

REVISIONS APPENDIX

SJS: Global Issues Sample Course Schedules

Environmental Studies

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| English 9 | English 10 | English 11 | English 12 |
| Algebra I or Geometry | Geometry or Algebra II | Algebra II or Trigonometry | Trigonometry or Calculus |
| Biology | Chemistry | Physics | Adv. Physical Science |
| Reading Apprentice | World History | US History | Principles of American Democracy and Economics |
| Spanish or Japanese | Spanish or Japanese | Marine Science | AP Environmental Science |
| Physical Education | Physical Education | Health/Life Skills | Applied Technology |
| Latin American Studies | Zoology | AP Biology | AP Chemistry |
| Geography | VAPA | AP Human Geography | Chemical Inquiry |

Environmental Studies Pathway:

The Environmental Studies Pathway prepares students for post secondary education using environmental studies to motivate success with a focus on educating ethically minded and socially just stewards for an environmentally sustainable future. Students would enroll in approximately 1-3 environmental studies courses a year depending on their academic needs. Students are required to take 4 years of science which will include AP Environmental Science in the 12th grade. In the first year, each student must participate in a Biology and Latin American Studies. During year two students will participate in up to 3 science elective courses depending on their academic needs. Years three and four require that students continue in at least one AP science course and continue in higher-level science classes to cultivate in students an understanding of how the earth, ecology and human beings interact and impact local, regional and global environmental systems. The environmental studies program will focus on the two interrelated Environmental Science themes of sustainability and stewardship, and how these two concepts are grounded in sound science. Furthermore, the academy will foster the student's ethical and social responsibility, through political engagement and civic activism.

Humanities

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| English 9 | English 10 | English 11 | English 12 |
| Algebra I or Geometry | Geometry or Algebra II | Algebra II or Trigonometry | World Literature |
| Biology | Chemistry | Ancient Civilization | Music History |
| Reading Apprentice | World History | US History | Film: The Integrated Art |
| Spanish or Japanese | Spanish or Japanese | Spanish or Japanese | Spanish or Japanese |
| Physical Education | Physical Education | Health/Life Skills | Applied Technology |
| Latin American Studies | VAPA | Women in History | Philosophy AB |
| Humanities AB | Intro to Anthropology | Modern Europe | Art History and Analysis |

Humanities Pathway:

The Humanities Pathway prepares students for post secondary education utilizing interdisciplinary strategies to achieve academic excellence and empower students to become contributing members of society. Students would enroll in approximately 1-3 humanities electives a year depending on their academic needs. Students are required to take 4 years of world language. In the first year, each student must participate in Humanities and Latin American Studies. Years 3-4 require that students continue in this liberal arts approach geared to create a college going culture, where students will learn about post-secondary opportunities and be encouraged to apply and attend the college of their choice. Students in the Humanities Academy will be critical thinkers, and young people who believe they can be change agents and active citizens, is both an educational necessity and, by its very nature, a social justice endeavor.

Journalism and Media

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| English 9 | English 10 | English 11 | English 12 |
| Algebra I or Geometry | Geometry or Algebra II | Algebra II or Trigonometry | AP Comparative Government and Politics |
| Biology | Chemistry | American Images | Film: The Integrated Art |
| Reading Apprentice | World History | US History | Principles of American Democracy and Economics |
| Spanish or Japanese | Spanish or Japanese | Intro to Psychology | Creative Writing |
| Physical Education | Physical Education | Health/Life Skills | Applied Technology |
| Intro to Sociology | Journalism 1AB | Journalism 2AB | International Relations |
| Latin American Studies | VAPA | Speech | Advanced Speech |

Journalism and Media Pathway:

The Journalism and Media Pathway prepares students for post secondary education using journalism and media to motivate success with a focus on creativity while assisting them to strive for academic excellence as they mature into ethically responsible members of society. Students would enroll in approximately 1-5 journalism and media courses a year depending on their academic needs and caters to students with a passion for the performing and visual arts, including film and print media. Students are required to take 2 years of journalism starting in 10th grade continuing through the 11th grade and AP Comparative Government and Politics in the 12th grade. In the process of completing courses students will be documenting activities, events and issues, which will acquire more sophisticated levels of computer literacy, while at the same time evidencing critical thinking and accomplished communication.

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| Federal Requirement, District publications and forms are available | Search and Serve | <p>The Social Justice School: Fine/Performing Arts Academy will have search and serve procedures to identify students enrolling in the school and those already attending who have or are suspected of having a disability and need special education and related services. The school will ensure that federal, state and District requirements are understood and followed by all staff members based on the LAUSD Special Education Policies and Procedures Manual (PPM).</p> <p>Appropriate publications and forms will be maintained in the school office and made available to parents and staff upon request:</p> <ul style="list-style-type: none"> • A brochure entitled "Are You Puzzled by Your Child's Special Needs?" that describes the availability of and information on special education and related service. At the beginning of each school year during the first week of school this brochure will also be distributed to every student to take home. • Student Enrollment Form • Request for Special Education Assessment Form • Student Information Questionnaire for Parents and Guardians • A Parent's Guide to Special Education Services, including Procedural Rights and Safeguards, in the appropriate language (the District provides material in eight languages). <p>The Social Justice School office will also prominently display a Parent Resource Network poster that provides parents information about where to call if they have questions or complaints concerning special education. Parents will also be referred to the Parent Resource page on the district's special education website.</p> <p>Students with disabilities will be identified upon enrollment. Parents will complete a LAUSD Student Enrollment Form for their child. The form asks if at his/her previous school the student was receiving special</p> |

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| | | <p>education services, had an IEP, 504 Plan, difficulties that interfered with learning, or was identified for GATE. Office and administrative staff will understand the enrollment form and their responsibilities in promptly identifying students who require special services.</p> <p>If a student is transferring from another school district, staff will promptly request, obtain, and review IEPs and any other records from the previous district. IEPs of students transferring from other LAUSD schools will be reviewed on Welligent. Appropriate forms and procedures will be completed so that Social Justice School will immediately implement the existing IEP and prepare for an IEP review meeting within 30 days.</p> <p>In addition to the procedures specified in Part II of the Special Education Policies and Practices Manual (PPM), each spring, staff will confer with The Special Education Support Unit East and with feeder schools to identify the number of students with disabilities that are likely to enroll in the Social Justice School. In addition, performance levels, special education needs and the date of last annual and triennial assessment will be obtained for identified students. This information will allow the staff to plan for the incoming students especially when developing class schedules and planning for needed special education services in the following year.</p> <p>The Social Justice School will have procedures for all staff members to identify and promptly serve students, who require or may need special services when they enroll in the school; the mechanism for implementing this procedure will be the District's Student Enrollment Form (Section 10) that will be completed by parents. If all questions in Section 10 are answered NO, further follow-up will not be required. If any question in Section 10 is answered YES, the Special Services Follow-up Section of the form will be completed. Office personnel and administrator/designees will understand the form and their duties to ensure that students who</p> |

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| | | <p>require special services are identified per the District's Policy and Procedures Manual (PPM). Office personnel will assist parents whenever necessary to answer the questions and to ensure that all questions are answered.</p> <p>The school staff will also understand and implement the initial assessment process described in the PPM that is required for students suspected of having a disability or for a request to have an assessment. The school will have a written process for referring a student to be assessed as possibly being eligible for Special Education Services. A timely, tiered and then comprehensive assessment process will be available for all students who have been properly screened or whose parents have submitted a written request. The procedures are described in the section of this Service Plan entitled "Procedures for identification and assessment of students".</p> <p>The school's professional development committee will plan, implement, and assess training sessions for staff that focus on Special Education procedures used on site. Special education, related services and administrative personnel will be fully acquainted with the PPM and their responsibilities specified there. General training sessions will include a focus on such areas as referral and assessment procedures for students suspected of having a disability and assessments requested by parents. The following documents will be annually reviewed with the staff:</p> <ol style="list-style-type: none"> 1. LAUSD Special Education Policies and Procedures Manual 2. A Parent's Guide to Special Education Services (including Procedural Rights and Safeguards), Los Angeles Unified School District, Revised January 2006. |

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| Outcome 2 | Intervention Programs | <p>Pursuant to LAUSD Bulletin 4827.1 entitled <i>Multi-Tiered Framework for Instruction, Intervention, and Support</i>, the Social Justice School will utilize a multi-tiered approach to instruction and intervention in which the teachers will provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards. All students at the Social Justice School will have universal access to high-quality instruction that provides equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socio-economic status, ethnicity, background, or disabilities. The four instructional methodologies and strategies that have been identified by LAUSD that offers universal access to core instruction will be incorporated into the tiered framework of instruction and intervention. The research affirms that all students, including ELs, SELs, SWDs, and GATE students benefit from the integration of key access methodologies such as cooperative and communal learning, instructional conversations, the use of advanced graphic organizers, and targeted academic language development.</p> <p>The school's academic interventions will be systematic, focused, and individualized for providing additional instruction and practice that enable students at risk to attain greater literacy skills and providing additional help that students might need before, rather than after, they have failed. The District's Multi-tiered Framework to Instruction and Intervention [BUJ-4827.1] will be utilized to design the intervention program as follows:</p> <p>The identification process for determining student participation in intervention programs will be by their response through specific evidence-based instruction and intervention across three tiers of services. As students move up the tiers in this approach, intensity, duration, and frequency of services and progress monitoring is increased as teacher-student ratio decreases. A critical step in the identification for participation in intervention, as addressed by the Modified Consent Decree (Outcome 2), is below basic California Standards Test (CST) scores and performance in the core curriculum. Students with disabilities who</p> |

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| | | <p>score below basic on CSTs will be included in structured standards-based instruction and related interventions implemented for all students with below basic scores. If their progress is not responsive, they will receive services of greater intensity, frequency and duration.</p> <p>Student progress will be monitored with assessment that will include CST, CELDT, periodic assessments, curriculum-based measures (formative and summative), and behavior data. The rate and degree of progress of students with disabilities will be monitored and if less than that of the general education students, the students will be given more intensive intervention. Progress monitoring will provide, among other things, information regarding the types of errors and instructional needs of the students.</p> <p>Individual student's response to the differing interventions will be assessed and monitored. When assessment indicates that a student needs more or different instruction and intervention to access the core curriculum, the next tier of services will be provided. This multi-tiered framework is a continuum of instruction and intervention where a student may receive simultaneously differentiated instruction in all three tiers in order to address his/her academic and behavioral/social-emotional needs.</p> <p>Based on the information from progress monitoring tools, a multi-tiered approach will be implemented in which the core curriculum program will be the first tier. If found inappropriate, more intense interventions will be implemented. Consistent with the school-wide tiered intervention process if this secondary intervention is not successful, a third, and more intensive intervention will be employed and monitored.</p> <p>TIER 1 The first stage of the intervention process will be to identify students whose overall academic performance is below expected levels of achievement by reviewing and evaluating assessment data for those falling within an intensive score band level.</p> |

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| Outcomes 5, 17 and 18 LAUSD Board | Discipline Foundations Plan and Behavior | <p>TIER 2 includes those who have not successfully responded to Tier 1 and will focus on specific processing skills required for literacy.</p> <p>TIER 3 includes students who have not successfully responded to the previous tiers of intervention. This tier of the District's RTI framework is the level of intervention that will support the school's neediest students, including those with behavior, emotional issues and truancy. These students will be identified through the Student Study Team (SST) process which will be comprised of school support staff such as a psychiatric social worker, nurse, Bridge Coordinator/Administrator, and other staff. It is important to note that a referral to special education is will not be considered an intervention.</p> <p>Intervention/Enrichment Teams would be comprised of teacher leaders who are fully involved and responsible for carrying out the intervention process and would have flexibility to develop an intervention program best meeting needs of underperforming students.</p> <p>Among the curricular programs to be used will be: Accelerated Academic Literacy; Reading Apprenticeship on Academic Literacy Course; Aim for Algebra; and Read 180. Among the special education services to be used include co-teaching in core curriculum, Structured Learning Center, and Resource Program. Social Justice School administrators and staff will make use of the professional development and consultation services of Support Unit East.</p> |
| | | <p>At the Social Justice School, a Culture of Discipline will be designed to:</p> <ul style="list-style-type: none"> A) Provide for the teaching of school rules, as well as social emotional skills; B) Provide for teacher training on the use of effective classroom management; C) Provide for parent/caregiver collaboration for discipline problems; and |

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| Policy | Support | <p>E) Provide for early intervention for discipline problems through in-classroom discipline, one on one counseling, and SLC detentions.</p> <p>Prevention:</p> <p>At the beginning of the year during parent orientation, the Social Justice School will provide all students (both general education and special education) with a Parent-Student handbook available in English and Spanish. During the parent orientation, the parts of the handbook that specifically address the school-wide expectations will be highlighted.</p> <p>From these school-wide expectations, the Social Justice School will develop and articulate three to six clearly and positively stated behavioral expectations which will be consistent with the District's Culture of Discipline: Guiding Principles for the School Community (BUL-3638.0) and Culture of Discipline: Student Expectations (BUL-3638.0). Students and teachers will discuss and develop common understandings and definitions of the expectations. Teachers will provide models of appropriate behaviors when students do not know them or need clarification for greater understanding. Staff will monitor behaviors school-wide and use a variety of means to positively reinforce appropriate behaviors that will include positive reports home, "head of the line" lunch passers, some form of token or "point" system, class- or school-wide recognition of students' demonstration of expected behaviors. Each day, Advisory Period will be used as needed to discuss, model and teach expected behaviors. Selected programs such as Character Counts and CHAMPS (Communication, Help, Activity, Material, and Participation) Behavior Program will be used to promote appropriate student behaviors both in and out of the classrooms.</p> |

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| | | <p><u>Intervention:</u> The Social Justice School will establish a 3-Tier Approach to support students with disabilities and reduce the number of suspensions.</p> <p>Tier I-Universal Instruction and Interventions for All Students: A school-wide plan will reflect the school's Code of Conduct, and Expected School Wide Learning Results to reinforce positive behavior, foster accountability and reduce the suspension rates for Special Education students.</p> <p>Tier II-Selected Instruction and Intervention: Data on Office Discipline Referrals (ODRs) and suspensions for incoming and continuing students will be collected and used as baseline data to monitor the progress of school-wide and individual positive behavior support programs. Intervention will begin with the selected standards for instruction that will be re-taught which may include lab time in the Structured Resource Center. Along with the selected standards that are being re-taught as an intervention an Individual Behavior Support Plans will be written/reviewed for students with disabilities who need them. Behavior Plans will be written/reviewed for all students with ED or Autism as required by the MCD and for other students with disabilities as necessary to support academic progress. The Behavior Support Plan form will assist the IEP team in analyzing the behavior, developing alternative behaviors, establishing reinforcement strategies, making recommendations for accommodations, modifications, and supports and identifying communication systems for all team members. It is understood that there would be considerable data to collect.</p> <p>Tier III-Targeted/Intensive Instruction and Intervention, analysis of ODRs and other disciplinary actions will provide ongoing progress monitoring. If data reveal that some students are consistently not meeting expectations, more focused data collection and Functional Behavioral Analysis (FAA) will be conducted and</p> |

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| | | <p>used as the basis for planning and implementing more highly focused Individual Behavior Support Plans as required for students with disabilities with special attention to students with ED/AUT eligibility as per MCD Outcomes 17a, 17b and 18. When it is determined that the student is exhibiting a serious behavior problem and more information is needed, an assessment plan requesting a Functional Analysis Assessment (FAA) must be developed (On the assessment plan, check off "Social/Emotional" and write: "Functional Analysis Assessment to be conducted by Behavior Intervention Case Manager (BiCM)". After parental consent is given, a Behavior Intervention Case Manager is selected. An FAA is then conducted, and an IEP meeting is held to discuss the results and, if appropriate, a BIP is developed. Assessment includes individualized data collection, observations and interviews, Functional Analysis Assessment (FAA) which may result in a Behavior Intervention Plan (BIP) or a Behavior Support Plan (BSP). A Behavior Intervention Plan (BIP) will be developed based on the FAA and designed to support students whose serious behaviors interfere with his/her learning or the learning of others; interfere with the implementation of IEP goals and objectives; are self injurious, assaultive, or cause serious property damage; are severe, pervasive, and maladaptive; and require frequent and systematic behavioral interventions.</p> <p>When a emergency behavior intervention is necessary to prevent a student from endangering oneself or other, the Social Justice School will complete the "Behavior Emergency Report for Student with Disabilities," notify parents within 24 hours of the incident, file the report in the student's green folder, and submit a copy to the Support Unit East Administrator and the Division of Special Education Behavior Support Office. The Social Justice School will develop an IEP that addresses the behavioral emergency and document the review, modification, or development of a Behavior Support Plan (BSP), Behavior Intervention Plan (BIP), and, if appropriate, will make a recommendation for a Functional Analysis Assessment (FAA).</p> |

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| Necessary for Planning, will be provided | Description of Student Population | <p>If at any point a student with disabilities is recommended for expulsion under the California Education Code, the student will be granted all his/her rights under the IDEA and a pre-expulsion IEP including a manifestation determination will be convened with the participation of a school psychologist, BICM, and Bridge Coordinator/Administrator.</p> <p>The Social Justice School will review Welligent Reports and meet regularly with Support Unit East to ensure that all programs are appropriately set up for the following incoming students:</p> <ul style="list-style-type: none"> The school will have an enrollment of approximately 451 students. Approximately 30 will be special day, SLD or receive RSP services (the number of special ed students will be adjusted in September). The school will meet the needs of all students and follow the IEP to provide appropriate support and services. <p>The community in which Social Justice School will be located is an area where, according to the 2000 census, the median income was \$21,332 compared to \$21,511 in South Los Angeles and \$28,957 in West Adams-Baldwin Hills, the two adjoining neighborhoods that along with Southeast Los Angeles make up what is known as South Los Angeles. Of all households in the Southeast Los Angeles portion of the South Los Angeles area, 38.8% were below the federal poverty line. On average, 70-80% of the students qualifies for free or reduced lunch. The unemployment rate in the area for those 16 years old and above is high: 16.3%. Using the population of those 24 years and older as a baseline for determining educational attainment, from a population of 121,082, 60% of the residents have a high school diploma or less.</p> |

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| Outcome 2 | Special Education Program Description | <p>The Social Justice School will offer a comprehensive continuum of placement options for students with disabilities. And placements at Social Justice School, the school in which the student currently attends, will always be the first choice for the IEP team to determine the provision of appropriate services. The program's objectives include increasing students' CST scores, with a focus on students with disabilities achieving basic and above scores and successfully completing school with diplomas and or certificates of completion. The placement of students will be determined through the IEP process and the offer of FAPE (Free Appropriate Public Education), including support and services that are driven by the unique needs of the individual student. Students will be able to participate in an inclusive model and enroll in A-G requirement courses in general education classes. Special Day Program students and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream into the general education classes to the best of their abilities. The special education program will be an inclusive, productive, and safe environment for all students including those with disabilities.</p> <p>All students will be educated in the least restrictive environment and will be given access to grade level standards and the general education core curriculum. For the most part, students will address grade level standards in general education classrooms. Supports and services, co-teaching, co-planning and consultation, and/or Structured Learning Center supports will be provided to students. In selecting the least restrictive environment, consideration will be given to any potential harmful effect(s) on the child or the type of services that he or she needs. If potential harmful effects exist, the school will mitigate these effects, if possible, so that the student can participate in the least restrictive environment with accommodations and modifications as necessary.</p> |

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| | | <p>The Resource Program (RSP) will provide standards-based instruction and services to students with disabilities who are assigned to the general education classroom for the majority of the school day. Related Designated Intervention Services (DIS) will be provided when included in the IEP if an assessor by a qualified assessor indicates the student's need for the service that cannot be provided by a general or special education teacher. The Special Day Program (SDP) will provide a standards-based curriculum, with accommodations as needed, that serves students whose disabilities impact their academic progress in general education classes to a degree that an alternative smaller group setting is needed. The Emotionally Disturbed Program (ED) and Autism Program (AUT) incorporate standards-based curricula, with accommodations as needed, and serve students whose emotional and/or behavioral disabilities impact their social/emotional relationships, academic progress, and safety in general ed. classes to a degree that an alternative small groups setting is their Least Restrictive Environment.</p> <p>Consistent with Federal and State policy (PPM, p. 183), the continuum of placements for students with disabilities offered by the School will include:</p> <ol style="list-style-type: none"> 1. general education classroom with accommodations or modifications 2. general education classroom with supplementary aids and supports 3. general education classroom with related services 4. general education classroom with resource specialist services 5. general education classroom and Special Day Program 6. Special Day Program <p>Students with significant disabilities and students for whom the core curriculum is inappropriate will have an alternate curriculum as determined by their IEP team per the District Alternate Curriculum and will not take</p> |

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| | | <p>part in the periodic assessments designed for students in general curriculum. Instead they will participate in a Community Based Instruction Program (CBI) that focuses primarily on promoting independent living. The program will serve students whose disabilities impact the following areas: academic progress, communication, health, interpersonal relationships, safety, and/or use of community resources in the development of daily life skills. Some of the interventions used for students in the CBI program will include participation in general education, such as involvement in elective courses and extracurricular activities.</p> <p>As required in MCD Outcome 7A – 51% of Students with Disabilities with All Other Disabilities excluding SLU, SLD and OHI will be required to be in the general education program for a minimum of 40% of the instructional day. The percentage of time in special education on page 8 of the IEP will match the student's percent of time in special education as per the student's school schedule. Instructional time will not include lunch and recess.</p> <p>Students with disabilities will be integrated with their typical peers when appropriate in the core curriculum with modifications. Some students will receive services from the Structured Learning Center but will spend the majority of the day interacting and learning with their typical peers in the general education setting. Students participating in the alternate curriculum will be encouraged to participate in elective courses and extracurricular activities. The school climate will be such that students with disabilities are welcome in all activities including social events such as prom and sporting events.</p> <p>As part of the school's multi-tiered approach, the special education population will be considered with the entire school in regards to Response to Instruction and Intervention (RtI²). The Social Justice School will utilize a tiered approach to instruction, intervention, and services for students with mild to moderate (M/M)</p> |

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| | | <p>disabilities that is aligned and linked to the California Content Standards for secondary students. Students with mild to moderate disabilities will participate in the general education curriculum at the student's grade level or the general education curriculum using accommodations or modifications to the grade level curriculum (found in Section M, No. 9 of the Individualized Education Program). This tiered method will provide instruction in the age/grade level content standards with increased intervention and layering of special education service based on identified student need. The tiers will not be synonymous with placement since the IEP teams will consider the level and type of support each student needs, where that support could be provided, and the amount of instruction needed outside of the general education classroom. For example: a student may need special education services for the majority of the day (typically a student who in the past received special education services in a special day class) yet now could receive those services in various ways within the general education classroom and integrated learning centers.</p> <p>A Structured Learning Center will be provided and designed to provide individualized instruction to students with disabilities within the unique focus of the school. The Structured Learning Center supports will be provided when an IEP team determines that a student following the core curriculum with accommodations needs additional personalized educational interventions that are best delivered outside of the general setting and/or a large group context. The Structured Learning Center will include a Resource Teacher, teaching assistants, itinerant service providers such as the School Psychologist, Speech and Language Teacher, Audiologist as well as the collaborative services of the math and language arts teachers. The Structured Learning Center will have three purposes:</p> <ol style="list-style-type: none"> 1. teach access strategies 2. provide intensive intervention 3. monitor student progress |

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| | | <p>The instructional spaces for students with disabilities in the learning center will be provided with the same basic equipment, furniture and materials as instructional spaces for general education students. The RSP and special day program would already have a computer and a listening center that could be used for the Structured Learning Center purposes. The Structured Learning Center will offer tutoring, essential skills, and the opportunity for students to do their work in a quiet and supportive space. Students would have the opportunity to be reintroduced to a lesson through a different modality and have a different environment in which to understand the curriculum.</p> <p>EXTENDED SCHOOL YEAR (ESY) will be available to students with disabilities entitled to special education and related services when the information to the IEP team establishes that:</p> <ol style="list-style-type: none"> 1. The student's disability will persist over a prolonged period of time; 2. The student is likely to lose mastered skills if services are interrupted (regression); 3. The student has limited ability to re-learn skills (recoupment capacity); and 4. Based on the student's likelihood to regress and limited recoupment capacity, it is impossible or unlikely that the student will maintain the level of self-sufficiency and independence that would otherwise be expected in view of the student's ability. <p>The Social Justice School will use supplemental aids and supports to support student learning. The special education program will use assistive and adaptive technology as needed. Assistive technology supports will begin with low-level (e.g., color coding, graphic organizers), to mid-level (e.g., calculators, books on tape) to higher-level technology (e.g., computers). The need for low incidence equipment or services is assessed by the teacher and/or related service provider and determined by the IEP team. These may include specialized transportation, career and vocational instruction, and specialized communication devices. Additional</p> |

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| | | <p>supplemental aids and supports will include:</p> <ol style="list-style-type: none"> 1. Classroom and campus environmental needs. 2. Specialized equipment. 3. Pacing of instruction. 4. Alternate presentation of subject matter 5. Materials adaptation 6. Modification of assignments 7. Self management/follow-through strategies 8. Social interaction support 9. Testing adaptations 10. Identification and use of motivators and positive reinforcement strategies |
| Outcomes 8, 10, 13, 14, 15 | IEP Process: Implementation and Monitoring | <p>In order to assist the District in meeting MCD Outcome 8, the Social Justice School will maintain, regularly monitor and report the percentage of students with SLD and/or speech and language impairments who live within the school boundaries and are educated at Social Justice School. At least 93% of such students will be educated at Social Justice School if this is determined to be their home school.</p> <p>A Bridge Coordinator/Administrator will monitor: Coordination Of Services Team (COST); Student Study Team (SST); Individual Education Program (IEP) procedures to ensure that district and state requirements, implementation plans and timelines are followed. Specifically to monitor timely completion of initial evaluations (as per MCD Outcome 10), the Bridge Coordinator/Administrator will monitor and ensure accuracy of Welligent data regarding expected completion dates for initial evaluations. The Bridge Coordinator/Administrator will oversee the timeliness of completion of evaluations. The Bridge Coordinator/Administrator and special education teachers will use the Welligent master calendar function to</p> |

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| | | <p>determine need for IEP reviews and triennial evaluations and schedule them for timely completion.</p> <p>The internal communication system planned for team members prior to an IEP meeting will include the distribution, collection and review of IEP Student Evaluation Forms and individual consultation with teachers as needed prior to the meeting date. Team members (SPE teacher, Gen. Ed. teacher, student, counselor, administrator designee, parents, and others) are notified 10 days prior to the scheduled date of an IEP meeting. Staff is asked to complete IEP Student Evaluation forms within 5 days. Reminder notices to complete forms are placed in participants' mailboxes 7 days prior to the meeting. The Bridge Coordinator/Administrator will contact teachers who have not submitted the forms at least 3 days prior to the IEP meeting and clarify the requirement and immediate due date if needed.</p> <p>The following people will be members of the IEP team:</p> <ol style="list-style-type: none"> 1. The student's parent or guardian, and/or representative. 2. School administrator or qualified representative knowledgeable about program options appropriate for the student. 3. Student's present teacher. If a student does not presently have a teacher, a teacher with the most recent and complete knowledge of the student and who has observed the student's educational performance will participate as an IEP team member. If a teacher with the most recent knowledge of the student is not available, the teacher on the IEP team must be a special education teacher qualified to teach a student of the same age. 4. Other persons whom the parent or the school wishes to invite such as: Regional Counselor, Adaptive PE Teacher, and/or Speech Therapist. 5. When appropriate, the person(s) who assessed the student or someone familiar with the assessment |

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| | | <p>procedures.</p> <p>The IEP meeting will be held to discuss present levels of performance including students' strengths, evaluation of present needs, impact of disability, and accommodations/modifications. In addition: annual goals and objectives, related services, individual transition plans, placement, Designated Intervention Services (DIS) including Extended School Year (ESY), parental concerns and the district's offer of Free Appropriate Public Education (FAPE) are discussed. Master Plan for English Language Learners (ELL) and Behavior Support plans are discussed and developed as appropriate.</p> <p>Once the initial IEP has been implemented, subsequent IEP meetings must be held:</p> <ol style="list-style-type: none"> 1. Once a year to review student progress/placement and to make any needed changes. 2. Every three years (Triennial) to review mandatory comprehensive reevaluation of student progress. 3. After a student has received a formal assessment or re-assessment. 4. If the parent or a teacher feels that the student demonstrates significant educational growth or a lack of anticipated progress. 5. When the parent or a teacher requests a meeting to develop, to review, or to revise the IEP. 6. To develop an Individualized Transition Plan (ITP), beginning at age fourteen (14). 7. To determine whether a student's misconduct was a manifestation of his or her disabilities before expelling or suspending the student from school for more than ten (10) school days. <p>Review of individual student needs will drive the IEP teams determination of placement and District's offer of Free Appropriate Public Education (FAPE.)</p> <p>There will be a systematic internal communication system for team members following the IEP meeting</p> |

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| | | <p>Follow up mechanisms for ensuring implementation of the IEP will include the distribution of passports, consultation, collaborative planning, co-teaching, and making service and progress reports in Welligent. As required by Modified Consent Decree (MCD) Outcome 13 – Delivery of Services, services on the IEP will be delivered at the frequency and duration indicated on the IEP and the delivery of these IEP services will be documented in the Welligent Service Tracking system.</p> <p>Federal and State laws and District requirements (PPM) that specific documents become part of the school records for a student with a disability, the school will maintain the following mandated records in a green folder for a student with disability:</p> <ul style="list-style-type: none"> • Access log (front outside cover). • Student Success Team notes or other pre-referral intervention information. • Request for Special Education Assessment. • Student Information Questionnaire for Parents and Guardians, if applicable. • Special Education Assessment Plan. <p>Passports will be developed and distributed following the IEP meeting and at the start of each semester to all general education teachers who teach students with IEPs. Passports will include information regarding eligibility, present levels of performance, goals, specific accommodations and modifications and any other pertinent information for academic success. The case carrier will meet with the students' teachers to discuss the content of the IEP and the passport and provide consultation and/or collaborative services as needed to support the implementation of students' IEPs. The case carrier will regularly communicate with the students' teachers to assess the implementation of the students' IEPs and monitor students' progress when IEP goals, objectives and strategies are implemented. The case carrier will assess students' and teachers' need for</p> |

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| | | <p>additional support and will call for another IEP meeting if changes need to be made in the IEP. The case carrier and service providers will accurately enter into Welligent records:</p> <ol style="list-style-type: none"> 1. the services provided and their duration on at least a weekly basis and 2. periodic reports of student progress toward IEP goals (monitored by Bridge Coordinator/Administrator) <p>Private/confidential meeting space will be provided for IEP meetings and teleconferencing is used if necessary. IEP meetings will take place in the Special Education Office or teachers' classrooms during their conference period to ensure confidentiality. If parents are unable to attend an IEP meeting they may be connected via teleconferencing from a secure and private space.</p> <p>Parents, including those who do not speak English, are welcome as active participants in the IEP process and in their child's education. The Social Justice School staff will immediately notify the District of the need for an interpreter for an IEP meeting. The school will also inform the District of the need for IEP translation into one of the District's seven primary languages and follow up with the District to encourage the completion of translations within the time frame specified by the MCD (Outcome 15). The Bridge Coordinator/Administrator will ensure that Welligent translations into Spanish or other languages or dialects can be provided to parents as needed following the IEP meeting. As required by the MCD Outcome 15 – Timely Completion of IEP Translations requests for IEP translations will be completed within 30 days. The schools will follow this timeline when a parent requests that a section or all of the IEP be translated. Per the Special Education PPM (Appendix A, page 272), the school staff will provide the written translation, unless clearly not feasible to do so. If the school does not have the necessary resources, the school will, within a day of the parent's request, complete an "IEP Translation Request Form" and mail the IEP in question to the Division of Special Education's</p> |

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| | | <p>IEP Translation Unit.</p> <p>At the conclusion of an IEP meeting, if the parent disagrees with the IEP or raises concerns over what is appropriate for the student, the Social Justice School should clarify with the parent the areas of agreement and disagreement and document the parents' disagreement on p. 10 of the IEP. Parents may disagree with the entire document or they may choose to agree to specific parts and services of the IEP and have them implemented. The school site administrator or designee would then review with the parents the options for seeking a resolution of their IEP dispute. These options are described in Reference Guide 1410.3. If a parent's disagreement over what is appropriate for the student cannot be resolved through the IEP process, the school would inform the parent of the various dispute resolution options available in the District, i.e., Informal Dispute Resolution ("IDR"), Mediation Only, and Due Process Proceedings. The parent should have or be provided a copy of "A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards)," which details the various dispute resolution processes.</p> <p>If it is determined at the IEP meeting that a student is not eligible for special education services all records (including the completed IEP, Request for Special Education Assessment, Assessment Plan and Parent Notification of Meeting, and related documents) will be filed in the student's cumulative folder with no green folder created.</p> |

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| Outcomes 10, 18 | Procedures for Identification and Assessment of Students | <p>A systematic intervention plan will be in place and followed as part of the screening for referrals. Students who do not make adequate progress with Tier 3 interventions, as discussed in the previous intervention Program component, will be considered for referral for special education assessment. The referral process will be uniformly applied and based on careful monitoring and decision-making after a student has had good first instruction and then Tier 2 and Tier 3 interventions and instruction.</p> <p>The student whose progress does not meet expectations after Tier 3 will be monitored for a special education assessment subsequent to school professionals also reviewing the student's records and educational history to ensure that exclusionary factors and language acquisition and development are considered. Information gathered during this review is used as a guideline for later selection of language appropriate, non-biased and technically adequate assessment measures to be included in the assessment plan. When teachers have tried several intervention strategies and the intervention strategies are unsuccessful, a Student Success Team Coordinator will make a recommendation for special education assessment. Parents can also make a request in writing.</p> <p>The Social Justice School's procedures for providing academic and behavioral interventions will be documented and made available to assessors and Individualized Education Program (IEP) teams when a student is being assessed for special education eligibility and services. This information will be used to ensure a comprehensive assessment that considers the student's cultural, linguistic and economic background as well as to evaluate the effectiveness of academic and behavioral interventions strategies attempted prior to referral for special education consideration. The school site administrator will be responsible for the implementation of this procedure.</p> |

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| | | <p>The school will ensure a thorough pre-assessment discussion with the student's parents and teachers to formulate and appropriate Assessment Plan signed by the parent or guardian within 15 days of a request for an assessment. The Bridge Coordinator/Administrator will ensure that accurate evidence is developed and maintained to demonstrate timely presentation of an assessment plan and completion of a comprehensive evaluation within 60 calendar days from receipt of the signed assessment plan that will be automatically calculated by the Weilligent IEP system (PPM, p. 33).</p> <p>The Assessment Plan will involve gathering information about the student to determine whether s/he has a disability and, if they are eligible for services, the nature and the extent special education services for the student are required. Assessments will include individual testing, observations of the student at school (in the classroom setting), interviews with the student and school personnel who work with the student and review of school records, reports and in-class work samples. All areas of suspected disability will be addressed including health and development, general ability, academic performance, language function, motor abilities, social-emotional status, self-help abilities, and career and vocational abilities and interests (PPM, p. 38).</p> <p>When a student is assessed, these guidelines will be followed:</p> <ol style="list-style-type: none"> 1. Each student is assessed after receipt of the signed Assessment Plan. 2. All areas relating to the student's probable disability are assessed (academics, physical capabilities, health, etc.). 3. The assessment will be administered in the student's primary language or a qualified interpreter will be provided. 4. The assessment will include a variety of suitable tests to measure the student's strengths and needs or challenges. Individuals administering these tests are qualified and trained. |

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| | | <p>5. The assessment is adapted or suited to students with impaired sensory, physical or speaking skills.</p> <p>6. A multi-disciplinary team, including at least one general education teacher and a specialist such as the school psychologist with knowledge in the area of the student's suspected disability, will make the assessment. An interpreter will be present, if needed.</p> <p>7. Testing and assessment materials and procedures are not racially, culturally or sexually discriminatory.</p> <p>The Social Justice School will always consider the need for Assistive Technology (AT) being an integral part of a comprehensive assessment for a student in all areas related to the disability and educational needs, if the student is or may be eligible for special education services. AT considerations will address the student's need to access curriculum. The IEP teams will recognize that AT encompasses a range of devices from the low end (e.g., picture boards, wide-lined paper, pencil grips, calculators, and typewriters) to the high end which may include computers or devices with computer components and that AT is not educational technology but rather provides access to the curriculum. If the school site staff does not have sufficient knowledge to make appropriate Assistive Technology recommendations for students with more complex needs, the Social Justice School will request assistance from the District's AT program when conducting the assessments or re-evaluations.</p> <p>As per MCD Outcome 18, for each student identified as ED in an initial or triennial evaluation, the evaluation will address each of the 28 elements specified by the Independent Monitor as well as consideration for placement in the least restrictive environment.</p> <p>Referrals will be monitored by ethnicity. The Bridge Coordinator/Administrator will be responsible for monitoring and reporting the ethnicity of students referred for assessment for special education eligibility.</p> |

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| | | <p>The Bridge Coordinator/Administrator will ensure that particular attention is paid to monitoring and reporting compliance with the comprehensive evaluation and ethnicity reporting for all African American students, especially those identified as ED. As required by MCD Outcome 18, 90% of African American students identified as emotionally disturbed during an initial or triennial evaluation will demonstrate evidence of a comprehensive evaluation as defined by the Independent Monitor and consideration for placement in the least restrictive environment as determined by the Independent Monitor.</p> |
| Outcome 2 | Instructional Plan for students using grade level standards | <p>In the case of a parent's written request for assessment, an assessment plan will be presented within 15 days of the request. In compliance with California law, the assessment will be completed within an additional 45 days upon completion of the IEP meeting during which the assessment information is reviewed and utilized.</p> <p>The Social Justice School will provide all students with an academic environment that will ensure their active engagement in learning. The California State Standards will be the basis for all instruction. The school will utilize all state adopted texts at the appropriate grade level for students with an IEP that indicates they are to use grade level standards for their benchmarks. The following four instructional strategies will be used in every classroom of the Social Justice School:</p> <ol style="list-style-type: none"> 1. SOAIE 2. Interactive Notebooks 3. The Reading Apprenticeship Framework 4. Socratic Dialogue <p>In the Social Justice Schools instructional plan an emphasis will be placed on interdisciplinary approaches to studying global problems. Teachers will receive common planning time to develop themes that will be explored for roughly two months. Across the curriculum for each grade level, teachers will develop common</p> |

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| | | <p>culminating tasks. For example, students will write an essay on the biggest threat to the environment today. The students will be expected to use skills from their English and language classes and data and information from their science and social studies classes.</p> <p>The Social Justice School will provide specially designed differentiated instruction to address the unique needs of any eligible student with a disability and to ensure equal and full access of the student to the general curriculum. The instruction in special education would support and align with the standards-based instruction provided in general education. IEP goals and objectives aligned to the content standards is the first step for connecting instruction in general and special education. The second step; special ed. and general ed. teachers collaborating, working together creating common lessons and assessments that can be implemented and observed by one another to share best practices and learn from one another. Step three would involve reviewing student work and planning further instruction if needed. Collaboration between general and special ed. teachers will provide all students with a grade level standards based curriculum.</p> <p>The Social Justice School will adhere to the district requirements of a tiered approach to instruction, intervention, and services for students with mild to moderate (M/M) disabilities that are aligned and linked to the California Content Standards for secondary students. Students with mild to moderate disabilities are considered to be those who are participating in the general education curriculum at the student's grade level using accommodations or modifications of grade level curriculum (Section M, No. 9 of the IEP). The tiered method will provide instruction in the age/grade level content standards with increased intervention and layering of special education service based on identified student need. This is a research-based approach facilitating the expectation that all secondary students with disabilities will participate in a rigorous standards-based curriculum with accommodations or modifications as developed in the IEP.</p> |

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| | | <p>Special education will be a service to support student achievement in the core curriculum within an integrated setting. The tiered approach is not synonymous with placement and IEP teams will consider the level and type of support each student needs, where that support can be provided, and the amount of instruction needed outside of the general education classroom. For example: a student may need special education services for the majority of the day (typically a student who in the past received special education services in a special day class) but will be able to receive those services in a variety of ways within the general education classroom and Integrated Structured Learning Center.</p> |
| Outcome 7A, 7B | Instructional Plan for students using Alternate Standards | <p>The use of My Data to assess and monitor areas of need to develop backward planning to meet students identified needs. Scaffolding for learning will be in place with CCRE as well as SDAIE, Teacher/Apprentice Instructional Model, Interactive Notebooks, Reading Apprenticeship Framework, and Socratic Dialogue which are strategies for language development. These strategies will include the use of graphic organizers, small group settings, academic language and academic vocabulary.</p> <p>The curriculum for students with disabilities instructed in alternate standards will parallel the standards-based curriculum used in general education. The course of study will align functional skills with the standards-based core curriculum. The basis of all courses for students instructed in the alternate curriculum at the Social Justice School will be a subset of the California standards in English/language arts, mathematics, science, and history/social science. IEP teams will determine the course of study for each individual student based on age-appropriate assessments and post-secondary goals. For students with disabilities on the District Alternate Curriculum served in special day programs or in inclusive programs, the school will use the course codes found in LAUSD Reference Guide 4160.0 (Secondary).</p> <p>Students with disabilities participating in the District Alternate Curriculum will not take part in the periodic</p> |

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| | | <p>assessments designed for students in the general curriculum.</p> <p>Because performance areas for students with moderate to severe disabilities will be developed in functional skill areas based on student needs, they will also include academic performance areas. And the IEPs of all students with moderate to severe disabilities will include Present Level of Performance (PLP) developed in the academic performance areas of Functional Math, Functional Reading, Functional Writing and Communication.</p> <p>The use of My Data to assess and monitor areas of need to develop backward planning will be utilized in conjunction with formative and summative assessments and progress monitoring to determine students access of standards and curriculum. Necessary accommodations and modifications will be provided to allow students access to the alternate curriculum. Data will be used to inform instruction and to determine where the least restrictive environment for that content area should be. Students will be mainstreamed with their age appropriate peers whenever possible.</p> <p>For Grades 11-12+, the school will refer to the booklet, COMMUNITY BASED INSTRUCTION: An Experimental Manual for Teaching Life Skills in the Community, published by the District to provide an instructional approach for using the community as the primary learning environment for high school students with moderate to severe disabilities. The primary focus will be to assist students in the development of independent living skills necessary to successfully transition into the adult world. The activities begin in the eleventh grade and continue until a student masters the expected learning or reaches the age of 22. The activities are individualized and take place with a small group of no more than four students assigned to one adult for instruction at the school or in the community and would differ from field trips in that they will involve ongoing instruction in the context of the natural environment.</p> |

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| Outcome 13 | Plan to provide Supports & Services | <p>The needs of students with IEPs will be considered and addressed first when developing the schools schedule. The Social Justice School will be aware of the complex scheduling and service needs of students with IEPs and recognize that their program needs must be addressed early on before other programs and classes are firmly scheduled. Plans to ensure that students with IEPs can receive those services will be made as school schedules are built. A master calendar of the availability of DTS providers will also be accommodated or modified.</p> <p>The provision of services will be monitored using the Welligent service log. Welligent will provide reports to the school on all of the supports and services for those eligible students. Teachers and related service providers will be familiar with and experienced in entering service minutes into the Welligent tracking log. The staff will take time to become familiar with the kind of information that the different reports provide and regularly enter student data into all mandated fields at the time that a special education student is identified or enrolled in the school. Mandated fields will be updated for students with IEPs currently enrolled. The Bridge Coordinator/Administrator will monitor and ensure the accuracy of Welligent data for the provision of services as well as expected completion dates of evaluations and IEP meetings. Designated staff will be accountable to ensure that all the staff develop and maintain IEPs on the Welligent IEP System and use the management capabilities of the system to maintain compliance with the IEP process for provision of support services.</p> |

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| Outcome 9 (for programs with students 14 and older) | Transition Planning Strategies | <p>Transition services will be coordinated activities used by the school to assist the movement of student with disabilities from school to post-school activities and designed to help the student adjust to life after he or she is no longer eligible for school-related services. The law requires that transition services be provided to all students with disabilities, beginning at fourteen (14) years of age. All students receiving IEP services must have an Individualized Transition Plan (ITP) to assist them with transitioning to a career-ready adulthood. The School's IEP team and the Bridge Coordinator/Administrator will plan and oversee implementation of these transition services and will monitor the transcripts and credits of students. The School will also use the Los Angeles Unified School District's DOTS/Bridge Collaborative Best Practices document as a reference to help the school meet Outcome 9 of the MCD.</p> <p>The IEP/ITP will set forth in writing a commitment of services necessary to enable the student to receive appropriate transition instruction and services as part of his or her special education program. It will be based on individual student needs, taking into account student strengths, and preferences and interests determined through the process of age appropriate assessment, and would include instruction, related services, community experiences, the development of employment and other post-school adult living objectives including, when appropriate, acquisition of daily living skills and functional evaluation.</p> <p>Transition instruction will be presented to students, parents, and staff to facilitate a successful transition with a focus on post secondary outcomes. As students leave feeder middle schools, they and their families will be encouraged to attend "preparing for adulthood" seminars in which they will learn about the need for early post-school planning. The families and students will recognize the importance of decisions regarding diplomas, certificates, and post-school education and training. They will become knowledgeable about transition planning and will collaborate with school and agency personnel if needed to develop realistic</p> |

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| | | <p>transitions plans. Their ITPs will include activities aligned to Education/Training, Employment, and Daily Living Skills.</p> <p>Students will have completed transition assessments prior to turning 16 and the results will be discussed and considered in the development of their IEP and ITP. The purpose of a transition assessment is to determine student transition needs based on interests and preferences. The special educator will give most transition assessments in conjunction with the transition teacher assigned to the school. Assessment tools will include work inventories, interviews, questionnaires, and observations within the school, work, and/or community setting. Additional assessments, such as the IDEAS, COPS, Janus, Career Locker, etc., may be given based on individual student need. An assessment plan must be generated unless the assessments are generally administered to students in the class, school, or District.</p> <p>A "Senior Inventory" and "Summary of Performance" will be on file for students graduating with a diploma, certificate of completion, or aging out of the system. A copy of these summaries will be provided to students and families for future reference.</p> |

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| Federal requirement | Access to Extra- Curricular/Non academic activities: | <p>At the Social Justice School students will have equal access to general education programs including lunch, nutrition, extra curricular activities, field trips, computer labs, after-school activities, athletics, transportation, recreational activities, special interest groups or clubs sponsored by the school or District, and social events such as the school prom and sporting games. Administrators, general education teachers, special education teachers, paraprofessionals, related service providers, and other personnel would collaborate to provide opportunities for social interactions between special education students and the general student population.</p> <p>Accommodations and/or modifications will be made to enable students to access all school and extra-curricular activities. These supports include access to the environment (e.g., early dismissal to allow time to get to lunch), personnel (e.g., paraprofessional, peer buddy), and equipment (use of calculator or communication boards).</p> <p>Students will participate in general education elective classes after they have indicated an interest, staff has judged the class to be appropriate for them, and an IEP team has called for enrollment in this elective class. The determination of the elective class will be based on student strengths, interests, and the ability to meet previously set goals. Supports needed by students, as designated in their IEPs will be provided.</p> |

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| Federal requirement | Providing Extended School Year | <p>Extended school year services will be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. Such students will have disabilities that are likely to continue indefinitely or for a prolonged period, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self sufficiency and independence that would otherwise be expected in view of his or her disabling condition.</p> <p>Extended school year services will be limited to the services, determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student's continued progress. All students who are eligible for special education and related services must be considered for ESY services, however federal and state rules and regulations do not require that every student with a disability receive ESY services as part of the student's IEP. If the student requires ESY services to receive a FAPE, the school must develop an IEP for the student that includes ESY services. If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intervention program.</p> <p>Extended school year (ESY) services are special education and related services that are provided to a student with a disability in excess of the traditional school year in accordance with his/her IEP. The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intervention period. ESY services will be coordinated with the LAUSD Division of Special Education according to the guidelines and procedures set forth by LAUSD.</p> |
| Federal Court requirement | MCD Outcomes (to be woven among | <p>There are two categories of IEP disagreements that might arise between parents and the Social Justice School. The first type of disagreements is about what is appropriate for the student such as:</p> <ul style="list-style-type: none"> How the student should be assessed and/or the results of assessments. |

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| | | <ul style="list-style-type: none"> • What should be in the IEP (e.g., what placement or services the student should receive)? <p>The school will attempt to resolve disagreements regarding the content of IEPs at IEP team meetings and at the school site level whenever possible. If the School cannot resolve a disagreement over what is appropriate for the student, there are three dispute resolution processes that a parent may choose:</p> <ul style="list-style-type: none"> • Informal Dispute Resolution (IDR) • Mediation Only • Due Process Proceedings <p>The second type of disagreement is a dispute over whether the School/District has complied with State and Federal special education laws and regulations. Such as:</p> <ul style="list-style-type: none"> • Whether the School/District has followed the procedural requirements (timelines, notification requirements, etc.) in state and federal laws and regulations for assessments, IEPs or record requests. • Whether District procedures are being implemented appropriately. • Whether a student is receiving the services specified in his or her IEP. <p>Students with disabilities will participate in the Standardized Testing and Reporting (STAR) Program in one of four ways:</p> <ul style="list-style-type: none"> • CST, California Standards Test, the assessment in which most students, including students with disabilities, would participate. Students with IEPs would take the CST with or without accommodations and/or modifications. • CMA California Modified Assessment, is in a modified test format, is aligned with grade-level content standards, and covers the same content as the CST. The CMA may be taken with accommodations; however, since it is a modified assessment, additional modifications are not allowed. Students who take |

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| | | <p>the CMA will not be precluded from attempting to complete the requirements, as defined by the State, for a high school diploma including meeting the California High School Exit Examination (CAHSEE) requirement with or without accommodations (no modifications allowed).</p> <ul style="list-style-type: none"> • CST and CMA combined (subject specific). For example, an IEP team may decide that a student will take the math section of the CST and the English-Language Arts section of the CMA. A student may not take the same subject area in the CST and the CMA. • CAPA California Alternate Performance Assessment is an alternate assessment that is linked to grade-level content standards, but does not represent the full range of grade-level content. The alternate assessment will be used to make grade-level content accessible for students with the most significant cognitive disabilities. <p>The Social Justice School will provide guidance to IEP teams concerning appropriate accommodations and/or modification to be included in the IEP for instruction and assessments based on student needs.</p> <p>The Social Justice School will complete a Summary of Performance (SOP) for all students with disabilities who are graduating with a diploma or reaching the maximum age of attendance. The school will also provide a SOP for students leaving with a Certificate of Completion. The purpose of the SOP will be to assist students in the eligibility process for reasonable accommodations and supports in postsecondary settings. Special education teachers will be required to complete either Form A or Form B for every student with disabilities graduating with a diploma or reaching maximum age of attendance with the final Individualized Education Program (IEP). This form will be completed even if a student will continue attempts to pass the California High School Exit Exam (CAHSEE).</p> |

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| All | Professional Development | <p>The Social Justice School and Special Education Support Unit EAST will work collaboratively to determine, develop and facilitate professional development and in-service training to general education and special education teachers to ensure that the staff is compliant with IEP goals and objectives and modifications.</p> <p>The professional culture of a school requires a commitment from each faculty and staff of time, energy, and expertise in their discipline toward this end. A social justice orientation requires that school leadership posit the faculty and staff as teaching and learning professionals who thrive in an environment where they can grow personally and professionally. Professional learning communities (PLCs) within each school that align teachers by subject matter provide the most appropriate place at the secondary level for teachers to come together as learners in addition to teachers of their disciplines [CITE]. This well-documented, collaborative model of staff development asks that each teacher engage in a rigorous, reflective analysis of their teaching practice that mirrors what we will expect from our students. Across the PLCs, common norms and expectations for collaboration will be articulated. The Adaptive Schools model [CITE] aligns efforts around and builds capacity in professional behaviors and interactions that maximize productivity in the PLCs. Central to the Adaptive Schools model are the Group-member Capabilities, the Seven Norms of Collaboration and the Triple-track Agenda. Every meeting of the PLC will be governed by an agenda that addresses 1) a content objective, 2) a process/skill objective, and 3) group development. The four Group-member Capabilities that organize and direct the use of skills are the following:</p> <ol style="list-style-type: none"> 1. To know one's intentions and choose congruent behaviors. 2. To set aside unproductive patterns of listening, responding, and inquiring. 3. To know when to self-assert and when to integrate. 4. To know and support the group's purposes, topics, processes, and development. |

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| Outcomes 6, 8, 16 | Staffing/Operations | <p>The Social Justice School will use a rigorous selection process to ensure that all staff working with special education students will be highly qualified and have the appropriate credentials to do so. All District suggested and legally required teacher-student ratios will be strictly adhered to and clerical support will be available for the IEP process and the updating and maintaining of the Welligent system to keep the school compliant and services to students at an optimal level. Training will be provided to appropriate personnel to ensure students' health protocol needs are met.</p> <p>The Social Justice School will create a campus special education committee consisting of a school administrator, bridge coordinator, special education teachers, general education teachers, and parent representatives. The committee will review the school's MCD Progress Report. It will also verify that the Principal's Checklist, outlined in the Los Angeles Unified School District's Special Education Policies and Procedures Manual, is implemented as well as ensure that the MCD outcomes are met to stabilize the school's special education process. The committee will help schedule IEP meetings, check IEP distribution to special education teachers, and ensure that all IEPs are completed within 60 days upon receipt of the Special Education Assessment Plan.</p> <p>A special education coordinator and clerk will "back-up" the school's schedule to ensure that large groupings of scheduled IEPs are completed in advance to meet outcome 10 of the MCD. All special education teachers will receive up to date support on changes to Welligent, using formal methodologies for assessing students and completing resource logs. The Social Justice School will ensure that there are case managers on site to guarantee that the school is meeting the requirements outlined in the District's Policy Bulletin H50 (rev.) and BUL 3958.0. The school will work to ensure all special education teachers have an additional conference period to assess students and to complete IEPs.</p> |

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| | | <p>Equipment will be secured and appropriately maintained. The Social Justice School will develop an inventory of existing equipment options for the purpose of establishing a loan library that may include NCR paper, wide lined paper, pencil grips, primary pencils, highlighters, slant boards, calculators, tape recorders, language masters, simple picture communication boards, typewriters, and available computers. This inventory will be used for active intervention efforts conducted by school site personnel whenever any student at the school is experiencing difficulties with the curriculum. When necessary, IEP teams and Student Success Teams (SSTs) will utilize equipment from the school inventory as part of the intervention process for a student.</p> <p>The designated school site administrator will review the Modified Consent Decree school snapshot to identify problem areas and discuss them at staff meetings, meet with staff that has responsibilities to enroll new students to remind them to implement procedures to identify students who receive special education services. The Bridge Coordinator/Administrator can also review special education and/or related services in IEPs and determine if adequate resources are available to implement the IEPs of students enrolled. The school will also put in place procedures to provide access to the current IEP to all staff responsible for implementing each student's program and make sure that all staff responsible for implementing each student's program have a clear understanding of all points of the IEP they are responsible for implementing.</p> <p>The School will establish:</p> <ol style="list-style-type: none"> 1. Plans for pre-referral interventions 2. Class and school wide intervention programs 3. Student Success Team process |

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| | | <p>The designated school site administrator will meet with staff to confirm or assign responsibility for the following special education tasks:</p> <ol style="list-style-type: none"> 1. Student Discipline 2. Behavior Intervention Case Manager (BICM) 3. Creating and supervising the IEP Calendar and Welligent System 4. Creation of the Master Schedule and student programming 5. Supervision of the Special Education Assistants/Trainees 6. Administrator/Administrative Designee at IEP meetings |
| Outcome 14 | <p>Fiscal</p> <p>Parent Participation</p> | <p>N/A</p> <p>The Social Justice School will have an active Parent Center that works with parents of students in all programs such as the regular program, English Language Learners, GATE, Special Education and any other identified program on the school site. The Parent Center will provide support and training in English Report Card, Culmination and Graduation Requirements, A-G Requirements, and college information including financial aid. Leadership opportunities will be available for parents of students in all programs at the school. These opportunities will include membership in PTSA, ELAC, Advisory Council, Title I Advisory Council, School Site Council, and School Leadership Council. The Social Justice School will encourage parents and caretakers to continue to play a major role in the school through the governing board.</p> <p>The Social Justice School will ensure that parents of students with disabilities are an integral part of the school community and have opportunities for leadership within advisory groups and attending training at the district level. The parents will be encouraged to be involved in the special education program of their child by informing them about state-mandated Community Advisory Committee (CAC) monthly meetings that will offer them information about district-wide options in special education instruction for their child. special</p> |

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| | | <p>services available for their child, and pending legislation affecting education. The school will ensure that its parents are informed that time is set aside at CAC meetings to provide parents and community members an opportunity to ask questions of special education professionals and to share experiences with other parents.</p> <p>The Special Education Multicultural Advisory Committee (SEMACE) is another organization established to advise the Division of Special Education on issues related to students with disabilities who are English Language Learners and their families of diverse languages and cultures. The Social Justice School can support the engagement of parent's in SEMACE in order to:</p> <ol style="list-style-type: none"> 1. Promote quality education for all students; 2. Provide a resource and support network for families of special needs children; 3. Provide a forum for parents to share their concerns, ask questions and work with educational professionals to find answers; and 4. Offer advice to the Division of Special Education on issues related to families, students, and their rights. <p>Communication with parents of special education students and students being considered for special education services will include parents being informed of their child's identification, evaluation, placement, instruction and re-evaluation.</p> <p>The Social Justice School will record all attempts to contact parents and convince them to attend IEP meetings. The IEP meeting room can be identified, centrally located for easy parent access, and secured to prevent the outside transmission of confidential information. The school can provide parents with copies of the IEP goal pages in conjunction with school progress reports and report cards in their preferred communication mode.</p> |

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| | | <p>The Social Justice School will assist parents to make informed decisions, by ensuring parent rights to examine educational records as explained in A Parent's Guide to Special Education Services (Including Procedural Rights and Safeguards). The school will ensure the parent's right to inspect and review all educational records of their child and to receive copies, as requested, within five business days after the request is made by the parent. Draft Welligent IEP pages are to be considered as student records. A parent's written request to review records would be documented and maintained at the school.</p> <p>The Social Justice School will keep in mind that parents may have knowledge about their child that the school does not have. Parents may also come to the IEP with many fears about their child's future that are frequently rooted in things they have observed or heard. The Social Justice School will explore parent concerns and extract information that may aid in the development of the IEP or resolve concerns about their child. The staff can ask questions such as "Tell me more about....?" Or "Tell me what it would look like to you?" to open up conversations with the parents to enhance the IEP team's ability to develop and/or implement an appropriate IEP and reach agreement.</p> <p>The school will follow LAUSDs Comprehensive Plan for Due Process that outlines the procedures for parent concerns or complaints in the prescribed timeline. In addition parents will be able to utilize Williams complaint procedure, and Uniform Complaint procedures which all parents in the district have access to.</p> |

The Social Justice Schools

COUNTING ON EACH OTHER

BUILDING A FOUNDATION FOR RECIPROCAL ACCOUNTABILITY AND EXCELLENCE AT OUR SCHOOL

April 2011

Ken Futernick, Ian Guidera, WestEd

with

Melissa Naponelli & Joseph Zeccola, UTLA/Social Justice Schools

In order for our schools to succeed as models for ensuring our students are college ready, not only must we follow our Mission, Vision, Core Values and Beliefs, and instructional design plan, we must all collectively uphold what is expected individually from each stakeholder to make sure our school thrives. The entire team must commit to being held reciprocally accountable for their responsibilities within SJS's expectations. We must all be able to count on one another to follow through with our expectations, support others and not take any shortcuts or make any excuses in SJS schools fully realizing their missions.

There are three steps SJS Schools will take to establish a professional culture that assures all stakeholders can count on each other while striving for excellence:

- 1. Describe and commit to specific expectations for each stakeholder group.**
- 2. Put in place the supports and development necessary for stakeholders to meet their expectations.**
- 3. Evaluate performance and conduct appropriate actions necessary to hold stakeholders accountable to meeting their expectations.**

EXPECTED COMMITMENTS TOWARD EXCELLENCE FOR ESSENTIAL PARTNERS AT THE SOCIAL JUSTICE SCHOOLS

- A. Principal, Assistant Principals, and Instructional Leaders**
- B. Teachers**
- C. School Counselors & Related Support Staff**
- D. Parents & Guardians**
- E. Partners (WestEd)**

A. Principal, Assistant Principals, and Instructional Leaders

As the Principal, Assistant Principal, or other instructional leader, I fully commit to:

1. Faithfully uphold the SJS Schools design plan by ensuring full implementation of all elements of the school design plan.
2. Our mission of developing students both personally and intellectually so that they may graduate high school, earn a Bachelor's degree, and emerge as leaders and artists who will transform their community.
3. Cultivate professional, supportive and caring relationships with staff, community and our students and their families.
4. Maintain an environment of trust, openness, transparency, mutual respect, and collaboration with all teachers, staff, parents, partners, and community members. Ensure that all stakeholders have the opportunity to communicate with school leaders regularly and can easily approach them to hear concerns and redress grievances. Use the *Adaptive Schools* model for resolutions of issues.
5. To building SJS schools around the seven characteristics of highly effective schools, as defined by WestEd's School Turnaround Center. Additionally, work with WestEd leadership as a support to fully implement the entire SJS design plan, and regularly evaluate and improve all school elements using implementation science.
6. Work collaboratively with school leaders, teachers, counselors, and staff at the SJS sister school and Synergy Quantum Academy to address student needs, and promote campus-wide excellence.
7. Work collaboratively and openly with UTLA leadership of both SJS Schools to ensure that faculty needs and concerns are addressed so that our school performs above and beyond the stated norms of the UTLA/LAUSD Contract.
8. Ensure that all staff have the high-quality support and development needed to meet their expected contributions to help the Social Justice Schools succeed in their mission and vision.
9. Conduct daily classroom visits and treat them as open places of learning for all students, teachers, and school leaders. Ensure all teachers are regularly observed and debriefed according to a mutually-agreed set of teaching and learning goals that encourage a culture of collaboration and collective development.
10. Be reciprocally accountable to all teachers and staff according to a mutually-agreed upon set of norms and actions. Respond professionally, consistently, and promptly when required expectations are not met by staff, partners, students, and families.
11. Enforce student code of conduct and ensure that all cases are resolved promptly and fairly with a clear and transparent school-wide process that supports optimal student learning.
12. Volunteer for activities that help students, departments, our small school, and the SJS as a whole to succeed with up to eight hours a month of extra time devoted outside of contract hours and scheduled professional development time.

In addition, all administrators are required to follow all district policies and requirements as spelled out in the current UTLA/LAUSD Collective Bargaining Agreement, all LAUSD Policies and Procedures and the California Ed Code.

B. Teachers

As a Teacher, I fully commit to:

1. Faithfully uphold the SJS Schools design plan by ensuring full implementation of all cultural and instructional elements in my classroom.
2. Our mission of developing students both personally and intellectually so that they may graduate high school, earn a Bachelor's degree, and emerge as leaders and artists who will transform their community.
3. Cultivate professional, supportive and caring relationships with staff, community and our students and their families.
4. Maintain an environment of trust, openness, transparency, mutual respect, and collaboration with teachers, staff, parents, partners, and community members—ensuring that all have the opportunity to communicate with the leaders regularly and can easily approach them to hear concerns and redress grievances. Use the *Adaptive Schools* model for resolutions of issues.
5. To building SJS schools around the seven characteristics of highly effective schools, as defined by WestEd's School Turnaround Center. Additionally, I commit to work with WestEd professional developers as a support to fully implement the entire SJS design plan in your classroom.
6. Being an interdependent part of a team. I understand that our school cannot succeed unless teachers work collaboratively and openly together and with school leaders, counselors, and staff. I further commit to working with the teams at the SJS sister school and Synergy Quantum Academy to address student needs and promote campus-wide safety, and ultimately excellence.
7. Allow my classroom(s) to be an open place of learning for students, other teachers and school leaders. Encourage my instruction to be observed and debriefed according to a mutually-agreed set of teaching and learning goals that encourage a culture of collaboration and collective development.
8. Communicate regularly with students and parents about course information (according to a school-wide adopted syllabus), regular student progress, and achievements.
9. Ensure the curriculum being delivered to students excites them, challenges them, and makes them think about their world, and their relationship to it. Models social justice in all teacher actions in and out of the classroom. Ensures all pedagogy is student-centered and based on empowerment.
10. Respond in a professional, prompt, and collaborative manner when informed by a school leader (whether teacher, service and support staff, or administrator) that required expectations are not being met and that improvement is necessary. I further understand that such improvement will not be requested without the offer of genuine assistance, guidance, and collaboration with other teachers, as well as administrators.
11. Enforce student code of conduct and ensure that all cases are resolved promptly and fairly with a clear and transparent school-wide process that supports optimal student learning.
12. Volunteer for activities that help students, departments, our small school, and the SJS as a whole to succeed with up to eight hours a month of extra time devoted outside of contract hours and scheduled professional development time.

In addition, all teachers are required to adhere to all professional duties and responsibilities as spelled out in the current UTLA/LAUSD Collective Bargaining Agreement, all LAUSD Policies and Procedures and the California Ed. Code.

C. School Counselors & Related Service/Support Staff

As a School Counselor and/or Related Support Staff I fully commit to:

1. Faithfully uphold the SJS Schools design plan by ensuring full implementation of all cultural and instructional elements in my classroom.
2. Our mission of developing students both personally and intellectually so that they may graduate high school, earn a Bachelor's degree, and emerge as leaders and artists who will transform their community.
3. Cultivate professional, supportive and caring relationships with staff, community and our students and their families.
4. Maintain an environment of trust, openness, transparency, mutual respect, and collaboration with teachers, staff, parents, partners, and community members—ensuring that all have the opportunity to communicate with the leaders regularly and can easily approach them to hear concerns and redress grievances. Use the *Adaptive Schools* model for resolutions of issues.
5. To building SJS schools around the seven characteristics of highly effective schools, as defined by WestEd's School Turnaround Center. Additionally, I commit to work with WestEd professional developers as a support to fully implement the entire SJS design plan in your classroom.
6. Being an interdependent part of a team. I understand that our school cannot succeed unless all stakeholders work collaboratively and openly together and with school leaders, teachers, and staff. I further commit to working with the teams at the SJS sister school and Synergy Quantum Academy to address student needs and promote campus-wide safety, and ultimately excellence.
7. Regularly meet with students to review their education progress and college/career plans. I will provide up-to-date information to assist students with college and career planning, and encourage students to participate in extracurricular programs, internships, and volunteerism.
8. Support the instructional staff as needed. Ensure that classroom(s) are an open place of learning for students, other teachers, and school leaders. I also commit to participating in the process of observing teachers in a non-evaluatory way debrief them according to a mutually-agreed set of teaching and learning goals that encourage a culture of collaboration and collective development among all team members.
9. Ensure all pedagogy is student-centered and based on empowerment.
10. Respond in a professional, prompt, and collaborative manner when informed by a school leader (whether teacher, service and support staff, or administrator) that required expectations are not being met, and that improvement is necessary. I further understand that such improvement will not be requested without the offer of genuine assistance, guidance, and collaboration with teachers and support staff, as well as administrators.
11. Enforce student code of conduct and ensure that all cases are resolved promptly and fairly with a clear and transparent school-wide process that supports optimal student learning.
12. Volunteer for activities that help students, departments, our small school, and the SJS as a whole to succeed with up to eight hours a month of extra time devoted outside of contract hours and scheduled professional development time.

In addition, all counsellors and support staff are required to adhere to all professional duties and responsibilities as spelled out in the current UTLA/LAUSD Collective Bargaining Agreement, all LAUSD Policies and Procedures and the California Ed. Code.

D. Parents & Guardians

As a Parent/Guardian I fully commit to:

1. Show in all of my actions that the education of my child is a joint responsibility of parents and the school community.
2. Send my children to school ready to participate and learn every day. My child will be equipped with only school materials, well nourished, well rested and given the safest, most supportive living environment that I can provide. I further commit to seek help from the schools service and support staff when I feel I need assistance to meet this obligation.
3. Provide a quiet place and a regular time for study. Ensure homework assignments are completed to the highest quality possible for my child everyday.
4. Ensure my child attends school regularly on time and that any necessary absences are excused with a legal excuse on a signed note.
5. Ensure my child is dressed in a clean and professional manner, consistent with the expected student dress code every day.
6. Know the school rules, support the enforcement of the rules and help my child understand they are necessary for an orderly, democratic, and just learning environment. When my child breaks the rules, I will support the school in enforcing consequences, and take responsibility for my child's behavior.
7. Conduct myself with civility and respect in all dealings with faculty, administrators, staff, other parents and guardians, and other people's children.
8. Inform school officials of changes in my home situation that may affect student learning and/or conduct so that appropriate accommodations and school support can be arranged.
9. Make sure that the school always has my current address, and other information to ensure the school can make contact with me for educational and emergency purposes (e.g., phone numbers, email addresses and names and numbers of relatives to contact in emergencies).
10. Seek assistance from CRHS#16 Parent Center, school officials, teachers, or the school's partner (WestEd) any time it is needed to better support my child children.
11. Do whatever it takes for my child to thrive in high school so they they can make their way in the world to and through college to become transformational leaders.

I understand that the above commitments are necessary, in addition to upholding the California Ed. Code, SJS School Rules and LAUSD Policies, to ensure my child is on their way to being college and career ready. It is my responsibility to ensure my child takes no shortcuts and makes no excuses on their climb to and through college. I understand the above commitments can be included in any discussions of my contributions during meetings held between my family and school community members.

E. CRHS #16 Partners (WestEd)

We, representatives of WestEd, on behalf of our organization, fully commit to:

1. Faithfully uphold the SJS Schools design plan by ensuring full implementation of all cultural and instructional elements in my classroom.
2. Monitor and support the full realization of our mission in developing students both personally and intellectually so that they may graduate high school, earn a Bachelor's degree, and emerge as leaders and artists who will transform their community.
3. Cultivate professional, supportive and caring relationships with all staff, community, our students, and their families.
4. Maintain and help implement an environment of trust, openness, transparency, mutual respect, and collaboration with teachers, staff, parents, partners, and community members—ensuring that all have the opportunity to communicate with the leaders regularly and can easily approach them to hear concerns and redress grievances. Use the *Adaptive Schools* model for resolutions of issues.
5. Support the implementation of building SJS schools around the seven characteristics of highly effective schools, as defined by WestEd's School Turnaround Center. Additionally, works with SJS Schools leadership as a support to fully implement the entire SJS design plan.
6. Work collaboratively with school leaders, teachers, counselors, and staff at the SJS sister school and Synergy Quantum Academy to address student needs, promoting campus-wide excellence.
7. Ensure that all staff have the high-quality support and development needed for them to fulfill their expected contribution toward SJS reaching its mission.
8. Conduct daily classroom visits and treat them as open places of learning for all students, teachers, and school leaders. Ensure all teachers are regularly observed and debriefed according to a mutually-agreed set of teaching and learning goals that encourage a culture of collaboration and collective development.
9. Respond professionally, consistently, and promptly when required expectations are not met by staff, partners, students, and families.
10. Support implementation of staff enforcing student code of conduct and so they may ensure all cases are resolved promptly and fairly with a clear and transparent school-wide process that benefits optimal student learning.
11. Evaluate and improve all school elements with the school leader on a regular basis using implementation science.
12. Volunteer for activities that help departments, the SJS Schools, and CRHS #16 as a whole to achieve their respective goals.

I understand that the above commitment to support the SJS School design plan to full implementation are necessary, in addition to upholding the California Ed. Code and LAUSD Policies, and Procedures, as well as the guidelines and benchmarks of the Public School Choice Process in ensuring SJS Schools reach their mission.

COUNTING ON EACH OTHER

Individual Commitment Statements

To be signed by each stakeholder

The Social Justice Schools

COUNTING ON EACH OTHER

COMMITMENT TO BUILDING A FOUNDATION FOR RECIPROCAL
ACCOUNTABILITY AND EXCELLENCE AT OUR SCHOOL

As the Principal, Assistant Principal, or other instructional leader, I fully commit to:

1. Faithfully uphold the SJS Schools design plan by ensuring full implementation of all elements of the school design plan.
2. Our mission of developing students both personally and intellectually so that they may graduate high school, earn a Bachelor's degree, and emerge as leaders and artists who will transform their community.
3. Cultivate professional, supportive and caring relationships with staff, community and our students and their families.
4. Maintain an environment of trust, openness, transparency, mutual respect, and collaboration with all teachers, staff, parents, partners, and community members. Ensure that all stakeholders have the opportunity to communicate with school leaders regularly and can easily approach them to hear concerns and address grievances. Use the *Adaptive Schools* model for resolutions of issues.
5. To building SJS schools around the seven characteristics of highly effective schools, as defined by WestEd's School Turnaround Center. Additionally, work with WestEd leadership as a support to fully implement the entire SJS design plan, and regularly evaluate and improve all school elements using implementation science.
6. Work collaboratively with school leaders, teachers, counselors, and staff at the SJS sister school and Synergy Quantum Academy to address student needs, and promote campus-wide excellence.
7. Work collaboratively and openly with UT/LA leadership of both SJS Schools to ensure that faculty needs and desires are addressed so that our school performs above and beyond the stated norms of the UT/LA/USD Contract.
8. Ensure that all staff have the high-quality support and development needed to meet their expected contributions to help the Social Justice Schools succeed in their mission and vision.
9. Conduct daily classroom visits and treat them as open places of learning for all students, teachers, and school leaders. Ensure all teachers are regularly observed and debriefed according to a mutually-agreed set of teaching and learning goals that encourage a culture of collaboration and collective development.
10. Be reciprocally accountable to all teachers and staff according to a mutually-agreed upon set of norms and actions. Respond professionally, consistently, and promptly when required expectations are not met by staff, partners, students, and families.
11. Enforce student code of conduct and ensure that all cases are resolved promptly and fairly with a clear and transparent school-wide process that supports optimal student learning.
12. Volunteer for activities that help students, departments, our small school, and the SJS as a whole to succeed with up to eight hours a month of extra time devoted outside of contract hours and scheduled professional development time.

In addition, all administrators are required to follow all district policies and requirements as spelled out in the current UT/LA/USD Collective Bargaining Agreement, all L/USD Policies and Procedures and the California Ed Code.

Signature Printed Name Date

The Social Justice Schools

COUNTING ON EACH OTHER

COMMITMENT TO BUILDING A FOUNDATION FOR RECIPROCAL
ACCOUNTABILITY AND EXCELLENCE AT OUR SCHOOL

As a Teacher, I fully commit to:

1. Faithfully uphold the SJS Schools design plan by ensuring full implementation of all cultural and instructional elements in my classroom.
2. Our mission of developing students both personally and intellectually so that they may graduate high school, earn a Bachelor's degree, and emerge as leaders and artists who will transform their community.
3. Cultivate professional, supportive and caring relationships with staff, community and our students and their families.
4. Maintain an environment of trust, openness, transparency, mutual respect, and collaboration with teachers, staff, parents, partners, and community members—ensuring that all have the opportunity to communicate with the leaders regularly and can easily approach them to hear concerns and address grievances. Use the *Adaptive Schools* model for resolutions of issues.
5. To building SJS schools around the seven characteristics of highly effective schools, as defined by WestEd's School Turnaround Center. Additionally, I commit to work with WestEd professional developers as a support to fully implement the entire SJS design plan in your classroom.
6. Being an interdependent part of a team. I understand that our school cannot succeed unless teachers work collaboratively and openly together and with school leaders, counselors, and staff. I further commit to working with the teams at the SJS sister school and Synergy Quantum Academy to address student needs and promote campus-wide safety, and ultimately excellence.
7. Allow my classroom(s) to be an open place of learning for students, other teachers, and school leaders. Encourage my instruction to be observed and debriefed according to a mutually-agreed set of teaching and learning goals that encourage a culture of collaboration and collective development.
8. Communicate regularly with students and parents about course information (according to a school-wide adopted syllabus), regular student progress, and achievements.
9. Ensure the curriculum being delivered to students excites them, challenges them, and makes them think about their world, and their relationship to it. Models social justice in all teacher actions in and out of the classroom. Ensures all pedagogy is student-centered and based on empowerment.
10. Respond in a professional, prompt, and collaborative manner when informed by a school leader (whether teacher or administrator) that required expectations are not being met and that improvement is necessary. I further understand that such improvement will not be requested without the offer of genuine assistance, guidance, and collaboration with other teachers, as well as administrators.
11. Enforce student code of conduct and ensure that all cases are resolved promptly and fairly with a clear and transparent school-wide process that benefits optimal student learning.
12. Volunteer for activities that help students, departments, our small school, and the SJS as a whole to succeed with up to eight hours a month of extra time devoted outside of contract hours and scheduled professional development time.

In addition, all teachers are required to adhere to all professional duties and responsibilities as spelled out in the current UT/LA/USD Collective Bargaining Agreement, all L/USD Policies and Procedures and the California Ed Code.

Signature Printed Name Date

The Social Justice Schools

COUNTING ON EACH OTHER

COMMITMENT TO BUILDING A FOUNDATION FOR RECIPROCAL
ACCOUNTABILITY AND EXCELLENCE AT OUR SCHOOL

As a School Counselor and/or Related Service and Support Staff, I fully commit to:

1. Faithfully uphold the SJS Schools design plan by ensuring full implementation of all cultural and instructional elements in my classroom.
2. Our mission of developing students both personally and intellectually so that they may graduate high school, earn a Bachelor's degree, and emerge as leaders and artists who will transform their community.
3. Cultivate professional, supportive and caring relationships with staff, community and our students and their families.
4. Maintain an environment of trust, openness, transparency, mutual respect, and collaboration with teachers, staff, parents, partners, and community members—ensuring that all have the opportunity to communicate with the leaders regularly and can easily approach them to hear concerns and address grievances. Use the *Adaptive Schools* model for resolutions of issues.
5. To building SJS schools around the seven characteristics of highly effective schools, as defined by WestEd's School Turnaround Center. Additionally, I commit to work with WestEd professional developers as a support to fully implement the entire SJS design plan in your classroom.
6. Being an interdependent part of a team. I understand that our school cannot succeed unless teachers work collaboratively and openly together and with school leaders, teachers, and staff. I further commit to working with the teams at the SJS sister school and Synergy Quantum Academy to address student needs and promote campus-wide safety, and ultimately excellence.
7. Regularly meet with students to review their education progress and college/career plans. I will provide up-to-date information to assist students with college and career planning, and encourage students to participate in extra-curricular programs, internships, and volunteerism.
8. Support the instructional staff as needed. Ensure that classroom(s) are an open place of learning for students.
9. Partner (WestEd) any time it is needed to better support my child(ren).
10. Do whatever it takes for my child to thrive in high school so they can make their way in the world to go through college, to become transformational leaders.
11. Enforce student code of conduct and ensure that all cases are resolved promptly and fairly with a clear and transparent school-wide process that supports optimal student learning.
12. Volunteer for activities that help students, departments, our small school, and the SJS as a whole to succeed with up to eight hours a month of extra time devoted outside of contract hours and scheduled professional development time.

In addition, all members and support staff are required to adhere to all professional duties and responsibilities as spelled out in the current UT/LA/USD Collective Bargaining Agreement, all L/USD Policies and Procedures and the California Ed Code.

Signature Printed Name Date

The Social Justice Schools

COUNTING ON EACH OTHER

COMMITMENT TO BUILDING A FOUNDATION FOR RECIPROCAL
ACCOUNTABILITY AND EXCELLENCE AT OUR SCHOOL

As a Parent/Guardian I fully commit to:

1. Show in all of my actions that the education of my child is a joint responsibility of parents and the school community.
2. Send my children to school ready to participate and learn every day. My child will be equipped with only school materials, well nourished, well rested and given the safest, most supportive living environment that I can provide. I further commit to seek help from the school's service and support staff when I feel I need assistance to meet this obligation.
3. Provide a quiet place and a regular time for study. Ensure homework assignments are completed to the highest quality possible for my child everyday.
4. Ensure my child attends school regularly on time and that any necessary absences are excused with a legal excuse on a signed note.
5. Ensure my child is dressed in a clean and professional manner, consistent with the expected student dress code every day.
6. Know the school rules, support the enforcement of the rules and help my child understand they are necessary for an orderly, democratic, and just learning environment. When my child breaks the rules, I will support the school in enforcing consequences, and take responsibility for my child's behavior.
7. Conduct myself with civility and respect in all dealings with faculty, administrators, staff, other parents and guardians, and other people's children.
8. Inform school officials of changes in my home situation that may affect student learning and/or conduct so that appropriate accommodations and school support can be arranged.
9. Make sure that the school always has my current address, and other information to ensure the school can make contact with me for educational and emergency purposes (e.g. phone numbers, email addresses and names and numbers of relatives to contact in emergencies).
10. Seek assistance from CRHS/SPS Parent Center, school officials, teachers, or the school's partner (WestEd) any time it is needed to better support my child(ren).
11. Do whatever it takes for my child to thrive in high school so they can make their way in the world to go through college, to become transformational leaders.

I understand that the above commitment is necessary, in addition to upholding the California Ed Code, SJS School Rules and L/USD Policies, to ensure my child is on their way to being college and career ready. It is my responsibility to ensure my child takes no shortcuts and makes no excuses on their claim to said through college. I understand the above commitment can be included in any discussion of my contributions during meeting held between my family and school community members.

Signature (Parent/Guardian #1) Printed Name Date

Signature (Parent/Guardian #2) Printed Name Date

The Social Justice Schools

COUNTING ON EACH OTHER

COMMITMENT TO BUILDING A FOUNDATION FOR RECIPROCAL
ACCOUNTABILITY AND EXCELLENCE AT OUR SCHOOL

We, representatives of WestEd, on behalf of our organization, fully commit to:

1. Faithfully uphold the SJS Schools design plan by ensuring full implementation of all cultural and instructional elements in my classroom.
2. Monitor and support the full realization of our mission in developing students both personally and intellectually so that they may graduate high school, earn a Bachelor's degree, and emerge as leaders and artists who will transform their community.
3. Cultivate professional, supportive and caring relationships with all staff, community, our students, and their families.
4. Maintain and help implement an environment of trust, openness, transparency, mutual respect, and collaboration with teachers, staff, parents, partners, and community members—ensuring that all have the opportunity to communicate with the leaders regularly and can easily approach them to hear concerns and address grievances. Use the *Adaptive Schools* model for resolutions of issues.
5. Support the implementation of building SJS schools around the seven characteristics of highly effective schools, as defined by WestEd's School Turnaround Center. Additionally, works with SJS Schools leadership as a support to fully implement the entire SJS design plan.
6. Work collaboratively with school leaders, teachers, counselors, and staff at the SJS sister school and Synergy Quantum Academy to address student needs, promoting campus-wide excellence.
7. Ensure that all staff have the high-quality support and development needed for them to fulfill their expected contribution toward SJS reaching its mission.
8. Conduct daily classroom visits and treat them as open places of learning for all students, teachers, and school leaders. Ensure all teachers are regularly observed and debriefed according to a mutually-agreed set of teaching and learning goals that encourage a culture of collaboration and collective development.
9. Respond professionally, consistently, and promptly when required expectations are not met by staff, partners, students, and families.
10. Support implementation of staff enforcing student code of conduct and so they may ensure all cases are resolved promptly and fairly with a clear and transparent school-wide process that benefits optimal student learning.
11. Evaluate and improve all school elements with the school leader on a regular basis using implementation science.
12. Volunteer for activities that help departments, the SJS Schools, and CRHS #16 as a whole to achieve their respective goals.

I understand that the above commitment to support the SJS School design plan to full implementation are necessary, in addition to upholding the California Ed Code and L/USD Policies, and Procedures, as well as the guidelines and frameworks of the Public School Choice Process in ensuring SJS School reach their mission.

Signature Printed Name Date



Policy Statement

Passed by UTLA House of Representatives on November 17th, 2010

Supporting Better Teaching and Learning

Creating a System to Improve Teacher Evaluation, Teacher Effectiveness, and Student Learning

A quality teacher effectiveness plan supports improved teaching so that students will learn as much as possible. Improving instruction will require changing our current Staff Evaluation process and making systemic reforms to support teachers throughout their careers. We need to transform the current system, but we also need to take care to ensure that we do not replace it with an even less effective system. We need a plan that is founded upon our best knowledge of how adults and children learn and grow.

An Improved Teacher Effectiveness System must:

1. Focus on improving teaching and learning as its primary goal.
2. Systematically encourage collaboration among teachers.
3. Involve teachers in the development, implementation, and oversight of the system, in order to ensure that the system reflects the realities of classroom learning.
4. Embed teacher evaluation in a broader reform agenda that addresses the needs of teachers throughout their careers (such as enriched teacher preparation and induction for beginning teachers, a strengthened PAR program for struggling teachers, and differentiated career paths for teacher-leaders), as well as the many factors outside of teachers' control that impact teaching and learning (e.g., school resources and poverty).
5. Provide for mutual accountability by giving teachers a meaningful role in evaluating principals and other support providers charged with helping teachers improve instruction.
6. Differentiate between Evaluation for Basic Competency and Evaluation for Better Teaching and Learning and base both on agreed upon standards of practice.
 - a. Evaluation for Basic Competency must be transparent, fair, free of personal bias and, when needed, should lead into a PAR program that either helps teachers improve or helps those unwilling or unable to meet basic competency to leave the profession.
 - b. Evaluation for Better Teaching and Learning must be built on trust, promote collaboration, and provide individualized options for professional growth such as peer evaluation, portfolio evaluation, and videotaped self-reflection.
7. Use data fairly and wisely. Standardized tests are not designed for the purpose of evaluating individual teachers, the value-added measures derived from them are unreliable, and an overreliance on them leads to serious and harmful unintended consequences such as narrowing of the curriculum, teaching to the test, and diminished professional collaboration. Therefore, standardized test scores should play no part in high stakes decisions such as dismissal or entry into PAR. Teachers will use multiple forms of data when setting goals to improve teaching and learning.
8. Be integrated with a system-wide program of continuous professional growth for all teachers - new teachers as well as veterans, struggling teachers as well as experts.
9. Provide high-quality training for teachers, administrators, and the community in order to ensure common understanding of the evaluation goals, metrics, and processes.
10. Be developed and implemented with a realistic timeline that will allow for true collaboration, quality training, and focused attention to all the important details, subject to a joint UTLA/AALA/LAUSD oversight body.





Complete Draft Policy Supporting Better Teaching and Learning

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Creating a System to Improve Teacher Evaluation, Teacher Effectiveness, and Student Learning (Nov. 8, 2010)

Rationale: A quality teacher effectiveness plan supports teacher growth and the improvement of craft so that students can achieve academically, socially, and emotionally. Improving instruction will require changing our current Stull Evaluation process and making systemic reforms to support teachers throughout their careers. We need to transform the current system in order to provide teachers with meaningful feedback and support them in reflecting, collaborating, and improving. We are against replacing the current system with one that is unduly focused on removing teachers or that includes "merit" incentives that will lead to competition rather than collaboration among teachers.

We need a plan that is founded upon our best knowledge about how adults and children learn and grow. First, we know that teachers are the most important factor in our schools, but at the same time we know that factors outside of schools control greatly impact student learning. In addition, the efficacy of individual teachers' efforts depends to a large extent on the quality of the supports that are available in a particular school and community.¹ This means that a truly serious effort to improve teacher effectiveness requires a focus that is much broader than simply revising the evaluation process. We must have

Definitions of Terms

AALA – Associated Administrators of Los Angeles. The union representing administrators in LAUSD.

Career paths – opportunities for accomplished teachers to assume non-administrative leadership positions such as coaches, mentors or lead teachers.

Evaluation – a formal system that assesses the performance of individuals or groups.

Summative Evaluation – an evaluation that occurs at a particular point in time after instruction and determines a final judgment.

Formative Evaluation – an ongoing evaluation that occurs during instruction, is used as feedback, and changes as new information is analyzed.

Multiple measures – many different ways of assessing performance. For teachers, options include observations, value-added measures, student surveys, self-assessments.

PAR – (Peer Assistance and Review) a program in which "consulting" teachers observe and assist other teachers in making improvement. In some districts, these "consulting teachers" also conduct evaluations. In LAUSD, PAR is part of the current contract and it requires teachers to participate if they receive a below standard Stull evaluation.

Student outcomes data – any data that can be used to demonstrate growth in student learning, including student writing, projects, classroom tests, and standardized tests (also called student performance data).

Teacher Effectiveness – a term used to include all the systems used to evaluate and improve the effectiveness of teachers.

Tenure – a term commonly used to indicate when teachers achieve permanent status, are entitled to due process rights and can only be dismissed for cause (e.g., incompetence, insubordination, immoral conduct).

Value-added analysis – a statistical technique that uses student test scores to estimate the "value," or amount of learning, that one teacher or group is responsible for "adding" (also called value-added models, value-added measures, VAM).

¹ Anthony Bryk, "Organizing Schools for Improvement," *Phi Delta Kappan*, April, 2010.



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systemic reform that examines the entire continuum of teachers' careers to identify the levers that will help all teachers become more effective, from strengthened pre-service education, to improved induction and professional development, to a strengthened PAR process, to fair, efficient, and valid decisions about rehiring, dismissal, and permanent status, to increased teacher control over curriculum implementation, to alternative career paths for teachers. This system-wide approach also requires mutual accountability – teachers must be given a substantial voice in evaluating administrators and the quality of teaching supports they provide.

Next, research tells us that in order to build effective school communities, we must establish trusting relationships.² Building trust means that, for the overwhelming majority of teachers, evaluation should be a low stakes, formative process focused explicitly on improving instruction and learning. For those teachers who are not meeting clearly defined expectations and have not improved, the evaluation process should include the real possibility of dismissal. Finally, building a comprehensive system of evaluation and development requires sufficient training and accountability for all parties.

Guiding Principles³:

Our Teacher Effectiveness policy needs to be thorough, research-based, engaged with the community, and reflective of the following guidelines:

- 1. Improved teaching and learning must be the primary goal:** All policies and practices related to teacher evaluation and effectiveness must be based on sound research showing a strong link to improved student outcomes.
- 2. Teacher collaboration must be promoted systemically:** Many proposed accountability reforms, like merit pay, promote competition among teachers rather than collaboration. Time and again, research has shown that when teachers work together, everyone benefits, especially students.⁴ Teachers and administrators should be held accountable for working collaboratively and they should be provided with the resources and time that are needed to do so.

² Penny Sebring, et al, "The Essential Supports for School Improvement," Consortium on Chicago School Research, 2006; Bryk (2010).

³ These principles are supported by sound research and are consistent with recommendations made in a recent report from Stanford titled, "A Quality Teacher in Every Classroom: Creating a Teacher Evaluation System that Works in California."

⁴ C. Kirabo Jackson and Elias Bruegmann, "Teaching Students and Teaching Each Other: The Importance of Peer Learning for Teachers," *American Economic Journal: Applied Economics*, October, 2009. Jackson and Bruegmann (2009); Sebring, et al (2006).



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3. Teachers must be involved in development, implementation, and oversight: Complete and honest collaboration is necessary among LAUSD, UTLA, and AALA in developing and implementing a Teacher Effectiveness plan. Experience shows that teachers and administrators must be part of creating evaluation tools that support teacher growth.⁵ Committees formed to meet this objective need to be composed of a majority of teachers (as in the collective bargaining agreement, section 6.0.a, PAR panel qualifications). Ongoing communication will be critical to this process.

4. Improving teacher evaluation must be embedded in a broader reform agenda: Improving teacher effectiveness requires us to address the entire system, from teacher preparation through retirement. This work is not limited to reforming teacher evaluation, but must include:

- Strengthened and more accountable teacher preparation programs;
- A hiring process that includes teachers;
- Improved induction and training that provide all new teachers with the support they need. It should include high-quality training for BTSA mentors, specific and frequent feedback for new teachers, release time for them to observe expert teachers, and some choice for new teachers in terms of the mentor teachers from whom they seek help. An improved training system might be modeled after the UCLA IMPACT: Urban Teaching Residency. This new system should be evaluated annually to ensure it minimizes the high and costly rates of teacher turnover among new teachers;
- A more thoughtful process for tenure decisions that allows for an additional year of probationary status for some teachers on the basis of evidence of their potential as well as their struggles, provided that evidence is collected through multiple observations by expert teachers as well as administrators;
- Improved professional development that involves grade-level, departmental, school-wide, or even cross-site teams of teachers in its design. Professional development should be informed by student-outcomes data and targeted toward helping teachers address their weaknesses and build on their strengths. Professional growth activities must be evaluated for quality and take place within a collaborative environment in which teachers and teacher teams decide what kind of training they need, and are then provided with adequate time, funding, and materials for those professional growth and collaboration activities;
- Increased teacher control over curriculum implementation. Teachers must be allowed to differentiate instruction by using a variety of instructional strategies in order to meet the

⁵ This point was made repeatedly during the LAUSD Convocation "Setting the Stage for Supporting Effective Teaching: Learning from Research and Practice," on June 28-29, 2010, by, among others, Laura Goe, Julia Indalecio, Doug Prouty, Ken Futernick, Judy Perez, and Drew Furedi.



diverse needs of their students and to ensure that students meet the state's academic standards (or the new federal common core standards). Mandated scripted curriculum stifles teacher effectiveness – with increased accountability for quality instruction there needs to be increased autonomy over instructional practices.

- A strengthened and more accountable PAR program such that the PAR process either results in verified improvement or leads to dismissal, the PAR panel is empowered to sign-off on a teacher's improvement as soon as evidence of effectiveness is demonstrated, and the recommendations of the PAR panel are taken seriously and acted upon efficiently.
- Differentiated career paths. The most effective teachers, as determined by a collaborative and objective process, should be provided with more opportunities to take on leadership positions with additional pay and responsibilities. These opportunities for professional growth will promote instructional quality and help to attract and retain highly effective teachers.
- More resources to schools and communities. Teacher effectiveness is affected by class size and other school resources as well as the well-being of students and their families.

5. Mutual accountability means feedback and improvement for all: We need mutual accountability at the school level so that teachers play a role in evaluating principals and other support providers charged with helping teachers improve instruction for students. The system for evaluating administrators at the local district, and Central Office levels also needs to be strengthened and needs to involve teachers as well as school-site administrators. Common survey instruments should be used to provide teachers with feedback from students and parents.

6. Evaluations must be differentiated for teachers with different needs: Differentiated evaluation is necessary for different teachers (i.e. new teachers, permanent teachers doing well, permanent teachers who are struggling). An improved evaluation system should make distinctions among several levels of proficiency, be based on agreed-upon standards of practice that take into account the complexities of teaching, and rely on a clearly defined rubric that is illustrated with examples showing what each level of proficiency looks like. UTLA believes that evaluation should consist of a summative component to determine competency to teach, and a formative evaluation designed to improve the instructional skills of all teachers. The overwhelming majority of teachers need an evaluation system that is low stakes and focused on improvement, on building on their strengths and addressing areas for growth.

- Basic Competency: High stakes, summative evaluations for possible dismissal must be made more efficient in order to safeguard the rights of all students, while at the same



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time not abrogate due process provisions that protect the rights of teachers, ensure buy-in and trust from all stakeholders, and maintain the ability of the LAUSD to attract and retain a quality teaching workforce.⁶ Useful models for these basic competency evaluations can be found in the strong PAR programs in place in districts such as Poway and San Juan Unified in California, Rochester in New York, Montgomery County in Maryland, and Toledo, Ohio.

- **Better Teaching and Learning:** Low stakes, formative evaluation for improvement must be built on trust, promote collaboration, and look at all relevant data. Student learning outcomes, parent and student feedback, peer and administrator observations, and self-reflection can all play a role in helping each teacher to analyze and improve her/his practice. Importantly, this evaluation process must recognize that teachers will learn at different rates and each teacher will need somewhat different supports in order to be best able to improve her/his practice. Therefore, this evaluation process must offer teachers different options such as peer evaluation, portfolio evaluation, videotaped self-reflection, and administrator evaluation.

7. Evaluations must use data fairly and wisely: Decisions should be informed by multiple forms of data from observations, student performance assessments,⁷ and student and parent surveys, but not by test scores alone. A limited and appropriate use of standardized test scores can play a part in informing teachers' practice. However, these tests are not designed for the purpose of high-stakes evaluations of individual teachers, and the value-added analyses derived from them are too unreliable for that purpose.⁸ Relying on these test scores for high-stakes evaluation is likely to lead to serious and harmful unintended consequences such as narrowing of the curriculum, teaching to the test, and diminished professional collaboration. As such, standardized test scores should play no part in high stakes decisions leading to dismissal or entry into PAR.

⁶ See, for instance, recommendation #6 in Stanford's report, "A Quality Teacher in Every Classroom: Creating a Teacher Evaluation System that Works in California."

⁷ See, for instance, recommendation #2 in Stanford's report, "A Quality Teacher in Every Classroom: Creating a Teacher Evaluation System that Works in California."

⁸ See, for example, Standardized tests are not designed to measure teachers' effectiveness and are not valid for this purpose: Popham (2006) and <http://www.edutopia.org/t-for-assessment>. VAM are unstable from one year to the next: Sass (2008); McCaffrey et al (2008); Koedel and Betts (2007). VAM misclassify one in four teachers: Schochet et al (2010). VAM are unreliable and the rankings change depending on the model that is used: Rothstein, J. (2007). "Different tests result in different teacher rankings..." Sass (2008). Margins of error are so large that, even with four years of data, a teacher whose rank is estimated to be at the 53rd percentile might actually be anywhere from the 32nd percentile to the 80th. Corcoran (2010).



8. The evaluation system must be integrated with professional development:⁹ A system-wide program must be developed to provide continuous and targeted professional development and growth for all teachers – new teachers as well as veterans, struggling teachers as well as experts. Professional development must respond to the needs identified through evaluations, and evaluations must be explicitly aimed toward helping teachers to grow.

9. Time, adequate training and re-training is needed for evaluators, teachers, and community members:¹⁰ All evaluators must have sufficient time to conduct valid evaluations. They must also receive high-quality initial training in order to have a common and accurate understanding of quality teaching. They must use collectively agreed upon rubrics and methods for evaluation. In order to maintain and sharpen their skills, they must be retrained and certified on a regular basis (as required by districts such as Montgomery County Maryland and San Juan Unified in Sacramento). Teaching Standards must be differentiated appropriately for teachers as they move through the developmental stages early in their careers and the standards must be accompanied by rubrics, video examples, and other means that illustrate how teachers could demonstrate they are meeting those standards at different grade levels and teaching different content. In addition, the evaluation process itself must be continually monitored and standards must be developed to ensure valid and reliable evaluations. Standards must be developed for aspects such as the ratio of administrator evaluators to teachers,¹¹ the amount of training that is needed, and the number of observations that should be conducted. Evaluators and those evaluated must also understand the communities we serve, while at the same time, teachers and school communities must be engaged in understanding quality teaching.

10. A multi-year timeline is essential: The timeline for developing and piloting a teacher evaluation and effectiveness plan must be conducive to real collaboration, quality training, and focused attention to all the important details. The experience of other districts that have recently undergone similar reform efforts suggests an extensive and intensive multi-year

⁹ See, for instance, recommendation #7 in Stanford's report, "A Quality Teacher in Every Classroom: Creating a Teacher Evaluation System that Works in California."

¹⁰ See, for instance, recommendation #5 in Stanford's report, "A Quality Teacher in Every Classroom: Creating a Teacher Evaluation System that Works in California."

¹¹ According to Richard Rothstein, "Management theorists recommend that no leader should have more than 5 direct-reports...[but] frequently, one principal supervises as many as 30 teachers."

http://www.epi.org/analysis_and_opinion/entry/unions_not_an_important_impediment_to_removing_ineffective_teachers/



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process.¹² This process of development should start immediately through a joint UTLA/AALA/LAUSD oversight body that will be charged with continuously revising, improving, and updating instruments and processes as we begin implementation and new research becomes available.

UTLA will not support:

- An exclusive focus on removing ineffective teachers: Research clearly suggests that an exclusive focus on removing ineffective teachers is unlikely to lead to significant improvements in student learning. According to researcher Ken Futerick, "poor teaching results more often from poorly functioning systems than from individual shortcomings." The drive to remove ineffective teachers, he argues, "ignores the fact that struggling teachers often lack adequate support and resources to give them a good chance to succeed." And, "it falsely assumes that a ready supply of effective teachers is available to replace those who would be removed." Furthermore, "attrition [46% of teachers leave within five years] and mis-assignments [close to 40% of math teachers in urban high schools are teaching out-of-field] do far more than incompetence to diminish teacher quality."¹³ UTLA will, however, support an improved high-stakes evaluation system and stronger, more accountable PAR program that includes the real possibility of dismissal for those teachers who have been given a real chance to improve but are unable to meet clearly defined standards. However, the efforts to remove the small number of underperforming teachers must not distract us from the challenge that will have a much greater impact on student learning: providing quality professional development and useful feedback so that all teachers in the district can improve their practice.
- Aligning pay with performance: Evidence suggests that merit pay is unlikely to improve student learning, and may have unintended negative consequences. The recent study by researchers at Vanderbilt University found that large pay incentives for teachers in Nashville, Tennessee produced no achievement gains

¹² For example, at the Convocation on Teacher Effectiveness June 28-29, representatives from Cincinnati, Montgomery County, and Chicago all emphasized the need to go slowly, and to prepare teachers and administrators with the proper training and professional development. Cincinnati began their process in 1997, started their pilot in 1999, and only began implementing the new evaluations with veteran teachers in 2005. In Montgomery County, they took two years to develop the program and then three additional years to roll out the evaluation system to all employees.

¹³ Ken Futerick, "Incompetent Teachers or Dysfunctional Systems," Kappan Magazine, October, 2010.



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among students: "To conclude, there is little evidence that [the district's] incentives induced teachers to make substantial changes to their instructional practices or their level of effort, and equally little evidence that the changes they did make were particularly well chosen to increase student achievement..."²⁴ In fact, according to journalist, Andrea Gabor, "there is virtually no evidence that pay is a driver of long-term good performance in industry."²⁵ As noted above, however, UTLA does support the concept of additional compensation for additional work such as coaching and curriculum development provided by exemplary teacher leaders.

²⁴ Mathew J. Springer, et al, "Teacher Pay for Performance: Experimental Evidence from the Project on Incentives in Teaching," *National Center on Performance Incentives*, September, 2010.

²⁵ Andrea Gabor, "Why Pay Incentives are Destined to Fail and How They Could Undermine School Reform," *EdWeek*, September 20, 2010.

Los Angeles Unified School District

[illegible]

^a Neural print approval for T1/T2, T3/T4 and T5/T6 from M. Campbell; Language Acquisition Branch (L.A.B.) Only 5% of total QOLB allocation can be budgeted for Institutional Materials, and 9% may be spent on General Supplies

⁵ District Priority Budget lines may be opened after warm day if QRIA assumptions are met. This does not apply to QRIA alternative program schools. Lines cannot be budgeted during budget development. School budget adjustments to M. Carter.

Los Angeles Unified School District

[illegible]

1. Second prize approval for 7500, 7500, and 7500 from M. Campbell, Language Acquisition Branch (L.A.B.)

2. Only 1% of total QEA allocation may be budgeted for Instructional Materials, and 5% may be spent on General Supplies

3. Second prize approval from Dr. Evans, PSEP and M. Campbell, L.A.B. Cannot be budgeted during Budget Development

4. Second prize approval from the Office of the Superintendent

5. See Program and Budget Handbook

6. Second prize approval from the Office of the Superintendent

7. List of 1 Office Technician and 10 Microcomputer Support Associates may be purchased using QEA funds

8. When funded with Title I, services must be performed during the regular six-hour school day

9. QEA schools should submit a budget adjustment if purchasing a CSR teacher or high school counselor from QEA 2005-10

10. First day of Day Sub, Budgeted amounts from 01/04/05 must be budgeted with this process

☒ **Direct Priority**
 Budget lines may be opened after warm day if OEFA recommendations are not. This does not apply to OEFA alternative program schools. Lines cannot be budgeted during budget development. Subsequent budget adjustments to M. Carrot, Individual and State Education Programs

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

Appendix G

Implementation Plan

| PROPOSAL ELEMENT What element of your proposal program will be implemented? | TIMELINE In what year will you implement this element of your proposal? | RESPONSIBILITY Who will lead the implementation of this element? | RESOURCES What resources are needed for a successful implementation? | EVIDENCE OF SUCCESS How will you know you are making progress post-implementation? | EVALUATION PROCESS What mechanisms will you use to measure progress? |
|--|--|---|---|--|--|
| -Highly Effective Principal | Year One: April 2011 Market. May 2011 Select. June 2011 Induct | LD 3 Leadership, WestEd, and Hiring Committee (See plan for hiring committee members) | Position Marketing Material and Interview Protocol | Principal hired by May | Position filled, Principal Evaluation, Superintendent Accountability Review, API/AGT, College Attendance Rates |
| -Campus Wide Coordinating Council (CWCC) | Year One: Form in February 2011, add hired principals in May, Meet bi-weekly. Year Two to Five: Continue bi-weekly, add new members as needed. | Design team and WestEd | Norms, Agendas, Communication Tools: Google Groups, Scheduling Software, Session Notes | Meetings held bi-weekly with agenda and notes | CWCC member yearly survey on progress and areas for improvement |
| -Performance Plan/School Goals | Year One: Performance Plan Year Two- Five: Design new plan in August based on cultural and STAR data | Principal, SSC, CWCC | Plan Template, STAR Data, Internal School Data, School Culture Data | Map results of data to performance plan, Superintendent Accountability Reviews, Grad Rates, College Attendance Rates | Superintendent Accountability Reviews |
| -School Planning and Review Process | Year One: Design Plan Complete Dec. 1, 2010, Reviews March 25, 2011, Evaluate and Improve Spring 2012. Repeat yearly Spring to Summer | Design Team Year 1, SSC and CWCC Years 2 - 5 | Design Plan, Accountability Review Findings, STAR and other school data | Superintendent Accountability Reviews, STAR Data, Grad Rates, College Attendance Rates | SSC/ACC Review of data and action planning |
| -High Quality Teachers | Year One - Five: Hire by Spring. Yearly Professional Development starts in August each year and is | LD 3 Leadership, Design Team, WestEd and Hiring Committee | Hiring protocol, UTLA evaluation process, professional development plan | Positions filled prior to summer PD, evaluations, school-wide STAR data (API and AGT) | UTLA Evaluation Process, Benchmark data, API/AGT, Performance plan |
| -Curriculum Design and Evaluation | Year One: Design Plan by Dec 2010, Summer Curriculum Design, August PD/Collaboration yearly, weekly PD Year Two - Five: Common Core | Principal, department leaders and WestEd | School design plan, state adopted materials, Understanding by Design, Common Core Standards | District Benchmarks, formative assessment data, API/AGT, Performance Plan | Match student achievement data to Performance Plan goals at each benchmark and in August with STAR/API/AGT |

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

Appendix G

Implementation Plan

| PROPOSAL ELEMENT | TIMELINE | RESPONSIBILITY | RESOURCES | EVIDENCE OF SUCCESS | EVALUATION PROCESS |
|---|---|--|--|---|--|
| What element of your proposal program will be implemented? | In what year will you implement this element of your proposal? | Who will lead the implementation of this element? | What resources are needed for a successful implementation? | How will you know you are making progress post-implementation? | What mechanisms will you use to measure progress? |
| -Formative Assessment Systems | Year One: Train staff on My Data, Formative Assessments and Data Driven Instruction Year Two-Five: Improve and Refine | Principal, Department Leaders, and WestEd | District Benchmarks, Core K-12, MyData, WestEd PD | District Benchmarks, formative assessment data, APQ/AGT, Performance Plan and in August with STAB/APQ/AGT | Match student achievement data to Performance Plan goals at each benchmark and in August with STAB/APQ/AGT |
| -Intervention Curriculum/Process | Year One: Summer to October implement design plan/Aim for Algebra and SLI Training. November to June Make shifts as benchmark data indicates is needed Year Two - Five: Improve and Refine | Principal, Department Leaders, SPED Teachers/Bridge Coordinator and WestEd | District Benchmarks/My Data, STAR Data, Intervention Curriculum, SLI and Im for Algebra Training | District Benchmarks, formative assessment data, APQ/AGT, Performance Plan | Match student achievement data to Performance Plan goals at each benchmark and in August with STAB/APQ/AGT |
| -School Wide Expectations: Cognitive Engagement, Identity Invest., SLI and CRME | Year One: Summer Design PD, August PD, Weekly PD, Support Through Coaching Year Two: Differentiation PD for new staff and veteran | Principal, Department Leaders, WestEd | Professional Development for SLI, CRME, Cognitive Engagement and Identity Investment (Private Funding for SLI and WestEd support) | District Benchmarks, formative assessment data, APQ/AGT, Performance Plan | Match student achievement data to Performance Plan goals at each benchmark and in August with STAB/APQ/AGT |
| - Individual Instructional Quality Support | Year One - Five: Coaching for All, New and Struggling Teacher Mentoring, PAR as Needed | Principal, Mentors, WestEd | Schedule of PD, Schedule of Regular Observations (Private Funding for WestEd support) | District Benchmarks, formative assessment data, APQ/AGT, Performance Plan | Match student achievement data to Performance Plan goals at each benchmark and in August with STAB/APQ/AGT |
| -School Wide/Campus Development Plan | Year One: Summer Design Team, Principal and WestEd create. Years Two - Five: Principal, CIC | Principal, CIC and WestEd | Design Plan, Programmatic Trainers and Funds (Aim for Algebra, SLI, etc.), LD 5 trainings on Adaptive Schools and Cognitive Coaching | District Benchmarks, formative assessment data, APQ/AGT, Performance Plan | Match student achievement data to Performance Plan goals at each benchmark and in August with STAB/APQ/AGT |

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

Implementation Plan

| PROPOSAL ELEMENT What element of your proposal program will be implemented? | TIMELINE In what year will you implement this element of your proposal? | RESPONSIBILITY Who will lead the implementation of this element? | RESOURCES What resources are needed for a successful implementation? | EVIDENCE OF SUCCESS How will you know you are making progress post-implementation? | EVALUATION PROCESS What mechanisms will you use to measure progress? |
|---|--|--|--|--|--|
| -Development Teams (Departments, PLCs, etc) | Year One: Develop during summer PD, support through the year. | Principal and Department Leaders | PLC Time, Adaptive Schools and Cognitive Coaching | Seams in place | Match student achievement data to Performance Plan goals at each benchmark and in August with STAS/APF/AGT |
| - Teacher Evaluation and Support | Year One: Put in place UTLA Evaluation Plan Years Two & Five: Improve as needed | Principal, UTLA Chapter Chair | UTLA Evaluation Plan | Evaluations executed | Match student achievement data to Performance Plan goals at each benchmark and in August with STAS/APF/AGT |
| -WASC (CIC - Curriculum and Instruction Committee) | Year One: Summer College Board A-G Course Numbers Spring submit request for WASC affiliation Year Two: Request Sept. Visit | Principal and CIC | Course subject templates, College Board Numbers | Course numbers received, application submission WASC accreditation | WASC Accreditation |
| -Climate of Safety and Respect | Year One: Summer Planning and PD, Student induction and culture building Years Two - Five: Improve and Refine | Principal and Staff | Design Plan, Summer PD, Student Induction Activities | Below goals for suspension and expulsion, college attendance rates, school climate survey | Match student behavior and achievement data to Performance Plan goals at each benchmark |
| -Staff/Professional Culture that Supports Social Justice and Student College Attendance | Year One: Summer Planning and PD, Staff Induction and culture building Years Two - Five: Improve and Refine | Principal and All Staff | Design Plan, Summer PD, Staff Induction Activities, Curriculum | Observations data, student college matriculation data | Survey data, college attendance data |
| -Student Culture of Social Justice and College Attendance | Year One: Summer Planning and PD, Student induction and culture building Years Two - Five: Improve and Refine | Principal and All Staff | Design Plan, Summer PD, Staff Induction Activities, Curriculum | Observations data, student college matriculation data | Survey data, college attendance data |

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

Appendix G

Implementation Plan

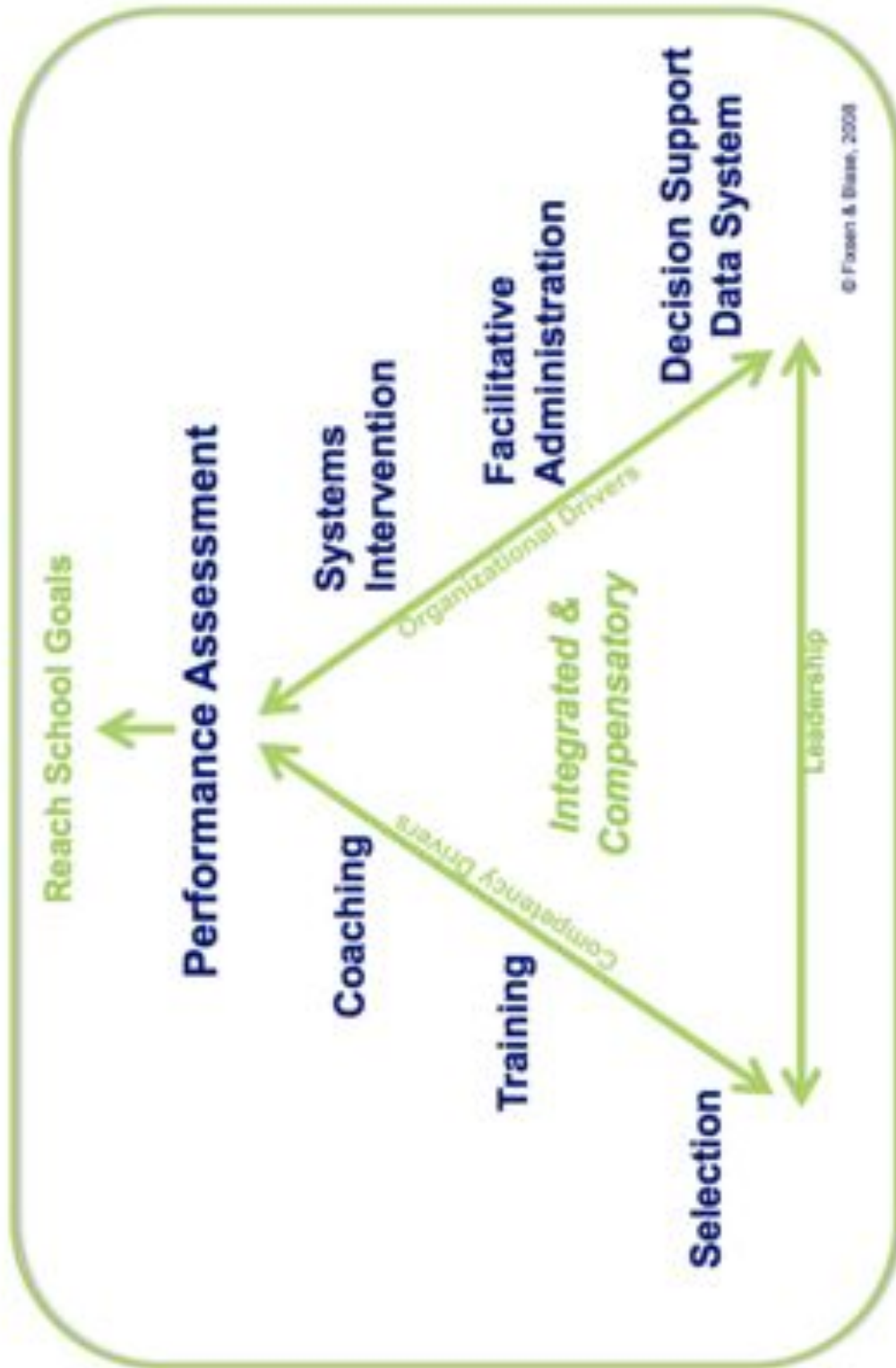
| PROPOSAL ELEMENT What element of your proposal program will be implemented? | TIMELINE In what year will you implement this element of your proposal? | RESPONSIBILITY Who will lead the implementation of this element? | RESOURCES What resources are needed for a successful implementation? | EVIDENCE OF SUCCESS How will you know you are making progress post-implementation? | EVALUATION PROCESS What mechanisms will you use to measure progress? |
|--|---|---|--|---|---|
| -Transparent Budgeting | Year One: April Budgeting and July Reforecast, Early Spring Budgeting for next school year - Year Two - Five: Repeat | Principal and SDRCS | Forecasts and Budgeting Materials from LAUSD, Committee Meetings and Trainings | Budgeting completed on time with committees | Budget completion |
| -School Decision Making Committees (SSC, ELAC, GEMC) | Year One: Summer Elections Years Two - Five: Hold new elections as needed | Principal and Design Team, Committee Members, LD 5 | LD 3 Conduct Elections | Calendar elections and meetings | Agendas and Minutes |
| -Instructional Technology | Year One: Acquire through SOTU Years Two - Five: Upgrade when possible | Principal, Design Team Members, Committees | SOTU, Budget | Technology installed in classrooms | Inventory |
| -Staff, Student and Parent Communication Technology | Year One: Select and Train Years Two - Five: Improve and Refine | Principal, Staff and Committees | Email, phone system, Website, etc. | High parent attendance at meetings | Measure parent involvement |
| -Student Recruitment | Year One: Spring and Summer Prior articulation and recruiting. Years Two - Five: Spring recruiting | Design Team and Principal | Scheduled Meetings at Middle and High Schools, Flyers, Banners | Student enrollment reaches goals | Student Enrollment Audit |
| -Parent Acculturation and Training | Year One: Summer parent induction meetings, Fall Parent Conferences and Parent Info Meetings Years Two - Five: Improve and refine | Principal and All Staff | Design Plan, Parent and Student Handbook, Planned Acculturation Meetings | Hold Meetings, Student Progress | Observations, Student Achievement, Climate Survey Results Review |

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

Implementation Plan

| PROPOSAL ELEMENT What element of your proposal program will be implemented? | TIMELINE In what year will you implement this element of your proposal? | RESPONSIBILITY Who will lead the implementation of this element? | RESOURCES What resources are needed for a successful implementation? | EVIDENCE OF SUCCESS How will you know you are making progress post-implementation? | EVALUATION PROCESS What mechanisms will you use to measure progress? |
|--|--|---|--|---|---|
| -Conferences with teachers | Year One: Fall Conferences | Teachers | Schedule conferences, training on school wide conference expectations | Conferences held, parent attendance rate | Parent attendance rates, student benchmark data, student STAR data |
| -Parent Governance Committee Representation | Year One: Summer recruitment and elections Years Two - Five: Repeat as needed | Principal and Design Team | Schedule Meetings, Recruitment Efforts, Elections held with LD 5 members | Committee Meetings | Agendas and Minutes |

an hour from now is better for previous examples



| | |
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| Characteristic 1: Effective School Leadership | <p>Uphold a strong principal is critical to achieving significant school improvement, leadership must be distributed to build a solid consensus among all staff and stakeholders and establish reciprocal accountability.</p> <p>1.1 The leadership team (or principal) facilitates the development of a vision of learning that is shared and supported by the entire school community.</p> <p>1.2 The leadership team (or principal) sustains a school culture and instructional program that is consistent to student learning and staff professional growth.</p> <p>1.3 The leadership team (or principal) ensures management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</p> <p>1.4 The leadership team (or principal) collaborates with families and community members, respects, to diverse community interests and needs, and mobilizes community resources.</p> <p>1.5 The leadership team (or principal) models a personal code of ethics and develops professional leadership capacity.</p> <p>1.6 The principal has the relevant experiences, the support, and the training to achieve school goals.</p> <p>1.8 School leaders and principals receive regular evaluations that are tied to school leadership and school performance goals.</p> |
| Characteristic 2: High-Quality Teaching | <p>Recruiting, selecting and supporting a cadre of highly effective educators is a necessary element in a high-performing school. Many low-performing schools have difficulty attracting well-qualified teachers. Teachers that are associated with high rates of teacher retention include positive school climate, collaborative leadership, high-quality professional development, and support for special needs students.</p> <p>2.1 Teachers are assigned to courses for which they have appropriate qualifications (i.e., subject matter knowledge and pedagogical training).</p> <p>2.2 Teacher recruitment, screening, selection and teacher preparation attract high-quality staff.</p> <p>2.3 Teacher induction programs provide quality support for beginning teachers.</p> <p>2.4 Teachers are involved in developing the school mission and vision. This includes key school-level decision making and involvement in planning and implementing the school's professional development plan.</p> <p>2.5 Exit interviews are conducted with all teachers leaving the school and the data is used to improve teaching environment. Practices and programs are in place to retain effective teachers.</p> |
| Characteristic 3: Curriculum and Assessment | <p>The curriculum should include the essential standards, instructional pacing calendars, the assessment schedule for common formative and benchmark assessments, and the instructional materials mapped to the essential standards with supplemental resources for adequate practice. In addition, the curriculum should describe essential questions and key ideas to guide the teacher's development of the concepts behind the standards.</p> <p>3.1 A coherent standards-based curriculum is in place and implemented across grade/subject levels to support the learning needs of all students.</p> <p>3.2 Specific, measurable student achievement goals are established for each grade level/subject area.</p> <p>3.3 Essential standards are identified and used to plan standards-based instruction across grade levels.</p> <p>3.4 Common formative and interim assessments that are aligned to standards are developed and used at all grade levels/departments.</p> <p>3.5 Teachers routinely use formative and summative assessment results to determine students' instructional needs and guide instructional planning, delivery and differentiation.</p> |
| Characteristic 4a: Instruction | <p>For schools to deliver a rigorous standards-based curriculum and simultaneously address the academic needs of students, administrative, instructional teachers, and teachers need to understand effective research-based instructional practices and collaboratively discuss, plan, and execute classroom instruction on an ongoing basis.</p> <p>4a.1 Instructional practices are in place to support all learners.</p> <p>4a.2 Assessment practices include summative and formative assessments to determine the instructional needs of all students.</p> <p>4a.3 Teachers ask questions or design activities requiring students to remember, apply, analyze, evaluate, and create (based on Bloom's Taxonomy).</p> <p>4a.4 Instructional approaches facilitate student-led learning, provide teacher-led instruction in whole groups and small groups, and provide student network with and without teacher interaction.</p> <p>4a.5 The learning environment fosters a climate of fairness, caring, and respect. Standards for behavior, routines, and transitions are established. Student efforts are reinforced and accomplishments are recognized.</p> |

| | |
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| Characteristic 4b: Support for Instructional Professional Development | <p>In order to provide rigorous, standards-based instruction to all students, teachers must consistently use research-based teaching practices and work collaboratively toward student achievement. Ongoing and intensive professional development that provides effective and relevant tools and knowledge, pushes all educators to reflect critically upon their practice in a continuous manner, and holds them accountable for learning inspired in the professional development, is more likely to "bridge the gap" between standards and achievement (Baker, 1992).</p> |
| | <p>Organizes adults into collaborative learning communities, prepares teachers to use the skills and knowledge necessary to collaborate, focuses on teacher improvement to improve student achievement, and is aligned with other reform initiatives at the site.</p> |
| 4b.1 | <p>Is ongoing and intensive, job embedded, and includes both hypothesizing of new knowledge and opportunities for practice with structured time for teaching, reflection, and feedback.</p> |
| 4b.2 | <p>Integrates educators' content and pedagogical knowledge and prepares them to implement research-based instructional strategies to meet the students' learning needs of all students, including English learners and students with disabilities.</p> |
| 4b.3 | <p>Applies knowledge about adult learning, including acknowledgment and integration of teachers' prior knowledge and experiences.</p> |
| 4b.4 | <p>Includes a coherent, year-long PD plan with teachers' involvement in its development and evaluation.</p> |
| 4b.5 | <p>Includes high quality PD for site administrators and instructional coaches that is aligned with teacher PD and provides ways to help them accomplish instructional leadership goals and operational goals.</p> |
| 4b.6 | <p>Includes high quality PD for non-teacher personnel to help them accomplish instructional leadership goals and operational goals.</p> |
| 4b.7 | <p>Prepares educators to use disaggregated student data from learning, formative, and diagnostic assessments that are standards aligned to determine adult learning practices, monitor progress, and make student achievement improvement.</p> |
| 4b.8 | <p>The aim for ensuring a positive, supportive and culturally responsive school climate is to create a learning environment that is not just safe, but purposeful, where children are explicitly taught and know what it means to be a student. Given that there are never enough adults to supervise all students at all times, it is important to build an environment of "studentship" by moving students toward self-regulation, where they work cooperatively with adults and develop skills for maintaining positive interpersonal relationships.</p> |
| 4b.9 | <p>Students feel safe on campus.</p> |
| 4b.10 | <p>Students feel safe going to and from school.</p> |
| 4b.11 | <p>Staff, teachers and administrators trust one another and communicate effectively.</p> |
| 4b.12 | <p>The principal and individual team members are clear.</p> |
| 4b.13 | <p>The need for disciplinary actions (e.g., suspensions and expulsions) is minimal.</p> |
| 4b.14 | <p>There is a high level of morale among staff.</p> |
| Characteristic 5: Climate and Human Resources | <p>Schools should also ensure alignment with practical student achievement needs. The district should align both general and categorical resources to priorities, and assess program effectiveness and resource allocation.</p> |
| | <p>Total resources are aligned well to the school mission and strategic plan.</p> |
| 5a.1 | <p>Stakeholders are involved in the development and monitoring of the school budget.</p> |
| 5a.2 | <p>The school is taking advantage of district, state, and federal funding for which it is eligible.</p> |
| 5a.3 | <p>Decision makers (e.g., principal, site council members) are well-informed on effective budget practices.</p> |
| 5a.4 | <p>Contingency spending plans are in place for unexpected matters.</p> |
| 5a.5 | <p>Staffing ratios are optimized.</p> |
| 5a.6 | <p>Non-teacher assignments are appropriate.</p> |
| 5a.7 | <p>Length of school day, bell schedule, and school calendar are optimized.</p> |
| 5a.8 | <p>Flexibility to make changes is not unduly constrained by district policy or collective bargaining agreements.</p> |
| 5a.9 | <p>Technology plays a key role in managing data and supporting instruction if staff has adequate access to current and well-maintained computers, software, and other equipment. Staff must also receive ongoing training and support that enables them to get full use of technology and to use it effectively.</p> |
| Characteristic 6b: Technological Resources | <p>Staff has adequate access to office equipment, computers, printers, and the internet.</p> |
| | <p>Teachers have adequate access to multi-network technology.</p> |
| 6b.1 | <p>Instructional technology is used effectively in the classroom to achieve instructional objectives.</p> |
| 6b.2 | <p>Current data management systems provide support for formative assessments of student learning.</p> |
| 6b.3 | <p>School technology supports communication with parents (student absences, school events, homework, etc).</p> |

| Characteristic 2: Family and Community Involvement | |
|---|--|
| The school should promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. (SAPMELLS) School personnel and parents share in the responsibility to enhance the educational program, foster community involvement, and improve student achievement. | |
| 2.1 | Parents, parents' organizations, and organizations representing parents are involved in planning, designing, implementation, and evaluation. |
| 2.2 | Family-friendly volunteer programs are in place to recruit and organize parent help and support. |
| 2.3 | Parents receive training to successfully participate in curricular and budgetary decision-making. |
| 2.4 | Resources and services from the community are integrated to strengthen school programs, family practices, and student learning and development. |
| 2.5 | Establish linkages to Title I schools: |
| | a. Procedures to ensure that parents are involved in planning, designing, implementation, and evaluation. |
| | b. Regular and periodic programs throughout year that provide training, instruction and information as required under title I. |
| 2.6 | Staff and family have access to training in effective school, family and community partnerships. |
| 2.7 | Staff are trained, with the assistance of parents, to how to reach out to and work with parents as equal partners in the education of their children. |
| 2.8 | Information is provided to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning. |
| 2.9 | All families are invited to establish practices and responsibilities to support children at home. |

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IN THIS ISSUE

At Issue: Child Welfare by Five
David Brown, PhD

Recent reports have linked child welfare system expenditures with "foster care" spending, a shift in the nature of child welfare services, and a decline in the number of child welfare workers. What should be expected in 2007 and beyond? This special issue explores the challenges and strategies related to implementation of evidence-based treatment interventions into direct practice.

Implementation: The Missing Link Between Research and Practice

Dean L. Flaxen, Sandra F. Naoom,
Karen A. Blase, Frances Wallace

For the past two decades, an international movement has been underway to make better use of research-based prevention and treatment interventions in human service settings such as child welfare, employment, health, juvenile justice, mental health, and substance abuse. Yet, the results of this national movement are not promising, and much has been done to have had little sustained impact on human services. In this article, the authors explore the challenges and strategies related to implementation of evidence-based treatment interventions into direct practice.

The Impact of Domestic Violence on Infant Health Factors and Child Maltreatment
William McGloin, PhD

This systematic review investigated the impact of domestic violence on infant and child health factors and maltreatment. Studies were included in a sample of 10-12 studies with domestic violence. They were drawn from multiple databases across disciplines. The review found that domestic violence was associated with child health factors and maltreatment. The review also found that domestic violence was associated with child health factors and maltreatment. The review also found that domestic violence was associated with child health factors and maltreatment.

ICTIM: Working for the Future of Traumatized Children
Staff of the National Center for Child Traumatic Stress

The article describes the formation, goals, and operations of the National Child Traumatic Stress Network (NCTSN), formed with a mission of increasing the capacity of and for children who have been severely affected by traumatic life experiences, including child sexual abuse. This article describes the network's structure, goals, and operations, and its commitment to research, practice, and policy.

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APSAC: Enhancing the ability of professionals to respond to children and their families affected by abuse and violence.

The mission of the National Implementation Research Network (NIRN) is to close the gap between science and service by improving the science and practice of implementation in relation to evidence-based programs and practices.

Implementation: The Missing Link Between Research and Practice

Dean L. Fixsen, Sandra F. Naoom, Karen A. Blase, Frances Wallace

For the past two decades, an international experiment has been underway to make better use of research-based prevention and treatment interventions in human service settings, such as child welfare, employment, health, juvenile justice, mental health, and substance abuse. So far, the results of this national experiment are not promising. Although the federal government spends over \$95 billion a year to fund research to help create new interventions, and over \$1.6 billion a year to support services to citizens (Clancy, 2006), this research has had little impact on human services. The Institute of Medicine (2001) found that human services remain typically inconsistent, often ineffective, and sometimes harmful to consumers. These conclusions have been echoed in reviews by the Surgeon General (U.S. Department of Health and Human Services, 1999; 2001) and the President's New Freedom Commission on Mental Health (2003).

In 1983, *A Nation at Risk* (National Commission on Excellence in Education) declared that American schools faced a "rising tide of mediocrity" and that America was in danger of falling behind its international competitors because of the poor performance of its students. More than 20 years later, after billions spent on educational research, the National Assessment of Educational Progress showed the achievement of U.S. students was virtually identical to what it was in the early 1980s (Grigg, Duane, Jin, & Campbell, 2003). Given the lack of progress in making better use of research findings in delivering human services, in 2003 the U.S. Congress asked, "Is the bench to bedside transition becoming more effective?" The tentative conclusion from these efforts is that the findings of high-quality research are not being applied in sufficient quantity to have a demonstrable impact on human services, and they have not provided the intended benefits to consumers and communities.

Implementation: The Missing Link

Given the disappointing results of trying to move science to service, there has been renewed interest in the practice and science of implementation. Implementation has been lurking in the shadows since the 1960s, when it first received considerable attention in relation to the Great Society programs that were intended to benefit children, families, and communities nationally. Evaluations found that Great Society programs often had little or varied impact on individuals or communities. These poor results raised questions about why that might be, questions similar to those being asked today with respect to the limited effect of evidence-based programs. Lack of attention to implementation was a major factor in such failures both then (Pecusman & Wildavsky, 1973; Hough, 1979) and now (Elliott & Mihalic, 2004).

Implementation can be defined as the art and science of incorporating innovations into human service settings to benefit children, families, and communities. We use the term *innovation* to include programs and practices that have a strong research base (e.g., evidence-based programs) as well as other programs and practices that have potential benefit to consumers, communities, or provider organizations (e.g., data-based decision support systems, electronic record systems, targeted fund-raising approaches, skill-based hiring methods). Although interest in implementation waned with the demise of the Great Society programs, some activity continued (e.g., Backer, Liber-

man, & Kuchnel, 1986; Blase, Fixsen, & Phillips, 1984; Bond, 1991; Fairweather, Sanders, & Tornatzky, 1974).

Recently, the authors completed a comprehensive review of the implementation evaluation literature and produced a synthesis of that literature, providing new ways to view the methods needed to make better use of science in human service settings. In this article, we summarize our findings and highlight some effective implementation practices found in our review (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005; Blase & Fixsen, 2003; Blase, Fixsen, Naoom, & Wallace, 2005). The goal is to help readers make better use of knowledge about implementation science to enable them to use the products of research more rapidly and more effectively to benefit children, families, and communities.

The Science in Science-to-Service

During the past two decades, researchers and policy makers have focused considerable attention on how to define an *evidence-based* program. A common definition now requires two or more randomized group designs, preferably done by two or more groups of investigators, that examine the outcomes of a program (Chadwick Center on Children & Families, 2004; Cohen, Mannarino, Berliner, & Dublinger, 2000; Elliott, 1998; Lonigan, Elbert, & Johnson, 1998; Saunders, Berliner, & Hanson, 2004; Wilson, 2005). Well-researched programs that meet these standards for scientific rigor are deemed to be *evidence based*, while those that fall short but demonstrate some preliminary positive outcomes may be called *promising practice* or *not yet effective*. Thus, *evidence-based programs* currently are defined by research methodology, and multiple experiments employing randomized group designs are considered the "gold standard" for defining *evidence* (e.g., Campbell Collaboration, www.campbellcollaboration.org).

The Service in Science-to-Service

All human services could potentially benefit from science, including prevention and intervention services in child welfare, education, health, mental health, and substance abuse. Unfortunately, research-based program improvements in human services lag far behind improvements in other industries. We believe the reason is that the field of human services is far more complex than any other industry. With products such as computers, automobiles, pharmaceuticals, and other manufactured items, the latest science and high levels of quality can be built into the products themselves. The *product is, in fact, the intervention*, and its performance depends very little on the user of the product. Ten of thousands of pills that incorporate the latest scientific breakthroughs can be manufactured under the supervision of highly trained specialists working under carefully designed conditions to produce safe and reliable products. A license may be required to use the product, but the product itself produces largely uniform outcomes regardless of who dispenses it or uses it.

By contrast, in human services, the *practitioner is the intervention*. Science and quality must be incorporated into the performance of tens of thousands of practitioners situated in a variety of provider organizations that function within uniquely configured local, state, and federal service systems—a difficult task, considering the vagaries of life. Thus, in human services, the challenge in making best use of

IMPLEMENTATION: THE MISSING LINK BETWEEN RESEARCH AND PRACTICE

science is to find the most effective means of integrating the findings of science and quality of performance into the daily work of hundreds of thousands of practitioners across the nation. In child welfare, this includes more than 500,000 social workers (www.bls.gov/oco/oco060.htm), over 400,000 foster parents and group care workers (www.childwelfare.gov/pubs/factsheets/foster.cfm), and tens of thousands of associated psychologists, psychiatrists, and legal and medical professionals.

The *to in Science-to-Service*

As a profession, we are coming to realize that the *to in science-to-service* represents a whole new set of activities, which collectively are called *implementation*. For many years, science-to-service has been viewed as a passive process that involves the diffusion and dissemination of information whereby this information will somehow make its way into the hands of enlightened champions, leaders, and practitioners who will then put these innovations into practice (Rogers, 1995; Simpson, 2002). In this approach, researchers do their part by publishing their findings; it is then up to practitioners to do their part by reading the literature and making use of the innovations in their work with consumers.

This passive process is widely accepted and serves as the foundation for most federal and state policies related to making use of evidence-based programs and other human service innovations. For example, federal technical assistance (TA) grants allocate funds for information gathering, for publications and meetings to share information, and for training sessions to provide more detailed information in a lecture-discussion format. Federal TA efforts communicate this information to state TA representatives, who then pass the information along to provider groups and other potential users. Using this process, the professions spend hundreds of millions of dollars each year on the diffusion and dissemination of research information in child welfare, education, health, mental health, and other human service domains.

Over the past four decades, some practitioners have followed a more active and effective approach to translating science into service (e.g., Blase et al., 1984; Chamberlain, 2003; Fairweather, Sanders, & Tonawsky, 1974; Havelock & Havelock, 1973; Schoenwald, Brown, & Henggeler, 2000; Slavin & Madden, 1999). Further, other practice fields have been evaluating their attempts to use science in service settings. Thus, our review of the implementation evaluation literature (1970–2004) included practice fields such as agriculture, business, child welfare, engineering, health, juvenile justice, management, manufacturing, medicine, mental health, nursing, social services, and substance abuse, among others (Friesen et al., 2005). To be included in the review, the literature needed to have some empirical evidence related to implementation.

Analysis and synthesis of the results of this review revealed some interesting findings and provided some frameworks that illuminate *what works* with respect to implementation. Additional information related to these strategies was identified through face-to-face meetings with successful purveyors of evidence-based programs (Blase et al., 2005).

In this article, we review two major theoretical frameworks that can guide efforts to move science-to-service more effectively and efficiently. The first framework describes the typical stages of implementation, and the second provides an overview of the core components of an implementation initiative. The final section of

this article briefly explores the implications of these frameworks for improving the quality of child welfare services in the next decade.

Stages of Implementation

Implementation does not occur all at once. It is a process that takes 2 to 4 years to complete in any provider organization. It is a recursive process that includes steps focused on achieving benefits for children, families, provider organizations, human service systems, and communities. It appears that there are six functional stages of implementation: exploration, installation, initial implementation, full implementation, innovation, and sustainability. While we describe these in linear fashion, the stages are not linear in practice because each impacts the others in complex ways. For example, sustainability factors are very much a part of exploration, and exploration directly affects sustainability. Or, an organization may regress from full implementation to initial implementation as a result of unusually high levels of staff turnover. The stages should be viewed as components of a tight circle with two-headed arrows from each component to all others.

Exploration Stage

The passive processes of diffusion and information dissemination are important parts of the exploration stage. Information sharing in various formats is essential to increasing awareness of innovations and prompting professionals to consider the need to make changes in current practices and services. Prochaska and DiClemente (1982) described this process as moving from pre-contemplation to contemplation, preparation, and action. Drug companies and other manufacturers advertise their products to help potential users transition from awareness to action. In human services, information most often is shared through professional publications and at conferences. Rogers (1995) noted that the diffusion literature provides information about the factors associated with making a decision to adopt an innovation, but it says little about what to do next to implement that innovation with fidelity. Rogers observed that fewer than 30 of the more than 1,000 articles he reviewed pertained to implementation. Twenty years later, Greenhalgh, Roben, MacFarlane, Bate, and Kyriakidou (2004) stated that the most serious gap in the diffusion, dissemination, and implementation literature pertained to the processes by which implementation occurred in service delivery organizations. Thus, diffusion and dissemination play an important role in starting the implementation process but should not be confused with implementation itself.

Sustainable and effective implementation efforts are firmly rooted in the activities that occur during the exploration stage (Pansano & Roth, 2006). Critical questions at this phase include the following: What problem exists? What innovations exist that might help solve that problem? What changes will be needed in the provider organization to allow full and effective use of the innovation? What changes must be made in partner organizations, including federal, state, and local bureaucracies, to make full and effective use of the innovation? What are the costs of start-up and ongoing support of the innovation, and what sources of funding are available to pay for start-up and to support implementation? What data systems must be in place to monitor intended changes in consumer outcomes and organizational and bureaucratic support?

The process of collecting and analyzing all of this information is a critical part of the exploration stage. Early in the exploration stage, an *implementation team* should be formed (e.g., Barratt, 2003). The

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implementation team members need to have direct access to people in the power structure and should be freed of other responsibilities to allow them to spend the time and resources needed to collect and analyze essential information. Team members must ultimately determine the problem to be solved, the innovation that might help solve it, and the most likely strategies to implement the innovation with fidelity and with clearly articulated benefits to consumers.

In some cases, innovations with a strong evidence base will have formed a formal *purveyor* group for the sole purpose of helping provider organizations, human service systems, and communities to consider the challenges and implications of implementing the innovation. As an example, Chamberlain (2003) described the purveyor group formed to help communities implement Multidimensional Treatment Foster Care. Purveyor groups have special expertise in the innovation itself and also have expertise in how to implement the innovation successfully. Implementation teams that have the benefit of experienced purveyors will find their jobs much easier to perform. However, most evidence-based innovations have no established purveyor group to support their implementation.

The exploration stage officially ends when the decision is made to implement a particular innovation. (As previously noted, implementation is not linear, so stages are never "over" in some final sense.) The time required to carry out exploration tasks seems to vary widely from a few months to several years; from 6 to 15 months seems to be a fairly common time frame for most organizations. However, this time frame is usually shorter when the help of an experienced purveyor group is utilized.

Installation Stage

The installation stage officially begins with the decision to implement an innovation and ends when the innovation is used for the first time with the first consumer. The installation stage has been largely ignored in human services, but it is routinely planned for in other practice domains, such as manufacturing, engineering, management, and forestry. Starting up any innovation requires time and resources, and the lack of planning for these costs has doomed many implementations attempted in human services. Start-up often requires hiring new staff and the associated activities of preparing job descriptions, developing salary scales, and special recruiting and interviewing, while concurrently redeploying existing staff, arranging office space, purchasing communications equipment such as cell phones and computers, creating new referral mechanisms, securing new funding sources, arranging initial training for staff, and preparing for responsible supervision and coaching. All these are essential components of the installation stage, and considerable resources often must be expended to accomplish these before the first consumer is seen and before any revenues are realized. Implementation teams must anticipate and consider the installation tasks as much as possible during the exploration stage to assure that adequate resources are available to support installation. Experienced purveyors can help potential implementation sites consider these tasks and their associated costs during the exploration stage.

The time required for installation varies widely, depending upon the nature of the innovation and the quality of the implementation support, but between 2 and 6 months represents an average amount of time required for installation for many attempted implementations.

Initial Implementation Stage

This stage is where the "rubber meets the road." During the initial implementation stage, practitioners, supervisors, managers, system partners, and others involved in the innovation must learn how to perform and relate to this new way of doing things. It is called the initial implementation stage to acknowledge that practitioners and managers in the provider organization, system administrators, and ongoing policy makers are not likely to be proficient in their new roles at the beginning of the implementation process. Learning any new skill does not generally go smoothly in the beginning, whether learning to play a musical instrument, master a sport, work in a new way with a distressed child and family, provide skill-based coaching, or revamp the methods used by the human resources department. Successful implementation usually requires people to acquire new skills and approaches, individually at first and then in unison or collaboration with others.

Because of the inherent challenges and difficulties in implementation of new innovations, this phase may not go well in the beginning. Change is often hard on everyone, and doing new things, especially when just learned, is difficult at best. For organizations to survive this stage and for the innovation to be successful require both determination and skill. Organizations that have the assistance of an experienced purveyor group have a considerable advantage, as the purveyor can guide and sustain an organization through this challenging change process. If a purveyor group is not available, the implementation team will need to find or develop the necessary expertise to help practitioners, organizations, and systems through this process.

Most attempts to implement innovations fail during this stage because the requirements for successful implementation are both poorly understood and inadequately supported. If organizations can survive the initial challenges and stresses, completion of the initial implementation stage may require from 9 to 24 months.

Full Implementation Stage

Full implementation of an innovation is reached when at least 50% of the currently employed practitioners simultaneously perform their new functions acceptably, that is, when measured by criteria that denote fidelity to the original innovation in their replication. This requirement may appear easy to meet, but it is not. One challenge, staff turnover, is a common occurrence not only at the practitioner level in human services agencies but also at supervisory and administrative levels. For each staff person who resigns, a replacement must be selected, trained, and coached, and the new practitioners' performance in their jobs must be assessed one or more times to assure their performance meets standards of fidelity. This sequence of activities takes considerable time. Further, there is no assurance that meeting fidelity criteria once means that the same practitioner will meet fidelity criteria the next time he or she is assessed as part of an ongoing process of quality assurance. Staff turnover also occurs in positions of interviewer, trainer, and coach. Learning to be a competent interviewer, trainer, or coach is itself a challenge, and practitioners who are supported by inexperienced trainers and coaches may not achieve fidelity criteria readily. Similarly, practitioners, interviewers, trainers, coaches, and performance assessors may not receive the guidance and support they need if managers and directors also are inexperienced, thus further affecting staff's ability to achieve compliance with fidelity criteria.

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In the estimation of the authors, for these and other reasons, few attempts to implement innovations ever reach the full implementation stage. For those that do, the process from the exploration stage to the point of first achieving full implementation may take from 2 to 4 years to complete.

Innovation Stage

Useful innovations typically occur only after full implementation has been achieved. The advice from successful purveyors is "first do it right, then do it differently." That is, learn the intervention, learn how to do it with fidelity, do it long enough to learn the nuances of its applications, and then work on how to improve the intervention itself. In this manner, innovations will be thoroughly based on a solid mastery of the knowledge and skills that define the intervention, and therefore, they will be useful to other users of the same intervention.

This premise is a distinct departure from the advice of those who say that adaptation is necessary to adoption of innovations. Rogers (1995) and others claimed that the adoption of innovations requires adaptations that the individual user can make to help assure a better fit for the innovation within the adopting organization. However, a decision to adopt an innovation cannot be considered implementation of that innovation. On the one hand, a growing body of evidence shows that implementation with fidelity produces benefits to consumers, while adaptation (or reinvention) leads to poor outcomes for consumers (e.g., Pantano & Roth, 2006; Lipsey & Wilson, 1998). On the other hand, evidence-based programs need to continue to evolve if they are to maintain and improve their effectiveness over the years. Constructive change can occur in such programs provided that improvements are based on data derived from attempts to implement innovations with fidelity in real-world human service settings (Dusenbury, Brannigan, Falco, & Hansen, 2003). Thus, adaptations based on solid data that demonstrate improved benefits to consumers are the heart of the innovation stage.

Sustainability Stage

As we mentioned, activities related to sustainability must be incorporated into every stage, and they never end. Creating understanding of the innovation and building a constituency to support it begins during the exploration stage, and the scope and depth of support must be expanded at every opportunity in every ensuing stage (Khuri & Frieden, 2002). Early decisions about how to access external expertise to assure a quick and successful start-up, and how to make use of that external expertise to build local capacity, will impact sustainability over the long term. Developing and maintaining ongoing quality assurance systems that include practical measures of outcomes will positively impact sustainability. The conditions under which human services are delivered are in a constant state of change, and the sustainability of innovations depends upon staying tuned in to the changes, anticipating the next set of changes, and

continually maintaining high fidelity services even in the midst of continual change.

Core Implementation Components

What goes on during the initial and full implementation stages? Based on the commonalities among successfully implemented programs, several core implementation components have been identified (Fixsen et al., 2005). The goal of implementation is that practitioners, such as foster parents, caseworkers, therapists, teachers, and physicians, will use innovations effectively. To accomplish this, practitioner behavior must be shaped and supported by several core implementation components, which are also referred to as *implementation drivers*. As shown in Figure 1, these core components are staff selection, preservice training, ongoing coaching and consultation, staff performance evaluation, data systems that support decision making, facilitative administrative support, and systems interventions. These interactive processes must all be integrated to maximize their influence on both staff behavior and organizational culture. The

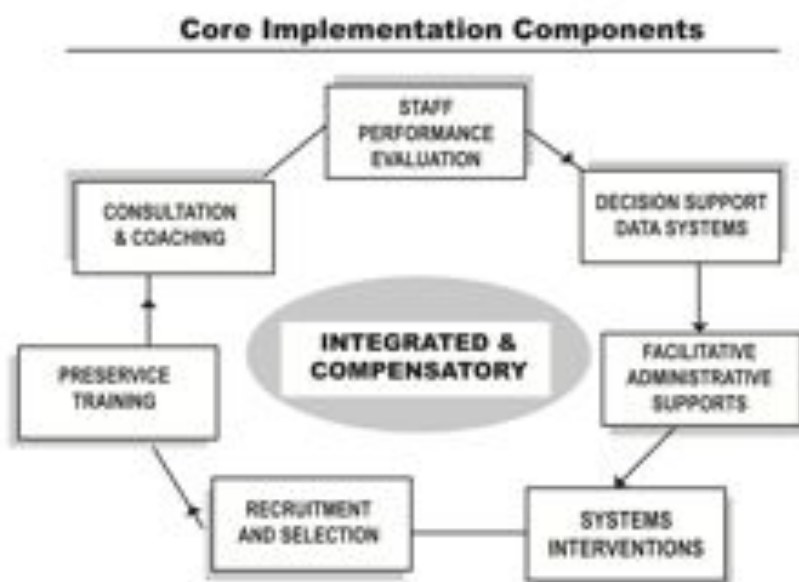


Figure 1. Core components that work together to implement and sustain the effective use of innovations, such as evidence-based programs.

interactive core implementation components also compensate for one another, in that a weakness in one component may be overcome by strengths in other components.

Staff Selection

Effective staffing requires consideration of several questions. Who is qualified to carry out the evidence-based practice or program? What are the best methods for recruiting and selecting practitioners who possess necessary qualifications? In addition to prerequisite academic qualifications and experience factors, certain practitioner characteristics may be difficult to impart in training sessions, so they must be included in selection criteria. These include a broad knowledge of the practice field, basic professional skills, common sense, sense of social justice, sound ethics, a willingness to learn, a willingness

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to intervene, good judgment, and empathy. Some programs are purposefully designed to minimize the need for careful selection. An example might be a reading tutoring program designed to be staffed by volunteers (Baker, Gersten, & Keating, 2000). Other programs require more specific and complex qualifications for practitioners (Chamberlain, 2003; Phillips, Barros, & Edgar, 2001; Schoenwald, Brown, & Henggeler, 2000) as well as specific methods for assessing competencies (e.g., Blase et al., 1984; Maloney, Fixsen, Phillips, Wolf, 1975; Reiter-Lavery, 2004). In a qualitative study of the capacity of evidence-based program developers to help others implement their programs, many program developers stated that selection of staff was critical to the delivery of their model, but few program developers had established staff selection criteria or interview protocols to guide provider organizations in the selection of staff (Naoson, Blase, Fixsen, Gilbert, & Wallace, n.d.).

Staff selection also intersects with a variety of larger system variables. General workforce development issues, the overall economy, organizational financing, salaries and benefits, and the demands of the innovation in terms of time and skill can all affect the availability of qualified staff for human service programs. The focus on evidence-based practices and programs in human services has created concern about advanced education, the availability of a qualified workforce, and sources of funding to enable hiring of highly skilled practitioners (Blase & Fixsen, 1981; O'Connell, Morris, & Hoge, 2004).

Preservice and Inservice Training

Evidence-based practices and programs often represent novel ways of providing treatment and support to clients. Direct service practitioners and others at an implementation site need to learn when, where, how, and with whom to use new approaches and new skills. Preservice and inservice training are efficient ways to provide knowledge of background information, theory, philosophy, and values; to introduce the components and rationale for key practices; and to provide opportunities to practice new skills and receive feedback in a safe training environment. However, classroom training by itself is not sufficient to assure that staff will develop the capacity to effectively implement an innovation (Aroca, Cuffel, Goldman, & McCart, 2003; Schectman, Schroth, Verme, & Yoss, 2003; Stokes & Baer, 1977).

Coaching and Consultation

Most skills needed by effective practitioners can be introduced in training but must be practiced and mastered on the job with the help of a coach. A coach provides specific information about the application of an intervention in a clinical setting as well as advice, encouragement, and opportunities to practice and use skills specific to the innovation. The implementation of human service innovations usually requires behavior change at the practitioner, supervisory, and administrative support levels. Training and coaching are the principal ways in which behavior change is brought about for carefully selected staff in the beginning stages of implementation and also throughout the life of evidence-based practices and programs.

Staff Performance Appraisal

Evaluation of staff performance is designed to assess the application and outcomes of the skills that are reflected in the selection criteria, that are taught in training, and that are reinforced and expanded in coaching processes. Assessments of practitioner performance and measures of fidelity also provide feedback useful to interviewers, trainers, coaches, managers, and purveyors regarding the progress

of implementation efforts and the usefulness of selection, training, and coaching.

Decision Support Data Systems

Other measures such as quality improvement information, organizational fidelity measures, and consumer outcomes assess key aspects of the overall performance of the organization and provide data to support decision making to assure continuing implementation of the core intervention components over time.

Facilitative Administration

Facilitative administration provides leadership and makes use of a range of data inputs to inform decision making, to support the overall processes, and to keep staff organized and focused on the desired intervention outcomes. In organizations with this advantage, administrators give special attention to policies, procedures, structures, culture, and climate to assure alignment of these organizational components with the needs of practitioners. Practitioners' interactions with consumers are key to successful intervention. It is the responsibility of administrators to make sure that practitioners have the skills and supports they need to perform at a high level of effectiveness with every consumer.

Systems Interventions

Systems interventions are strategies to work with external systems to ensure the availability of the financial, organizational, and human resources required to support the work of the practitioners. Again, alignment of these external systems to support the work of practitioners is an important aspect of systems intervention (see Mihalic & Irwin, 2003), for examples of the interaction of administrative and external system variables with successful implementation and benefits to consumers).

Integrated and Compensatory Core Implementation Components

The importance of integrating these core implementation components was illustrated by a meta-analysis of research on training and coaching carried out by Joyce and Showers (2002). They summarized several years of systematic research on training public school teachers. The study found that training consisting of theory and discussion coupled with demonstration, practice, and feedback resulted in only 5% of the teachers using the new skills in the classroom. These findings are similar to those of Rogers (2002) who reviewed the business literature and estimated that only about 10% of what is taught in training is actually transferred to the job. In the Joyce and Showers analysis, when on-the-job coaching was added to training, large gains were seen in both knowledge and the teachers' ability to demonstrate the skills. Most important, about 95% of the teachers used the new skills in the classroom with students. Joyce and Showers (2002) also noted that training and coaching can be done only with the full support and participation of school administrators (facilitative administration) and works best with teachers who are willing and able to be fully involved (staff-selection factors).

The integrated and compensatory nature of the core implementation components represents a challenge for implementation and sustainability. Organizations are dynamic, so ebb and flow affect the relative contribution of each component within overall outcomes. The feedback loops are critical to keeping the evidence-based program "on track" amid continuing change. If formal feedback loops (staff performance evaluations and decision support data systems) indicate

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needed changes, then the integrated system needs to be adjusted to improve effectiveness or efficiency (see Boinfeldt, 2001, for a more complete description of these interactive variables). That is, any changes in process or content in any one of the core implementation components require adjustments in other core implementation components as well.

The descriptions of the core implementation components provide a template for analyzing and attending to implementation. A given practice or program may require more or less attention to any given core implementation component for the practice or program to be implemented successfully, and some practices may be designed specifically to eliminate the need for one or more of the core implementation components (e.g., Baker, Getten, & Keating, 2000; Embrey, 2004). In addition, the compensatory nature of the core implementation components helps to assure that there are multiple systems, procedures, and opportunities to support high-fidelity implementation. For example, in an implementation infrastructure that has minimal training opportunities for practitioners, intensive coaching with frequent feedback may compensate for the lack of formal training. Or, careful selection of personnel and well-designed staff performance evaluations, coupled with strong incentive systems, may compensate for less training and coaching.

Sources of Core Implementation Components

Successful implementation requires identification of persons responsible for carrying out functions related to the core implementation components. For instance, who will select, train, coach, and evaluate staff at an implementation site? Who will provide administrative support services? Who will intervene with external systems when needed? Will this be done by people who work within the organization, or will it be contracted to individuals or groups outside the implementation site? For example, implementation sites using multisystemic therapy (MST) participate in a complex mix of core implementation components. Practitioners working in new MST implementation sites are selected by staff at the implementation site based on criteria provided by MST Services, Inc., are trained by MST Services, Inc. at a central location in South Carolina, are coached by local consultants who are themselves trained and coached by MST Services, Inc.'s consultants, are evaluated via monthly submissions of fidelity results to the MST Web site, and are administratively supported by staff employed by the implementation site (Schoenwald et al., 2006). At least initially, MST Services, Inc. and staff at the implementation site jointly carry out interventions in larger systems (e.g., referrals, funding streams, and interagency collaboration).

For multidimensional treatment foster care (MTFC), the implementation site identifies a core group (including an administrator, a supervisor, a therapist, and a foster-parent trainer/recruiter) who then participate in a 3-day session in Oregon, which includes training and exposure to the important aspects of a fully operational program (Chamberlain, 2003). Next, two trainers from Oregon go to the implementation site to train the first cohort of foster parents, to conduct additional training with the core staff group, and to introduce them to the parent daily report (PDR) Web site. After youth are placed in program foster homes, the Oregon staff monitor the PDR data and provide weekly telephone consultation to the on-site program supervisor and therapist. During the first year of implementation, the Oregon staff provides three additional 2-day training sessions at the implementation site.

In the systems described in these two examples, external contractors

are actively involved in the ongoing operations of an implementation site. While these hybrid systems probably retain the compensatory benefits we mentioned, ongoing integration of functional treatment components and core implementation components may be difficult to achieve and maintain over the years. A different approach is to develop regional implementation sites that have the full capacity to provide all of the core implementation components within their own organizations. These are sometimes called "intermediary organizations." For example, in the teaching-family model, carefully selected staff members employed by an implementation site are trained and coached to conduct staff selection, training, coaching, evaluation, facilitative administration, and system interventions for treatment programs within easy driving distance (Blase et al., 1984; Wolf, Kirgin, Fixsen, Blase, & Brauckmann, 1995). In this approach, each implementation site becomes the source of its own core implementation components without continuing reliance on outside contractors. For these implementation sites, fidelity is measured at the practitioner level to assure competent delivery of the core intervention components, and it is also measured at the implementation site level to assure competent delivery of the core implementation components. Purveyors of a system called functional family therapy also work to develop self-sufficient implementation sites (Sexton & Alexander, 2000) and, recently, MST Services, Inc. has begun to develop organizations, called "network partners," to provide training and support services at the local level. A concurrent challenge for these "intermediary" arrangements is the development of procedures to monitor and assure fidelity to the implementation processes and outcomes at an organizational level.

Next Steps

In this article, we have summarized stages of implementation and core implementation components. As the review of the current literature and implementation best practices has demonstrated, there is nothing really new about either the implementation stages or any of the core implementation components. What is new, however, is an understanding that both the stages and components are highly integrated parts of a whole new entity that is identifiably "implementation." Thus, now we can see that the missing link in the science-to-service chain is implementation. And, when implementation teams and purveyors are doing their work effectively, we can identify their stage in the implementation process and exactly which core implementation components they are using.

To affect outcomes for children and families significantly, we must learn how to utilize well-researched programs and practices on a national scale. In their report of findings from the Blueprint Replication Initiative, Elliott and Mihalic (2004) stated that although ten Blueprint programs studied had completed the necessary efficacy and effectiveness trials and had met the rigorous evaluation standards required for certification as a Blueprint program, they were not necessarily prepared to deliver their programs on a large scale. Only four of the ten programs had the organizational capacity to deliver their program to ten or more sites a year. According to the authors, "Although we have taken giant strides in determining what works and promoting the use of science-based programs, we have lagged behind in building the internal capacity of designers to deliver their programs" (Elliott & Mihalic, 2004, p. 48).

As noted in the introduction to this article, the challenge in making use of science is in building science and quality into the daily performance of hundreds of thousands of practitioners across the

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nation. In the area of child welfare, this includes more than one million social workers, foster parents and group care workers, and associated psychologists, psychiatrists, and medical professionals. How many experienced and skillful parveyors will that take? How will we know if the parveyors are doing a good job? How can we help federal and state human service systems keep up with the changing landscape at the evidence-based practice level?

These questions relate to three seminal issues that must be resolved if we truly wish to close the science-to-service gaps:

1. We need to develop measures of both the implementation stages and implementation components to provide practical signposts for policy makers and funders, useful feedback systems for parveyors, and common outcomes that can be assessed through continuing research.
2. We need to design training academies to develop—systematically, effectively, and efficiently—a whole generation of parveyors who have the requisite knowledge and skills to competently perform implementation work.
3. We need to engage policy makers and politicians in a determined effort to defragment human service systems and fully align funding, licensing, accreditation, monitoring, and bureaucratic functions with the needs of effective practitioners working in the context of facilitative provider organizations. Current state and federal systems are “legacy systems” that typically are more attuned to the past than to the future.

The practice and science of implementation have improved to the point where more is known, but to bridge the gap between research and practice, and to foster the science of implementation, we must be as empirically sound in choosing our implementation strategies as we are in choosing our interventions.

This article was adapted from Fixsen, D., Naoom, S., Blase, K., Friedman, R., & Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa: University of South Florida. The original monograph can be downloaded from: nim.fhhi.usf.edu/resources/publications/Monograph.



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