demonstrated and shared for the preparation of the upcoming unit. Following the administration of the periodic assessments, data will be reviewed to determine successful use of instructional strategies. Key findings will be recorded for future use.

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

New and experienced teachers will meet with an experienced STBE teacher in their academic subject to gain an understanding of the vision and mission of the school. They will review textbooks, curriculum, curriculum

alignment, instructional strategies, instructional differentiation, SDAIE methodology, best practices, assessments such as periodic assessments, department assessments, classroom management, discipline, and resources available. STBE will have weekly meetings for the first month and on an "as needed basis," afterward, to acculturate new teachers to the school's and district's requirements. New teachers will be assigned a classroom located near veteran teachers to provide added instructional and moral support. The administrator or an experienced teacher will observe teachers who are new to STBE to provide feedback and support.

The district support providers will assist new teachers in the successful completion of Beginning Teacher Support and Assessment. Each support provider will mentor new teachers throughout their first year in order to develop curriculum and teaching strategies. New teachers will be given coverage as needed to observe fellow teachers in their classrooms and will be part of a collaborative learning community alongside veteran teachers. The support provider will facilitate monthly New Teacher meetings to acculturate new STBE faculty to the schools and LAUSD's requirements.

The professional culture will continually evolve through group norms, best practices, and decisions made by consensus. To differentiate instruction, various strategies that include building upon the premise that learners differ, teachers will design instruction by appealing to different interest, by using varied rates of instruction and complexities (Tomlinson, 1999). Teachers will modify content, the process, and the product to give students greater opportunities to learn and demonstrate their strengths and understanding. STBE will also incorporate student and teacher teams where they collaborate in learning, balance groups and individual norms and work together to show flexibility.

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

STBE school calendar and bell schedule make professional learning a priority for all staff members. The schedule includes in-days prior to school starting, during the year and at the end of the year in June. Weekly professional development time is built into the bell schedule on Tuesdays, allowing teachers on career pathway teams time to integrate academic and CTE standards, and develop lessons that integrate their new learning into their daily instructional plans. The Professional Development plan and collaboration is critical to STBE's overall instructional plan to offer students high quality instruction. (Please see attachment 5d)

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

The best way to monitor PD success is to evaluate the achievement of the students on assessments, periodic benchmarks, and standardized tests. STBE faculty and administration will review data, identify trends and results and reflect on what strategies are working well and what is not. Thereafter, STBE faculty will make adjustments to PD presentations. Through the use of Professional Learning Communities, teachers will be able

to discuss, further investigate research-based instruction strategies that have been proven successful and incorporate such strategies into their daily lessons. Teachers will also make accommodations for their EL and Special Education students to assure that all students comprehend the information and skills presented to them during instructional time.

The Leadership Team will also review the effectiveness of PD meetings and provide advice to the governing board to make adjustments, suggestions and ideas for future professional development topics.

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

STBE professional development is an essential component of STBE's ongoing teacher development that works individually with the strengths and needs of teachers in order to build higher capability and understanding. Professional development activities will be developed by STBE teachers for specific program needs and goals. STBE will develop professional activities that will train the faculty on the use of 21st century skills, integrating CTE and State standards and using project based and standard-based instruction.

6. Serving Specialized Population

a) Special Education:

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

STBE will implement and monitor the special education process utilizing the LAUSD Special Education Policies and Procedures Manual.

Upon enrolling in STBE, students with disabilities who require special services will be identified and promptly provided the appropriate services as designated by their Individualized Education Program (IEP).

STBE will also have a referral process that consists of the five components of the Response to Instruction and Intervention allowing a parent/guardian or staff to request special services. The following are in conjunction with Response to Instruction and Intervention:

• Using the multi-tiered framework for instruction and intervention, all students have access to "core instruction" in the classroom and are universally screened at the beginning of the year in order to identify learners who need additional support through differentiated instruction, scaffolding, frontloading or other instructional strategies. Students with disabilities participating in the District Alternate Curriculum do not take part in the periodic assessments designed for students in general curriculum. The intended curriculum for students with disabilities instructed in alternate standards parallels the standards-based curriculum used in general education and is identified in the Curriculum Guide for Students with Moderate to Severe Disabilities.

• Tier 2, or Strategic or Supplemental Intervention is provided for the 10 – 15% of students who need additional time and methods of instruction to learn successfully. A referral to Coordination of Services Team (COST) will provide additional intervention after "universal" supports have been attempted and it is determined that more intensive services are required (based on the data). Students who have attendance issues are referred to Student Attendance Review Team (SART), or for students who do not progress academically, a Student Success Team (SST) meeting is scheduled. This particular meeting involves the general education teacher, Special Education Coordinator, School Psychologist, Administrative designee, academic counselor, the child and the parent/guardian. The outcome of the meeting could result in a formal request for a special education assessment or a request for a 504 plan.

• Tier 3, known as "Intensive Intervention," is for an estimated 1 – 5 % of students who need individualized and/or very small-group instruction, are highly focused and progress monitoring is more frequent. Tier 3 services are not synonymous with special education services, but are a critical step in providing intensive intervention so that students have an additional opportunity to succeed.

Any person who believes that a student has or may have a disability and requires special education and related services, may make a formal request for a special education assessment. The request must be in writing. Once a written request has been received, the team of an Administrative designee, Special Education Coordinator and School Psychologist will review student records and can deny the request, or develop and provide the parents with a special education assessment plan within 15 days.

• After the assessment plan is signed by parent/guardian, an IEP team meeting must be held within a 60 days.

• Once a student has been identified by an IEP team as having a disability and needing special education, all services and FAPE (Free and Appropriate Public Education) offers in the IEP will be implemented. It is required that student be reassessed every three years, or at any time at the request of the parent(s) or district staff. However such a request will not occur more frequently than once a year unless the parent and district agree.

• IEP meeting are held to review its appropriateness within one year of the previous IEP meeting.

Administrators, Special Education Coordinator and case carriers will be responsible for implementing and reviewing the special education process on a weekly or bi-monthly basis for students with disabilities in accordance with federal, state, and local requirements, and will implement programs and services, including related services, required by the IEPs of students. Student data input through the Welligent system records tracking of hours and services, IEP timelines, goals and objectives, assessments, accommodations and modifications which are monitored on a weekly or bi-monthly basis. The general program of instruction provided to students with disabilities shall be responsive to the required sequence of courses and related curriculum for all students of STBE. Student discipline and procedures for suspension and expulsion shall be in compliance with discipline procedures set forth in IDEA and consistent with federal and state law. Administrators, Special Education Coordinator and all teachers will monitor IEP timelines, services, assessments, accommodation and modifications, and classroom instruction following IEP guidelines on a weekly or bi-monthly basis.

STBE will be responsible for implementing the appropriate educational goals and objectives for each student identified with exceptional needs. STBE will ensure that every student participates in a challenging curriculum that meets state required educational standards in the least restrictive environment. Multiple methods for assessing student growth and success will be ongoing. Special education students will access the general education curriculum in all subject areas, with accommodations and modifications appropriate to their needs. Special education students will demonstrate proficiency as defined in their IEP. Consultation and collaboration between general education and special education teachers will ensure full access to the general education curriculum. Teachers will participate in cooperative learning projects, attend conferences and professional development, and contribute to staff development regarding special education issues.

Each semester the School Site Level Special Education Compliance Team, consisting of an Administrator, Special Education Coordinator, General Education teacher, Special Education teacher, Special Education Paraprofessional and Special Education Office Technician will also monitor and review all Special Education processes and policies on the Self-Review Checklist and Students with Disabilities provided by the District, to guarantee compliance with the Modified Consent Decree (MCD) mandates. Site administrators and staff review compliance with policies and procedures regarding the education of students with disabilities on a weekly or bi-monthly basis.

STBE will serve students with disabilities in the least restrictive environment, and provide a Free Appropriate Public Education (FAPE) in the least restrictive environment for students who have disabilities. Services provide a range of options which may include accommodation, modifications, designated itinerant services (DIS), co-planning, Learning Center, Special Day Program, Resource Service Program (RSP), and inclusion.

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

7. Performance Management

a) Performance Goals and Metrics:

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

Not Applicable

b) Rationale:

Discuss why the proposed school will track the mission-specific indicators selected.

Not Applicable

8. Community Analysis and Context

a) Description:

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

Taylor Yard High School is located in northeast Los Angeles, approximately 2.5 miles north of downtown. It is located near the former Union Pacific Rail Yard called the Taylor Yard complex. It is physically bounded to the north by State Route 2, on the east by San Fernando Road, on the south by Interstate 5, and on the west by the Los Angeles River. The surrounding neighborhoods include Cypress Park, Glassell Park, Elysian Valley, Atwater Village, and Mount Washington.

Taylor Yard will be fed primarily by students from Marshall, Franklin, and Eagle Rock High Schools. Feeder Middle Schools include Irving, King, and Nightingale.

The community has various assets. It is rich in diversity and approximately 75% of the students presently attending the three high schools are of Hispanic descent, with families from several backgrounds. In addition, about 10% identified themselves as Asian with various roots; approximately 60% are English Learners; approximately 72% of students from the feeder high schools participate in the School Meal Program. A recent analysis of 858 Marshall High School C-track students, who live in Elysian Valley and will likely attend schools at the Central Region HS #13, identifies 68.3% of students as English Language Learners; this includes students in ESL, students in "sheltered" classes, and those who have been reclassified as English proficient. Many of the students in "sheltered" classes spend an extended amount of time awaiting re-designation. Often long-term English Language Learners and their parents are not aware that the students have not reclassified as English proficient.

According to the Glassell Park Survey, which surveyed 1166 students, 21 parents, 14 educators, and 16 residents, 66% of the students plan to attend a 2-yr or 4-yr college. Approximately 34% of students surveyed are interested in other career options. All members of the design team work or have worked at least 10 years in the affected areas and understand the value parents and families place on education. The STBE design team will use this knowledge to create an educational environment that promotes the values and endeavors of the community.

Students who will be served by STBE are diverse and will benefit from the vision of the school. The students of this community will be encouraged to pursue career pathways and a higher education. Upon graduation, STBE students will be proactive members of their community, seeking careers of interest and/or pursuing a post-secondary education.

CRITICAL NEEDS:

In addition to its assets and strengths, the school community also has specific educational needs, some of which were raised by the Glassell Park Survey and/or by students, parents and members of the community. The Survey highlighted students' desire to have relevant and meaningful instruction and the need for a technology based school. The fact that for ELs there is a prolonged status as English Learner was also identified as a significant barrier to academic achievement. Further, some of the needs are associated with the lower socio-economic status of many in the community and the community's location. While these issues are critical, they are by no means insurmountable. All STBE teachers have personal experiences working with such students to help them improve their performance in class and on tests, and to motivate them to stay in

school and graduate. Finally, there is a need for a community high school in this area of Los Angeles. Having a high school that will provide a relevant and meaningful educational program will address the interests and future goals of the community.

STBE will address these needs through project based instruction and by incorporating Technology, Business and Education vocational pathways to its curriculum.

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

The members of the design committee have a wealth of experience and success working with students of the same backgrounds as the students they will be serving. In particular, the staff has held coordinator roles leading the Title One Office, the English Learners Office, the WASC accreditation process and the Extended Learning Academy, all of which serve the needs of the student body. With the At Risk Program several faculty members monitored weekly progress, met with students individually, provided tutoring services, and maintained regular open communication with parents. Other members organized and facilitated meetings with parents and community members and conducted both student and parent workshops. Each of these programs have served Marshall High School; there were a large number of students applying for and meeting Title One eligibility, a large number of students successfully meeting and surpassing their goals in their classes, and large number of parents attending workshops and volunteering at school events and activities subsequently due in part to the strong leadership of several members of the design committee.

All STBE design team teachers are currently teaching at Marshall High School, which is within a close proximity to Taylor Yard and has a very similar demographic population. All teachers have worked on C track, which serves the student population that matriculates from Irving Middle School and will now attend Taylor Yard. The design team has made initial contact with California State University, Los Angeles, Elysian Valley Recreational Center, Irving Middle School, Teen Post, Antigua Coffeehouse, Cypress Park Familysource Center, Central City Action Committee, and Aztecs Rising.

9. Community Engagement Strategy

a) Engagement Plan:

Explain the team's vision for engaging the community and the underlying theory that supports it.

To support students investing time at STBE and providing services for the community at large with the required 25 hours of community service, STBE will establish partnerships with local businesses, community programs, post-secondary educational, public/nonprofit sector and various social organizations. Part of the vision of STBE is to foster active citizenship and pride in their community. Students will be able to accomplish this goal by participating in internships and service learning projects throughout their four years at STBE. The philosophy behind STBE's project learning based program is that students perceive the work as personally meaningful and that the project fulfills an educational purpose (Larmer and Mergendoller, 2010).

STBE students will participate in activities that give relevance and practical use for what they are learning in the classroom. For instance, as part of the education pathways program, students in class will not only learn several child development theories, they will also put those theories into practice as they tutor and plan activities for younger students at local elementary and middle schools. Simultaneously, as students work with younger students, they will be establishing relationships with students, teachers and parents at that grade level. STBE students will become role models and inspiration for younger students to continue a higher education. Through such programs, students will build a presence and create a culture of success that will have a positive influence on the community (Jackson, Johnson and Askia, 2010).

By immersing students in work related to their interests, internship programs aim to increase student engagement and promote skills and knowledge needed for achieving life, career, and civic goals. Mainstream education groups are now adopting positions that reflect this perspective (Levine, 2010). Real life opportunities that internships, service learning and project learning provide help students identify relationships between their education and their future. STBE faculty will be cognizant that all the activities, internships and programs students participate in include and provide for accommodations for students with special needs so that these students will also be successful in their endeavors.

Parents will also be a key factor to helping maintain partnerships. Parents will support and supervise various activities in order to share the values of the educational process and the work their children produce. Families and community volunteers will contribute cultural items and work with students to complete projects that best represent their efforts. Further, the various activities and projects students will complete will help develop language skills and other talents and involve diverse families in their childrens' learning (Epstein and Salinas, 2004). Such projects will give English Learners an opportunity to do more hands on learning while increasing their academic vocabulary and other learning needs.

As part of their learning, STBE faculty will engage and stimulate students to ask questions, locate or formulate possible solutions, implement their ideas and reflect on their findings. To assist students, STBE faculty and administration will utilize their partnerships with local community organizations to include guest speakers, field trips, correspondence with leaders, and participate in supervised activities off campus. While working on their projects, students will build 21st century skills including team building, higher order thinking skills and extensive use of new media and technology. Research has shown that students who are involved in activities outside the scope of the classroom are more likely to stay in school and out of trouble. (Eccles & Gootman, 2002).

b) Key Community Partnerships:

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

The goal of developing and maintaining partnerships within the community is to empower students to become active members. The goal of STBE is to have students use their knowledge to improve their lives and continue their education beyond the classroom. The partnerships and activities that students complete will be meaningful forms of services. Research shows that when establishing strong and effective partnerships there is an increase in students' civic engagement and social responsibility (CIRCLE & Carnegie Corporation of New York, 2003). Such partnerships will provide students with the opportunity to be brought into the professional sphere and will benefit student achievement.

In the first year, STBE faculty and administration will establish relationships with various community organizations that have agreed to be partners with the school. Some of these organizations include: Central City Action Committee, LACC, Homeboy Industries, Antigua Coffee House, California State University, Los Angeles and the Los Angeles Police Department, Northeast Division. Initially, the goal of the partnerships, is to create a presence at the school, begin work on creating and completing service learning and project based learning tasks, establishing volunteer activities, and structure a support system to help STBE faculty, administration, students, and parents.

In the next two years, community members, leaders, and organizations will be asked to help, supervise and support service learning projects, project based learning, and internships where students can participate in meaningful work and shadow business mentors. Partnerships will not be limited to outside work; in fact, members of the various groups will be invited to STBE to make presentations, serve as guest speakers, judge contests or serve as evaluators for projects and/or culminating assignments, and participate in meaningful discussions with STBE faculty, administration, students and parents.

STBE's Principal will be the primary person responsible for working directly with community leaders, however, STBE teachers will also establish, further develop and sustain these relationships. It is imperative that the entire STBE faculty and administration have strong ties with the community. When schools develop and implement strategies for promoting effective school-community partnerships, the result is improved learning for all students and strengthened schools, families, and communities. Thus, it is the goal of each teacher to make lessons relevant and have activities in each class where students work with partners and their community.

10. School Governance and Oversight

a) School Type:

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

STBE's inclusive governance and organizational structure will maintain a committee oversight and advisory structure that will provide stakeholder input to create an engaging setting for students to strengthen learning, communication, decision making, planning and goal setting skills. Our governance and organizational structure will allow the school to provide multiple career pathways in Technology, Business and Education while promoting rigor, self-confidence and motivation for students to excel. It will also help create a greater focus on personalization through lower teacher to student ratios and implementation of student advisories. STBE's governance and organizational structure will contribute to the future educational and socio-economic growth of the community through our students' knowledge and skills developed in our technology, business and educational pathways, with project-based learning as a key element. Our governance and organizational structure will promote proactive students who are effective communicators, critical thinkers, and active citizens.

b) Applicant Team Capacity:

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

Janicia Centeno-Castillo is currently the Gaining Early Awareness and Gaining Readiness for Undergraduate Programs (GEAR UP) Coordinator housed at the Helen Bernstein Complex. As GEAR UP Coordinator, she is responsible for coordinating, implementing, and overseeing the five components of the grant: counseling, tutoring, mentoring, Jaime Escalante math enrichment/intervention, and early college testing/exposure through college visits/shadow days and SAT preparatory classes. She also has two years of experience as GEAR UP Mentor Coordinator for John Marshall, Benjamin Franklin, Abraham Lincoln, and Eagle Rock High Schools. As GEAR UP Mentor Coordinator she developed curricula and trained over one thousand mentors and dozens of staff to implement the peer mentoring program at the four high schools. Janicia has taught all levels of Spanish, including Spanish for Spanish Speakers and AP Spanish Language and AP Spanish Literature, which she is certified to teach by the College Board. Additionally, throughout her nine years of teaching experience, Janicia has been involved in the Leadership Team, Testing, WASC Accreditation Leadership Team, Data Team, and as Foreign Languages Department Co-chair at John Marshall High School. Janicia holds a Single Subject Credential in Spanish with a BCLAD emphasis, a Pupil Personnel Services Credential, a Bachelor's degree in Spanish, and a Master's degree in Educational Counseling.

Wes Fukuchi is currently an English teacher and lead SLC teacher at John Marshall High School. He has taught regular, honors, Advanced Placement English, as well as English for developing readers and writers. Wes has also coached freshman and sophomore girls' and boys' basketball. He as a Master of Science degree in School Counseling and has served as an academic counselor, Saturday School counselor, Extended Learning Academy intervention specialist, and as an intersession coordinator.

Melina Gutierrez is currently the English Learners Coordinator at John Marshall High School. She is responsible for organizing and administering the CELDT test, SAT Test, ACT test and UC AWPE test. She works closely with teachers to successfully monitor the examinations. Melina is also a mathematics teacher, primarily working with English Learners. She has participated in Math Learning Teams working with other math and special education teachers to design, plan, and implement successful math lessons. Melina supervises teacher assistants, in particular those who work with math students and English Learners and trains TAs using appropriate strategies to increase understanding and strengthen overall academic skills. Melina is currently working on her second Master's degree in Computer Education and Technology Leadership; her first Master's degree is in Curriculum and Instruction in the Urban School.

Jose Rodriguez is currently the Lead Teacher for a Small Learning Community and the Department chair of the Computer Education Department at John Marshall High School. In addition, he has served as the chairperson of the Industrial Arts department, Computer Education Department, School Improvement, SBM Finance, Technology, and Data Committees. Jose has over twenty years of teaching experience including significant experience in leadership positions. He has served as coordinator in many capacities including Title 1, School Improvement, WASC accreditations, and Technology. His experience includes grant writing including, and he has coordinated the writing and implementation of the Digital High School grant, IIUSP grant, CSR grant, Perkins grant and the BB technology project for John Marshall high school.

Alicia Semon is currently the English Department Chair at John Marshall High School. Alicia has taught for over twenty years at which point she has been a College Counselor, Activities Director, WASC Focus group leader, new teacher mentor, National Board Certified, teacher and support provider, BTSA support provider, and a SLC Lead Teacher. She has facilitated several professional development meetings focusing on writing across the curriculum, literacy strategies, and team building strategies. Alicia was an active member of the Marshall High School Professional Learning Communities and participated in lesson sharing, and lesson studies. She is on the Marshall High School Leadership Team where decisions on policy are suggested. For the past eight years, Alicia has been an Adjunct Professor at California State University, Los Angeles Charter College of Education, Department of Curriculum and Instruction.

Kristine Tserunyan has been a science teacher at John Marshall High School since 2000. She has a Master of Arts in Educational Administration. In addition, she has also taught Math for the CAHSEE Intensive Instruction Program (CIIP) since 2003. Her leadership experience includes: coordinating a full WASC accreditation process in 2008-09; serving on a WASC Visiting Team as a Committee Member; serving on the School's Decision Making (SDM)council, CEAC, and ELAC; and she was a Vice President of School Site Council (SSC). Kristine has also sponsored the Armenian Student Association (ASA) and the Senior Class of 2010.

Please see attachment 10b

The Design Team members of the School of Technology, Business and Education have substantial experience in developing and implementing successful programs with the target student population in northeast Los Angeles. They are highly qualified teachers, many with master's degrees. Three hold Tier I administrative credentials, and others have had leadership roles in significant school programs; the faculty members' qualifications and experiences strengthen the likelihood that the pilot school will have strong leadership. Three members of the design team have experience leading and developing small learning communities and developing collaborative projects. Also, numerous teachers have experience in developing and implementing professional development and in supervising and mentoring teachers, guaranteeing that all faculty at the school will receive high□quality support. One design team member has coordinated intersession and Beyond the Bell

intervention programs, another member has coordinated various aspects of the Project Higher Learning GEAR UP Program. STBE teachers have the necessary qualifications to lead a pilot school that will focus on using career pathways as a means to academic success for all students.

c) School Governance and Oversight

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

STBE will develop an inclusive governance and organizational structure that provides full stakeholder input regarding school decision-making and adheres to the relevant state/federal Education Code.

The STBE management and advisory structure integrates all stakeholders in the decision-making process, giving vote and voice to parents, students, teachers, administrators, and other community members. All members on the governing board have equal voting rights.

STBE faculty and administration will create a school culture where teachers exercise leadership roles and together take responsibility to support and help students strengthen their skills and improve their learning.

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

As the primary governance board, the SSGC will encourage any advisory council or individual who wishes to submit proposals for school change/improvement. As pedagogy and practices change, STBE stakeholder will remain up to date with the most current successful practices. Still, all proposals/requests that alter the instructional program or outline Professional Development guidelines must be research-based in order to be considered for approval. Each governance/advisory committee will have a mechanism and guidelines in place detailing the method for proposal submission and describing acceptable research-based support.

With representation from all affected stakeholders, decisions made by the governance or advisory committees are done with the consideration of whole community impact, with the ultimate goal being improved student achievement. By design, all decisions are collaborative and are the responsibility of each stakeholder's committee representative. Parents are responsible for parental accountability. School personnel are responsible for STBE accountability, and students are responsible for student accountability. This structure represents a diverse skill set within committees, and guarantees that advisories are appropriate for the school and its population.

All representatives electing to serve on the School Site Governance Councils, or any established advisory, will collaborate to identify areas where educational or operational focus is necessary and implement policies, training, and support as necessary to foster student success as identified in the School Accountability Matrix. Yet, if each above mentioned body does not have the requisite attendance, decisions either cannot be made, or

are non-binding. Therefore, there will be strict attendance and participation requirements for all committees, agreed upon by each committee and written into its charter and norms. Furthermore, to encourage accountability within each committee, if one member is non-compliant with the outlined responsibilities as a stakeholder, that member will be supported for improvement or, replaced, according to committee staffing guidelines.

Please see attachment 10cii

School Site Governance Council (SSGC):
The SSGC shall develop and approve the Single Plan for Student Achievement (SPSA) in consultation with all stakeholders (with the review, certification and advice of any applicable school advisory committee, including the Compensatory Education Advisory Committee (CEAC), the English Learner Advisory Committee (ELAC) and the Gifted & Talented Education Program Advisory Committee (Education Code 64001). The council also controls budget, discipline, schedules, activities and school equipment; it meets monthly is composed of: the principal; representatives of classroom teachers elected by teachers at the school; other school personnel elected by other school personnel at the school; parents of pupils attending the school and community members elected by such parents. Classroom teachers are a majority of the staff side. All members have equal voting rights.

The council will be constituted to ensure parity. Half of the membership shall be (a) the principal, classroom teachers, and other school personnel (staff side) and, half shall be (b) half parents and other community members elected by parents and student representatives elected by the entire student body. Any student is eligible to be the elected representative. Classroom teachers are a majority of the staff side. There must be parity between parents and students on the parent/community/student portion of the council.

Compensatory Education Advisory Council (CEAC)
The committee will be composed of five members with the following composition: three parents of pupils attending the school elected by parents and two teachers elected by teachers at the school.

The committee has the following responsibilities: advise and make recommendations in writing to the Principal and the SSGC on development of an effective educational program and plan that raises the achievement of disadvantaged students; participate in assessment of education needs; establish priorities; plan the educational program and budget resources; and evaluate the school and its academic effectiveness.

English Learners Advisory Council ELAC:
Follow government guidelines regarding operation, memberships and purview; meets monthly
The ELAC will advise and make recommendations on the following four (4) legally required topics:
1. Needs assessment
2. Language census (R-30)
3. Efforts to make parents aware of the importance of regular school attendance (EC 62002.5, 52176 [c])
4. School Plan

Parent/Community Advisory Board: will be a subcommittee of the SSGC and will be made up of community partners, parents, students and staff. Board will advise on academy related issues and help support the schools mission. The Parent/Community Advisory board will be established to enhance the parent/community voice for input into the operation and success of the school, the board will meet on a bi-monthly basis.

Outreach Committee: will be a subcommittee of the SSGC and will be dedicated to acquiring and maintaining community partners to help support the school through donations and volunteer time. Committee will be made up of staff, parents and students.

Instructional Council: makes decisions affecting the school's instructional program, including master schedule and advises the SSGC.

As the teacher leadership group, this is a learning community where time is invested in the teacher leadership by providing activities central to the pending work. These activities engage the Instructional council in research based best practices such as protocols, the analysis of current research through articles, and the exploration of new reform oriented practices. This group, in detail, reviews data, the School Accountability Matrix, synthesizes professional development needs, identifies student needs as well as teacher needs based on the data analysis, and recommends a course of action with the professional development time.

Data Team: advises SSGC and Instructional councils to create data driven policy and programs.

Professional Development Team: Team made up of the Principal and three lead teachers to design professional development based on the school mission and key data

iii. School Site Governing Council:
Describe the composition of the School Site Governing Council and the process for membership selection.

School Site Governing Council:
This council will be responsible for the governing of the school while promoting and maintain the school's vision and the mission. The council will oversee the Pilot school progress and will obtain input from the various committees and councils. The council will oversee the hiring and evaluation of the principal, school policies and procedures, and the election to work agreement making certain that all decisions made will support and maintain the school's mission. The council will have oversight along with the principal over the Pilot school's operations and budgets, making recommendations regarding categorical budgets to the School Site Council and will have direct oversight of discretionary funds. Council members will be elected on a bi-yearly basis.

The School Site Governing Council will follow the guide which states that the council will be constituted to ensure parity. Half of the membership shall be (a) the principal, classroom teachers, and other school personnel (staff side) and, half shall be (b) half parents and other community members elected by parents and student representatives elected by the entire student body. Any student is eligible to be the elected representative. Classroom teachers are a majority of the staff side. There must be parity between parents and students on the parent/community/student portion of the council.

The members of the council will select the Chairperson on a yearly basis. The Membership will consist of the Principal, 4 teachers, 1 other certificated staff, 1 classified staff, 2 parents, 3 students, 1 community member. The Principal will be the only automatic member.

11. School Leadership

a) Principal Selection:

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

STBE will recruit, staff, and compensate personnel in all certificated and administrative positions in accordance with the following Articles from the LAUSD/UTLA (certificated) and LAUSD/AALA (administrative) Collective Bargaining Agreements:
• Article XIII – Reduction in Force/Reinstatement (LAUSD/UTLA)
• Article IX – Hours, Duties and Work Year (LAUSD/UTLA)
• Article XI – Transfers (LUSD/UTLA)
• Article XIV – Salaries (LAUSD/UTLA)
• Article X – Duties, Responsibilities and Hours (LAUSD/AALA)

Additionally, in support of the Collective Bargaining Agreements and specific to STBE, hiring committees will be established to manage the interview and oversight when positions become open. These committees will be comprised of an administrator, teacher representatives of the impacted department, a classified personnel, and student, and parent/community representatives. The hiring committee will form an interview panel, align interview questions to the mission and vision of the school, and will make a hiring recommendation to the principal.

A selection process will be utilized to identify and select candidates to lead the school. With the assistance of the Local District, vacant administrative positions will be advertised to the candidate pool. Interested applicants will submit a cover letter, resume, and letters of recommendation, including one from the current supervisor. The selection committee will be composed of all stakeholder groups, including parents/community members, student, classified, and certificated staff. The interview will be conducted in a manner that elicits a compatible candidate who views align with STBE's vision and mission. Upon completion of interviews, the selection committee will submit the name of the candidate to the Local District superintendent for approval.

The Principal of STBE will have a strong record of leadership and teaching skills, especially in the areas of technology and education. Characteristics of this individual include being knowledgeable about implementing change, facilitating adult learning, understanding of District policies, Collective Bargaining Agreements, procedures and mandates, and a strong commitment to student achievement. The candidate should be knowledgeable about the factors that contribute to school improvement and have some familiarity with the surrounding community. School reform knowledge would be required as well as an ability to encourage and motivate improvement efforts by creating a professional and supportive working environment for all stakeholders. Alignment of the vision and mission of the school to the candidates experience, beliefs and or understanding would serve as critical criteria in the selection process.

Jose Rodriguez has been identified as a principal candidate who meets these criteria. STBE's design team is committed to going through the prescribed pilot school principal selection process and considering all qualified applicants. With over 20 years of experience in education, including ten years as a Title 1 coordinator, STBE believes that his comprehensive experiences qualifies him for the position as STBE's Principal. He has served as a Small Learning Community Lead teacher, the chairperson for two accreditations, and had oversight over all budgets at the school, planned, instituted, supervised and evaluated professional development.

He has chaired the Data Committee and instituted a process through which the committee became the most important advisory committee at Marshall high school. He believes firmly in the informative power of data and is comfortable in a model in which all school decisions are data –based ones. He has served as faculty–elected representative in School Based Management, and chaired the Technology and SMB finance Committees. In addition, Jose possesses significant leadership experience including coordinating the Title 1, School Improvement and Technology programs. He has also served as the chairperson of the Industrial Arts department, Computer Education department, and numerous school site committees.

Overall, Jose Rodriguez's core beliefs guide his practice. He believes in a democratic, collaborative process and continuously seeks consensus and works hard to build it with colleagues. He premises decisions on reason and bases them on data. He believe that schools exist for children and as an immigrant to these shores himself, strongly believes that education has the power to transform lives.

b) Leadership Team:

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

Leadership positions will consist of faculty members that also serve as the Title One, EL, Testing, and WASC coordinators, a teacher representative from each core subject, counselors, a student representative, and a parent/community representative. The leadership team will collaborate with the faculty in setting goals that support an instructional program which aligns with the mission and vision of STBE. They will meet on a monthly basis to develop, implement, and evaluate and assess progress in meeting goals the instructional program. Further, STBE's Leadership Team will make recommendations to the Governing Council.

c) Principal Evaluation:

Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.

STBE's Principal will be evaluated annually with a transparent process that is aligned to the Standards for School Leaders (see attachment 11c). All stakeholders will have access to the performance standards and criteria through which STBE's Principal will be evaluated. Similarly to STBE teachers, the Principal will submit professional goals and meet with the Governing Council for feedback. The Governing Council will make recommendations to ensure the Principal's vision, instructional leadership, management skills, school community relations, and his/her ethical behavior are aligned with STBE's mission and vision. Teachers will complete the Staff Review of Principal Performance form (see attachment 11c) and rate STBE's Principal performance at the end of the Spring quarter. Additionally, students and parents will evaluate STBE's Principal performance through surveys conducted at the end of the Spring quarter.

12. Staffing

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

The school will have an administrator, two counselors, a school administrative assistant and an office technician. Additionally, the school will share the cost of a school nurse and a financial manager with the other schools located at the Taylor Yard site. The financial manager will oversee the day-to-day operations. The manager will report to a council of Principals and will meet with the five principals on a weekly basis.

STBE has a goal of maintaining a student to teacher ratio of 30 to 1 in all classes, with higher numbers only on occasions where a larger number of students may be necessary. Budget resources will be prioritized to support lower class sizes, including having the principal and counselors teach one period of the day. Educational aides and Teacher assistants will be hired to support EL students and students with disabilities as mandated by their Individualized Education Plan (IEP).

The school will open with approximately 360 students in grades nine through eleven, with 12-14 teachers. We will employ: three English teachers, two history/social science teachers, two mathematics teachers, one life science teacher, one physical science teacher, one world language, one CTE teacher and one physical education. The Special Day Class teacher and aides will be assigned to the school by LAUSD's Special Education Branch.

For the school's second year of operation (2012-2013), the school's staff will grow to 15-18 teachers, including additional mathematics, English, and social science, life science and physical science teachers to support the growth of the school's population to its full capacity. The Governing School Council will review staffing plans annually in year 2013 through 2015, hiring staff to match student and program needs.

All STBE faculty and staff will address the needs of the varied student population including: special needs students, gifted and talented, and English Learners. Teachers will be prepared to implement various teaching strategies including SDAIE, scaffolding techniques, performance based instruction, reciprocal teaching, project based learning, and other innovative practices to address the needs of all students.

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

STBE faculty are committed to the school program. Recruitment of new teachers will include the use of LAUSD's eligibility teacher pool, resumes received and recruitment from local education programs. STBE's Leadership team will review each candidate's experience, educational beliefs and goals, and educational philosophies. Selection from the pool of candidates will demonstrate alignment with the vision, mission

statement, and goals of STBE.   STBE will follow District staffing ratios for all regular and special education students. All staff credentials will be reviewed to ensure appropriate credentialing.

Currently, STBE faculty and administration have an average of over ten years of teaching experience and have been actively involved as leaders and committee members. Many members of the STBE faculty have been mentors to new teachers and have been part of professional learning communities. New members of the STBE faculty will immediately become members of a group of collaborative educators whose goal is to prepare students for future endeavors.

c) Autonomy:

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

STBE will use autonomy to create a staffing model to promote the hiring of teachers that share the schools mission and vision, and have experience providing a stimulating environment that provides students the necessary skills essential for success in the 21st Century. STBE faculty and administration will select teachers who will enhance personalization through a small school environment and advisory periods and will use instructional strategies that are students centered such as: project based learning, shared inquiry, and reciprocal teaching.

STBE will evaluate teachers and counselors annually using a STULL process that is aligned with the California Standards for the Teaching Profession and ASCA standards for counselors. At the start of the school year, faculty will submit professional goals. The STBE faculty and administration will observe teachers on a quarterly basis to provide feedback. Teachers will integrate the feedback to adjust curriculum and instruction.

Evaluation:

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

STBE faculty and administration will monitor and support teachers through the school's peer evaluation process, which includes individual teacher professional goals and peer- observation of classroom practices. The evaluation process is aligned to the California Standards for the Teaching Profession and support is provided by peer teachers.   After observations of classroom performance, peers will meet with teachers to provide feedback on the lesson presented. Peers will make recommendations for classroom management, lesson planning, adjustments in delivery of instruction, and assessment of student learning. Peers will also provide positive feedback and reinforcement of successful practices observed in the classroom. Follow-up observations and discussions will be conducted to offer further support. The school will provide opportunities to observe veteran teachers and to attend professional development.

13. Finances

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

The school of Technology, Business, and Education will attempt to maintain a class size average of 30 students or less in all academic subjects. As funding permits class sizes will be reduced in academic and non academic courses. Funding will also be utilized for professional development; teachers will be paid for their participation in all professional development activities. Per pupil funding will be spent predominantly on the reduction of teacher to student ratio.
STBE will receive funding via LAUSD's transparent budgeting process based on ADA.

b) Additional Funding:
To the extent that the implementation of your proposal requires additional resources beyond existing District or charter funding, please specify how the school plans to raise additional funds.
For Traditional, ESBMM, Pilot and Network Partner Schools Only

The school will work strategically to raise additional funds through grants, donations, and fundraisers. Grants will be identified by our committees. We will work in partnership with community organizations and Local District 4 to secure grants.

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

STBE will use transparent budgetary autonomy to ensure that expenses are aligned with creating an engaging setting for students to strengthen learning, communication, decision making, planning and goal setting skills. We will also provide multiple academic and career pathways for secondary success in a college or career setting. In addition, we will use our financial resources to create classrooms that promote rigor, motivation for students to excel, and promote self-confidence.

Budget School Priorities year 1 through 5

Priorities	Year 1	Year 2	Year 3	Year 4	Year 5
Staffing	X	X	X	X	X
Shared staffing	X	X	X	X	X
Textbooks	X	X	X	X	X
Materials	X	X	X	X	X
Intervention	X	X	X	X	X

PD	X	X	X	X	X
Equipment	X	X			
WASC	X	X			
SPSA	X	X			

d) Budget Development:

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

The school budget will be based on the assessed needs of all students as determined by conducting a comprehensive needs assessment. The comprehensive needs assessment will include data analysis and an evaluation of the Single Plan for Student Achievement (SPSA) to guarantee that strategies and activities identified in our proposal are meeting the needs of all students. The STBE governing council will prioritize expenditures that support strategies and activities that most efficiently use the available resources to support our STBE Plan. All budgets will be developed with recommendations of the appropriate committees (SSGC, CEAC, ELAC). Their written recommendations will be brought to the Governing council for review and approval

Our financial management plan will be transparent, feasible and sound. STBE will receive a standard LAUSD norm-based budget based on student enrollment.

General funds delivered to the school site will be overseen by the appropriate council and or committee, depending on source. This will be accomplished with adherence to all bargaining unit agreements, federal guidelines, and mandates of the specific funding. STBE's budget is consistent with all parts of the proposal and aligned to the mission, vision and philosophy of the school. Any flexibility of funds that would become available will be aligned to our educational philosophy, mission, vision, and instructional program.

STBE will abide by all LAUSD procedures regulating the control and expenditure of all allotted funds. A detailed financial accounting will be maintained and available for audit by LAUSD.

14. Implementation

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

During the first year, STBE will implement the following elements of our proposal: identification and development of community partnerships; creation of a culture that welcomes parent and community involvement and encourages their participation in all school committees; submission of an A-G approved course list and alignment of it to CTE and Pathway standards; establishment of a Linked Learning Curriculum and Curriculum Maps that align with California State, CTE, and Pathway standards.

The first year will also include: development of the master schedule and professional development for all teachers to understand the Master Schedule, establishment of Professional Learning Teams for sharing of best practices and new teacher support, provision for professional development in 21st century instruction, helping students with the development of 21st century skills, and the creation of "hands on" inquiry based projects.

In addition, we will: create curriculum for our advisory period, develop a plan to support English Learners, have release time for Language Arts teachers to collaborate on EL strategies, and develop assessments for all courses.

Lastly, in the first year we will: address RTi2 professional development and implementation, create a Transcript Analysis Database, establish a DATA Team, and implement a culture of career and college readiness.

We believe it will require an additional three years to achieve the full scope of the proposal.

b) Waivers:
For Internal Applicant Teams Only If an internal applicant team intends to alter any existing right of teachers provided under the Collective Bargaining Agreement (CBA) between LAUSD and UTLA, it must first secure a waiver of the Article and Section of the CBA that guarantees those rights. Typical examples of past plan elements that would require waivers are design team placement not according seniority, staff selection and extension of on-site obligation. Note that the inclusion of a plan

Not Applicable