LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOL CHOICE MOTION

Valley Region High School #5

Executive Summaries

Arroyo Networked Global Studies Education and Leadership Studies (ANGELS)

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Executive Summary

1. Executive Summary (5-7 pages)
    a. **Mission and Vision**: State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will posses upon matriculation that will prepare them to be successful adults in the 21st Century.

1a. Vision Statement:

Upon graduating from ANGELS, students will be proficient global learners who access resources and knowledge in order to make creative contributions to society. Incorporating technologies and multicultural perspectives in the 21st century, an ANGELS graduate will be able to find innovative and conscientious solutions to complex issues. College and work ready, our students will be dynamic life long learners.

Mission Statement:

Through rigorous attention to project-based, interdisciplinary, globally interactive, computerassisted instruction, and service learning, graduates of ANGELS will be thoroughly prepared to take their places as responsible participants in the local and global communities. Using community resources, research-based instructional strategies, and thorough data analysis, we will prepare our graduates to meet A-G requirements and excel in higher learning and career preparation as well as to become constructive individuals in society.

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

1b. Student Population:

ANGELS will serve the communities of Sylmar, San Fernando, and Pacoima. Our students will reflect populations found at Sylmar High School and San Fernando High School, with the majority of the students coming from Sylmar High. ANGELS, one of the 4 small VRHS#5 schools, is located within the Sylmar High/San Fernando High family of schools in LD2, and it will be serving approximately 450 students. It will provide relief from overcrowding at Sylmar and San Fernando High Schools with a small number of students coming from Kennedy and Arleta High Schools. The resident student and parent populations will choose from the pre-established and new neighborhood schools, and so the make-up of student population at ANGELS will reflect the socioeconomic and ethnic makeup of the community. Based on the school profiles of Sylmar and San Fernando High schools, ANGELS' student body will be composed of 95% Hispanic, 1.6% Black, 1.4% White, and 2% other races like Asian, Filipino and Pacific Islander. In addition, the data from these two high schools also indicates that the English Learners (EL) population at ANGELS will be approximately 27.6% [See Appendix 1b].

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

1c. Instructional Program:
ANGELS' name stands for Arroyo Networked Global Education and Leadership Studies; the "A" is for "Arroyo" which symbolizes our amalgamation of the community near our school. In our instructional program, the community and residents will play a large role in guiding research, and assessing the products of our students' projects. Since our school-wide model of pedagogy will be Project Based Learning (PBL), our parents and community partners will play a role in advocating, planning, guiding, and collaborating with our students to tackle local and global problems. Families and community partners will also play an important role in assessing and recommending "next steps" to our students in the presentation or demonstration phases of the PBL.

The word "Networked" represents technology's immense role in our school's instructional program. Experts from many disciplines inform us "technology should and can play an important role in curriculum planning, development, delivery, assessment, and administration," (Wisconsin Department of Public Instruction, 1995, p. 95). Hence, ANGELS will apply the efficient use of computers to serve six different instructional and procedural components of our college and work ready pedagogy: instruction, assessment, project-based learning, digital portfolios, data analysis, and global interaction. In addition, the use of technology will also facilitate us to meet the needs of all types of students (SEL, ELL, Special Ed. or any other) because integrating technology into classroom instruction and assessment will enable ANGELS to better personalize our curriculum. Moreover, our intense focus on technology prepares our students for the 21st century. Because young people in the 21st century will participate in knowledge-based, technologically-rich environments, we intend to become a web-based community school that uses computer-assisted-instruction (CAI), digital portfolios, Personal Learning Networks (PLNs), including webinar, and other ever-changing technologies. For example, ANGELS intends to implement electronic books to be cost and environment conscious, sustain our curricular goals, and support every student since "the adaptive features of electronic texts can individualize learning approaches and techniques according to the needs of individual learners" (Park,1996). In addition, our interdisciplinary planning and teaching model also follows the concept of networked since all our teachers will focus on some key learning strategies and common themes of global significance. Prior to the start of the school year, all teachers and administrators will collaborate in horizontal and vertical planning teams with the mission to collaborate on designing a curriculum that revolves around the following critical issues: environment, population growth, economics, global conflict and cooperation, health, human rights, cultural diversity, media, and technology. Research on interdisciplinary planning actually refers to discoveries in neurological sciences which "show that network thinking is one of the basic operating methods of the brain, within which connections among specialized areas of data processing are established" (Lake, 2002). Therefore, by exposing our students to the same thematic concepts across all academic disciplines, we fortify the students' "specialized areas of data processing," as we progressively "move from topically based to concept-based curricula, from lower order to higher order process skills" (Erickson, 1995). Digital portfolios will be the last networked phase of ANGELS. As artistic portfolios are a collection of an artist's best work, educational portfolios are a collection of a student's best performances. The digital part will help an ANGELS student intellectually network and connect all four years of his/her high school career.

The "G-E" in ANGELS stands for "Global Education" which echoes our mission of producing graduates that will be "responsible participants in the local and global communities." According to "Going Global: Preparing Our Students for an Interconnected World" by Asia Society, high school students will need to "be curious about the world regions and global issues and be able to communicate across cultures and in other languages. Their economic livelihood and opportunities for career development depend on it." Therefore, all students will study one or

more foreign languages. Bi-lingual students will be encouraged to become tri-lingual, and mono-lingual students will be encouraged to become bi-lingual. Furthermore, in order to equip our students with an understanding of international relations and global issues, ANGELS will incorporate digital and cultural literacy beyond borders. Since, "only when we truly integrate technology into instruction, using it as a tool to help all students improve their learning, will we finally score" (Vojtek and Vojtek, 1998), ANGELS will use technology (iEARN, emails, videoconferencing, blogs etc.) to access educational resources from other nations in order to help our students learn multicultural perspectives of the 21st century. Thereby, CAI is not just be used for pre-written instructional software, but ANGELS will utilize technology to decrease the expansive distance between our students and the immensely valuable international resources. With the aid of technology, our students will connect and collaborate with peers and professionals across geographic borders as the students progressively expand their knowledge and awareness of global networking. We believe that our students can gain innovative problem solving skills by studying and interacting with other cultures. This will allow them to acquire multiple perspectives on issues; however, presently, our students' problem solving skills are highly ethnocentric, as they tend to think in limited perspectives (influenced by peers, home, or the dominant culture).

The "L-S" in ANGELS is for "Leadership Studies" which will be realized though the practice of Project-Based Learning (PBL). Our philosophy in using PBL is supported by "recommendations for shifting the major portion of instruction in schools from teacher-directed, teacher-assigned 'schoolwork' with its emphasis on comprehension, to student-initiated, goal-driven, independent, 'intentional learning' models with an emphasis on knowledge building" (Bereiter & Scardamalia, 1987; Scardamalia & Bereiter, 1991). By performing PBL, our students solve real-life problems, make connections with peers and professionals, implement changes in their communities, and gain life-long research, communication and analytical skills; perhaps, most significantly, the students experience "intentional learning" as they lead their own education in a responsive, rigorous, and standards-driven teacher support system. We intend to "simulate the conditions under which experts master subject matter and become proficient at conducting investigations" (Blumenfeld et al, 1991) by providing real-life learning opportunities for our students like mentorship, internships, apprenticeships, and service learning. When we constantly drive our students to explore problems and derive solutions that influence their immediate community, culture, or perception, we ensure that students actively stimulate, engage and construct knowledge. With PBL, our students will become proficient at inquiry and problem solving by practicing and conducting multiple relevant investigations throughout their secondary education. Lastly, PBL gives the students "the basic skills for the 21st century [which] include the ability to solve semi-structured problems, work in diverse groups, and communicate effectively" (Murnane & Levy, 1996).

ANGELS is committed to meet the needs of the whole child yet challenge each child to reach his or her fullest potential. Therefore, in addition to the rigorous academic focus, we will incorporate the following strategies to promote inter- and intrapersonal skills: service learning, habits of heart and mind, and the seven survival skills for the 21st century.

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

1d. School Culture:
ANGELS will provide students with a safe, respectful, supportive and positive learning environment that facilitates social consciousness and responsibility. Students will have opportunities to forge relationships with peers and professional adults (locally and globally) in a respectful and praiseworthy environment. All stakeholders will work together to create an

inclusive, caring, and personalized school culture for all students.

In order for ANGELS to fulfill our vision of "proficient global learners who access resources and knowledge in order to make creative contributions to society," we will unquestionably need the cooperation of our students. In addition, we will need major social and emotional support from our parents/caretakers of the students, businesses and non-profit partners, feeder elementary and middle schools, other schools at VRHS#5, LAUSD, and international affiliates (who will support our PBL and multi-lingual components of the curriculum).

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

Accountability and Performance Goals:
PENDING PROPOSAL ACCEPTANCE

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

1f. Community Analysis and Context:
Our school will be serving the communities of Sylmar and San Fernando. According to census.gov, these communities are 65% Hispanic or Latino (of any race) and 74.5% of the area's workforce is employed in the blue-collar occupations [See Appendix 1f]. Perhaps this is a result of the level of secondary and post-secondary education, for in Sylmar 39% of the population over 25 years of age has "less than 9th grade or high school diploma," and the majority (74.5%) of the working population is in the blue-collar services occupations. Since more than a third of the population does not have a high school diploma, their career opportunities remain limited. As barely 18.3% of those over 25 have an Associate's Degree or higher, only 25.5% of the area's population works in the management and professional occupations. Because fewer members of the community hold secondary or post-secondary education certification, there is a lower return on the income generated by the residents of the area. Hence, according to publicschoolreview.com, the "Median Household Income [for Sylmar is] $48,744," which is $2,000 below the California state average. Therefore, a pressing need in Sylmar/San Fernando/Pacoima area is the completion of secondary and pursuit of postsecondary educations in order to decrease the gap between Sylmar and other cities in California.

With our implementation of PBL, ANGELS expects its students, with community collaboration, to lead, identify, research, analyze, and move to solve the real-life issues such as fewer secondary and post-secondary graduates in the Sylmar/San Fernando/Pacoima area. The structure of PBL also incorporates the parents and community members to work with students in identifying and changing the conditions that hinder Sylmar/San Fernando/Pacoima from being competitive with other cities. Education is a priority with our students and families as indicated by our field studies and interviews. Our student survey reveals that 79% of the students in this area want to have access to higher education beyond high school [See Appendix 1f]. Ironically, for the time being, the achievement gaps in education are creating achievement gaps at the median household incomes, which translate to gaps in the conditions of life. Therefore, we want to target everyone in the neighborhood including the 49% of the

households in the area that have children under the age of 18. As part of service learning, we aim to foster an environment of articulation between our elementary, middle and high schools, where our students will mentor and engage the younger populations about the local and global issues. ANGELS' students will serve as role models of world-class citizens who actively participate in changing and improving the quality of lives of those who surround them. For instance, getting the ANGELS students to lead a PBL that ends in a research-based conclusion about the community would be really empowering for the students and the residents of the community. In fact, when our students reach their own conclusions about issues in their own neighborhood, then there is a greater urgency for the students to investigate, plan, and lead solutions. When our students perform their PBL presentations to community based grading panels, we expect our students to present their findings and propose innovative yet feasible solutions, which are rigorously researched. For example, if our students can inform parents, community members and younger students about the income gap and relation of low secondary education completion, then we can plant a collective "seed for higher learning." This way the entire community is empowered.

One of the assets of this region is that residents of Sylmar/San Fernando/Pacoima have a strong love and belief in community. Many residents of this area are lifelong residents who remain in the neighborhood long after they graduate, and they want to see their families maintain ties to the area. Utilizing this communal spirit, we aim to not only educate students, but also families, so that as a unit of school, community, and parents we can form a more compassionate working environment that comes together with our international resources to create a positive global community where children can flourish. In order to promote higher education and help the parents/caregivers in the community, our classes will include parenting strategies, family fieldtrips to universities, computer literacy and computer training. Through the numerous partnerships with various community groups and organizations, ANGELS will offer social and emotional support to families of all students. Families will also have the opportunity to become actively involved in the day-to-day operations of our campus, and they will be asked to serve on advisory boards, support other parents, and collaborate in PBL. Furthermore, ANGELS will build relationships with community partners, such as colleges, universities, businesses, and non-profit organizations, so that our students have real world exposure and the ability to improve the community they live in. Community members will also serve as partners by providing internships, mentoring opportunities, and professional development for students, ANGELS' staff, and parents.

In our present economic times, another critical need for many families is the need of a secondary income or other public services. The conditions of the home consequently add pressure on our students to help their family or work part-time jobs. In order to accommodate and meet the needs of the families and students in this area, our school will have a flexible schedule where students will have more options and opportunities to succeed in intervention and remediation, college prep courses, and vocational training.

ANGELS was formed by teachers vested in the community of Sylmar. Some of its members grew up and/or live in the community. Others have dedicated their entire careers to serving the community of Sylmar. ANGELS' founding members firmly believe that knowledge construction, not knowledge consumption, is the key to turning around our community and its issues. Sylmar/San Fernando/Pacoima area deserves a school that is proactive, conscious, and engaged in the issues and problems that plague this region. ANGELS is that school and our school wide implementation of PBL engage the students and community members to partake in discussing and working to eradicate these real-life, communal problems while giving our students the critical thinking and research methods that the 21st century demands.

    g. **Leadership**: Provide an overview of the proposed school's governance structure and

leadership team. Highlight the strengths of the leadership team and the proposed leader. If a leader has not been identified, speak to the key attributes the potential leader should possess

1g. Leadership:

The Leadership team will consist of the principal, lead teacher, parents, community members and community partnerships. Our leadership team will ensure that the ANGELS' mission and vision is maintained, annually review the performance of the principal, and the teachers. All stakeholders will have a voice in the leadership to empower the community and participate in the education of our students.

To be an effective leader takes vision, flexibility, knowledge, communication and hard work. Leadership is the ability to motivate others to follow a common goal, being able to bring out the best in people and helping people to find a greater meaning in an everyday task. Being a leader in an educational setting requires even more. A leader in a 21st Century quality school must, above and beyond anything else, be an instructional leader with a vision that encompasses all stakeholders in the community school. At ANGELS we are looking for a leader who collaborates with the leadership team. The leadership team must embrace a common vision and build a community of exceptional teaching and learning. Our leader and leadership team need to dedicate their time to building a community school and communicating our educational program to the stakeholders. Our administrative leader needs to be an agent for change and innovation. S/he must have strong skills in budget, building and facility management. S/he needs to understand the needs and concerns of the neighborhood (such as safety and economical issues) and be able to communicate that ANGELS shares and will address those concerns. The leader and the leadership team must be able to bring the entire community together to support common goals and inspire a shared vision for our students and community.

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

1h. School Governance Model:

A governing board will consist of elected ANGELS' teachers and staff. Students and parents will become part of the governing board after they officially select ANGELS under the Zone of Choice process. Upon hiring, the principal will immediately become a member of the governing board as well as the leadership team. The School Site Council (CEAC and ELAC) will be formed first, and then extended to form the Governing Council. School Site Council will vote on the single plan and categorical budgets. The Governing Council will be responsible for maintaining and advancing the school's vision and mission. Additionally, the Governing Council will oversee budget, hiring, curriculum, and assessment. The proposed High School Building Council will be comprised of the Principals from all four Small schools, one member of the Governing Council and a Site Operations Manager. This council will oversee the daily operations that involve all four schools.

ANGELS will be an autonomous Pilot School. We believe it is our responsibility to create a safe school that educates and empowers all children in our community. Being a Pilot School affords us many freedoms that the traditional bureaucratic schools do not offer. For instance,

as a Pilot School we will have the liberty to create our own governance structure, which affords us increased decision-making powers over budget approval, principal selection and firing, and instructional programs and policies. Since the Pilot schools are smaller, we gain the advantage that it is easier to focus on the priorities or what the school leadership considers important. It is easier to direct resources and efforts in a direction of choice. There is also more communication between staff and therefore easier to organize, implement, and modify plans of action.

We acknowledge that there is increased school-accountability under the Pilot School model because as a small school, we are much more transparent to the community. However, we are willing to share this openness with the community because this area's students and parents deserve it. In fact, we want to display regularly how we are being accountable to the Sylmar/San Fernando/Pacoima neighborhoods. With our PBL assessment panels and digital portfolio reviews, we can regularly highlight our students' products and presentations, and we can engage the community members by having them suggest "next-steps" to our student presenters. We want to give our students opportunities to actively lead and collaborate with their community members, so that we can collectively tackle and resolve issues and challenges plaguing this area. This process could not be school-wide and efficient in the large traditional schools, but our small size allows ANGELS to be effective in bringing the community together. Furthermore, given our projected 450 student population for the 2011-12 school year, we are confident that we can service those 450 students in a much more personalized way to meet the needs of each student.

As a Pilot School, ANGELS has complete control over the resource use, which will allow us to be more innovative and responsive to both our student and teacher needs. For instance, there is a valid criticism of one of our pedagogical strategies (interdisciplinary instruction) that states, "Teachers feel uncomfortable when asked to teach in an integrated manner, unless they have had the opportunities to develop deeper knowledge in the subject they are trying to integrate" (Russel and Zembylas, 2007). It means that teachers are not likely to integrate an instructional concept unless they can form a "deeper knowledge" on the topic. In a Pilot School, we can address this type of problem more quickly because our Professional Development (PD) opportunities would be much more responsive to our teachers' and students' needs. So, if our teachers need more time to develop their knowledge on a topic, we can use our PD time to support our teachers. The traditional system does not waver from a preset schedule of PD where the entire year's teacher collaboration is already decided at the start of the school year. Even though the traditional system provides organization, it fails to adapt to the shifting needs of the school's engine-- student-teacher interaction. On the other hand, as a Pilot School, ANGELS can be much more alert to provide what our faculty needs, or what they need to know in terms of emerging practices and professional development.

Perhaps the greatest asset of being a Pilot School is the increase in teacher voice and role in the leadership of the school. Not only do we have the freedom to structure our curriculum and assessment practices to meet students' learning needs, but we also have a faculty and staff who share a collective vision and mission. Instead of trying to mold our mission and teaching practices to fit a vision from the top-down, or try to resolve competing visions of individual teachers, at ANGELS, the teachers have collectively formed a goal that targets the needs of our students and community. This exciting feature of leading our collective vision and then working to deliver it to our community makes us (the teachers) feel empowered as well. ANGELS is a Pilot School because Pilot schools give total control to those people who are in the classrooms diligently serving the needs of their clienteles, and in this school model, there are no bureaucracies blurring the vision or any systematic obstructions delaying the delivery of the mission.

ArTES Pilot School
(Art, Theater, and Entertainment School)

ArTES Design Team (John Lawler)

Executive Summary

ArTES PILOT SCHOOL
(Art, Theater, and Entertainment School)
PROPOSAL FOR VRHS #5

1. EXECUTIVE SUMMARY

a. Mission and Vision

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

Students have an infinite capacity to learn, driven by a constantly inquisitive nature. As educators, we believe it is our responsibility to cultivate the wealth of potential of young minds, and inspire these individuals to become scholars who enthusiastically and confidently impart what they have to share with their surrounding community.

The Art, Theater, and Entertainment School (ArTES) will be a Pilot school of approximately 500-540 students at the new Valley Regional High School #5. ArTES was developed by eight teachers who are all highly qualified in their area of expertise, and they each enthusiastically embrace new and innovative ways of teaching. We will incorporate cross-curricular collaboration so as to provide the most enriching academic experience for our student population. Furthermore, by integrating the arts into all areas of our curriculum, our students will be allowed the opportunity to develop their potential and use artistic expression as a vehicle to more fully comprehend their curriculum.

ArTES is a school that develops meaningful relationships between students and educators, holds high expectations, values creativity and inquiry, provides support, and celebrates achievements. At ArTES, students are lifelong learners who embody multiple roles within their community:

STUDENT – CITIZEN – ARTIST

This is more than our motto – it is the goal that drives all of our efforts. At ArTES, we believe in creating an academic and creative environment that emphasizes depth of exploration over breadth. Our approach follows a four-step mission, the "Four Principles," to identify strengths and needs, hold high expectations, provide support, and display and celebrate outcomes. Our proposal contains many references to using the Four Principals to help students achieve the goals: "Student – Citizen – Artist."

ArTES will be a center for academic inquiry, community connections, artistic inspiration, and leadership. Students will have infinite opportunities to grow and develop—their artistry, their academic achievements, and their abilities to become leaders in their own communities. ArTES' graduates will be equipped with a strong knowledge base, critical and analytical thinking skills, and the innate certainty that they each have the capacity and responsibility to cultivate powerful and lasting change in their future endeavors. We will facilitate this process through the implementation of ArTES' Four Principles:

- Identify academic needs and interests
- Establish and maintain high expectations
- Provide academic and social support
- Celebrate and display student outcomes, artwork, and performances

ArTES will provide a valuable and meaningful education for all students. We firmly believe that alllearners are capable of academic success when provided with thoughtful and significant opportunities in which to learn and engage. Furthermore, when enthusiastic educators provide a support system for students, they help insure high achievement. Students in this environment will inevitably be inspired, and inspire others. Graduates from ArTES will have the academic skills needed to be thoughtful and discerning scholars, contributing and responsible members of their surrounding community, and inspirational and talented artists. As such, ArTES students will be models of our school motto: "Student—Citizen—Artist".

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

ArTES teachers will shape our curriculum around our student population so as to best serve the school's surrounding community. Being that the San Fernando community is a primarily lower-income Latino community, our focus will be how to best meet the needs of this particular group. ArTES' relieved schools—including San Fernando, Kennedy, and Sylmar High Schools, and numerous middle and elementary schools from the North East Valley (see Appendix XX)—have 15-20% of students who are Proficient or above in English Language Arts, while approximately 7-16% are in Math. 13% of the student population has been identified with special needs, and another 9% are classified as gifted through the GATE program. About 30% are English Learners, the majority of which are Spanish speakers. The ArTES design team is familiar with this student population, as our current student population is over 50% Latino, a large portion of which are identified as English Learners. At ArTES, we will meet these students' needs by communicating high expectations, providing scaffolded instruction, implementing an Advisory program, and creating a highly personalized learning environment. As far as student interests are concerned, ArTES' curricular program is closely connected to Pacoima Middle School's Television Magnet. Until the inception of ArTES, students from Pacoima were unable to continue developing their skills in this particular field of the entertainment industry. Articulation between ArTES and Pacoima Middle School will suit the needs and interests of both schools, and allow this particular group of students additional time to develop and hone their skills.

We are committed to maintaining an innovative and vigorous curriculum that will challenge every student to think in a global context, and see themselves each as agents of change and inspiration. Autonomy over expenditures will allow for specific discretionary spending that will best address the academic, social, and emotional needs of this student population. Per-pupil funding that is further supplemented with grant moneys will allow us to ensure the best allocation of ArTES' funding.

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

The Humanitas model of interdisciplinary study is the means by which to foster ArTES' culture of success and achievement.   Studies show an increase in scores for both the California High School Exit Exam and the California Standards Tests in learning environments that incorporate the Humanitas model (see Appendix X1). Wiggins and McTighe's Backwards Planning Model (see Appendix X2) will be used concurrently with the Humanitas model in the designing of our performing arts-based units. In utilizing these models for our curriculum development, ArTES students will be expected to make both cross- and inter-cultural connections within their various disciplines. ArTES will provide each of our students with the tools necessary to be conscientious thinkers, with the ability to discern meanings between their studies and real-world experiences. By having the arts incorporated into every aspect of their academic life, students will learn to value opportunities for artistic expression all the more, and see how these moments may be a part of their day-to-day lives. In essence, ArTES students will see that art does not need to exist in a vacuum, but instead it may be incorporated as real-world learning and enrichment opportunities.

The curriculum developed for ArTES students will be designed to meet the needs of lower income, primarily Latino students. ArTES' teachers will seek to personalize instruction at every available opportunity, taking into account individual learning capacities, cultural and socio-economic backgrounds, and language development. Throughout this process, students will be encouraged to take ownership of their academic experience, and seek out ways they might make their studies relevant outside the classroom environment. In accordance with this line of thinking, integrated support will be incorporated into the regular bell schedule. In this way, teachers may spend additional time addressing the curricular needs of every student, and students will be constantly supported in an environment that strives for progressive mastery.

Students will be assessed and identified for specific learning needs and concerns upon entry to ArTES. We believe that learning and academic development is a process of trial and error, one in which numerous second chances must be given for an individual to reach mastery in any subject. During this process, teachers will be available as a constant support system for students, consistently checking and rechecking for understanding and growth. To utilize these assessments most effectively, ArTES teachers will employ the pyramid Response to Intervention (Buffum, Mattos, & Weber 2009). In this way, we may attune ourselves to students' most specific learning challenges and develop effective responses so as to assist them in their complete understanding and command in their individual areas of difficulty. Ultimately, it is the mastery of skills that is the intended outcome for our ArTES students, not just the receipt of a passing grade.

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

ArTES: Student – Citizen – Artist

ArTES will celebrate creativity and individual expression. A common artistic focus between all disciplines will foster a sense of community and commonality for students, and each will contribute to the school so as to make ArTES their school, and not just a place they need to be from 8-3. Curriculum will emphasize depth over breadth, and mastery of skills will be expected from each of our students. As such, high artistic and academic achievement will be the norm. Teachers will act as a constant support team to ensure academic success for all. We have developed numerous methods to provide structured and meaningful support for the student body. Our design team believes that offering varied approaches to student support is the most effective means by which to reach our expected levels of student achievement. Some of these methods include:

- A culture of open communication for all stakeholders; parents, teachers, administrators, community members, and students. Student expectations are frequently dictated to them without giving students a viable say in their academics.
- A small school setting—a higher sense of accountability and responsibility is fostered in an environment where everyone is a familiar face.
- Integrated Support—tutoring will be a part of every student's schedule to ensure individualized attention on a daily basis.
- Advisories—a structured setting to reinforce and maintain the school-wide expectations and norms set forth by ArTES. Constant reinforcement will allow our expectations to become a part of our students' vocabulary and way of thinking.
- Peer Advisors—specially designed program that will be incorporated into the larger advisories for at-risk students. One-on-one student pairings again allow for a deeper sense of student accountability to one another. This program reinforces the fact that support may come from peers as well.
- Link Crew—a partnership between incoming 9th graders and upperclassmen. Students become accountable to one another, and foster a deeper sense of connection and responsibility to the school at large.

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

Not applicable. These questions are no longer a part of the RFP.

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

The San Fernando community, and the neighboring communities of Pacoima and Sylmar, are rich in cultural heritage. Leaders are active participants in city council, and seek opportunities for neighborhood and social improvement in the area. ArTES' vision aligns well with these goals. Like the larger community, we will provide enriching and empowering academic opportunities at every turn. Specifically, we will emphasize opportunities to develop skills and lasting relationships within the arts and entertainment industries. Students will have numerous opportunities to be active participants in the greater San Fernando area, displaying artwork, participating in plays or musical performances, and

countless other events that will support students' efforts to be viable and valuable members of their community.

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

ArTES' principal will need to embody the same vision and passion for education and reform that each of the design team members have come to value. In addition to the basic requirements for LAUSD administrators, our principal must also embrace a hands-on mentality, value the small-school dynamic, be an active participant in community relations, and be willing to "roll their sleeves up" so to speak when it comes to working closely with the faculty and student body. Our principal must be our instructional leader, coordinate with the faculty regarding building community partnerships, and be active in seeking internships and job-shadowing opportunities for our students. He or she must not only be familiar with our student body in regards to demographics and academic strengths and weaknesses, but be familiar with the students—know them individually, and appreciate their differences and what makes each unique. In fact, our principal will be expected to teach an advisory class and possibly another course.

In addition, our principal must also have a deep appreciation for the arts. The principal will be able to make valuable contributions to both strengthen and deepen our arts program. Ideally, he or she will have industry connections that will contribute to our program. The ArTES principal must be familiar with collaborative teaching methods and the Humanitas model for instruction, and seek to make meaningful and powerful contributions to our curriculum. Furthermore, our principal will facilitate arts integration in the school.

In essence, our teachers will work with our principal. Our teachers will work with our principal, not for our principal. Our autonomy will allow that he or she be as familiar a face on campus as any of the other faculty, and will assume roles that are not generally reserved for "traditional" principals. The most relevant example of this new leadership is seen in the duties that will be assigned to our principal, and the ones of which he or she will be relieved (see "Principal Duties" – Appendix 2A). Each of the design teams petitioning for a spot at VRHS #5 have agreed that a school site manager will be hired to oversee the general day-to-day operations of the larger campus—for example, supervising security, custodial, and cafeteria staffs, facilitating emergency drills, overseeing the use of the library, and managing the coordination of the schools' athletics programs. By relieving our principal of some of these assignments, he or she will then be freed up to participate in a more "customer service" related capacity. By this we mean becoming involved in meeting and greeting guests who visit the campus, facilitating advisories on a rotating schedule, and being available for period coverage if there is a teacher who is out. In this way, our principal will not be just another face in the crowd, nor will they exist as the "leader on high", but will be an integral and collaborative member of the ArTES faculty.

h. School Governance Model
Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a Pilot school?

The ArTES team spent countless hours researching what would be the most effective school model. Team members visited other schools—ranging from private schools to independent charters—so as to

best familiarize ourselves with which model would best serve the students in the San Fernando area. After extensive research and exploration, our design team concluded that a Pilot model would best suit our academic vision. A Pilot model allows us the autonomy to be most directly involved with the curriculum and academic environment we intend to foster. We will be allowed the opportunity to innovate instruction, and more directly address the needs of individual students. The Pilot school structure provides the flexibility for accelerated achievement for certain student populations, while at the same time providing the one-on-one attention for other individuals who may need extra attention. In addition, the Pilot model will provide the ArTES faculty with the opportunity to foster dynamic and productive relationships with our surrounding community. These relationships are vital to ArTES' educational philosophy, as students will at every turn see their teachers modeling what it means to be a citizen within their local neighborhoods. In addition, students will also have the opportunity to cultivate their passion and skill in their chosen artistic field, as many of these relationships will provide students with valuable internship and job shadowing opportunities.

ArTES will cultivate a culture of shared leadership, which will be upheld by the autonomies provided in the Pilot model. Faculty, parents, students, and community members alike will each be valuable stakeholders in the direction and decision making at our school. We will be a hub of academia and creativity, with valuable opportunities for participation and leadership extended to all of our community members. ArTES will foster a sense of leadership and responsibility in all who interact with us. The sense of belonging—and more importantly, wanting to belong—will be infectious. Pilot school autonomy will afford faculty, parents, and community members alike the time needed to become a necessary and vital network of support for every student. School will no longer feel like a job or burden for those attending ArTES. Students will want to be at ArTES, as each day will be an exciting opportunity for growth and development, academically, artistically, and civically.

Pilot autonomy affords ArTES the option to employ an inquiry-driven thematic curriculum that will be cultivated and fine-tuned at every opportunity. As the ArTES Governing Council will include parents, faulty, administrators, and students alike, everyone will have a voice in the direction they believe that the school should take. All stakeholders—including the students themselves—will have a say in what will be taught, and the method in which this curriculum will be delivered. In this way, students will be invested in their education, as it will be something they have developed for each other, and by each other. Furthermore, the schedule that will be adopted at ArTES will further support the academic, social, and emotional needs of every student. The advisory class, which will be incorporated into the minutes of every day, will hold all students accountable to one another. One person's success—however small—will be everyone's success.

Academy of Scientific Exploration

Dana Neill

Executive Summary

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

Vision
The Academy of Scientific Exploration (ASE) will cultivate a community of learners devoted to academic excellence, equitable access, and individual integrity. Our academic program will develop critical thinkers and lifelong learners who attain mastery in all core subjects, emphasizing math and science, in order to become college-prepared and career ready. ASE will meet the needs of diverse learners and teach all students effective communication and leadership skills while building character as a means to empower all stakeholders to make a positive impact in their community.

Mission
The Academy of Scientific Exploration will provide a relevant, rigorous, high-quality, standards-based curriculum with an emphasis in mathematics, science, and technology. Students will complete a college-prep curriculum that fulfills A-G requirements and features community service and project-based learning strategies. To ensure equitable access, students will participate in enrichment, intervention and test-preparation programs based on individual need determined by multiple data-driven assessments. A character-focused curriculum will be embedded throughout the educational experience, and students will demonstrate leadership through activities based in collaboration, team building, advocacy, mentorship, community outreach and service. ASE will empower all stakeholders -- parents, teachers, students, administrators, and the community -- to play a vital role in the development of student education, character, and leadership skills.

Core Beliefs
The Academy of Scientific Exploration believes that all students have a right to a high quality education, and, when given a productive learning environment, have the ability to learn and succeed. In conversations with community members, the San Fernando city council determined that there is a strong need for a population ready for 21st century careers in the sciences. ASE will implement an adaptive project-based curriculum with an emphasis in mathematics, science, and technology. Students will gain mastery of a broad knowledge base that best prepares them to take advantage of a wide range of educational and employment opportunities after high school. This educational background will lead to post-secondary educational opportunities and careers in the fields of education, engineering, forensic sciences, scientific research, business, health careers, and the jobs that are yet to be created.

Upon graduation from the Academy of Scientific Exploration students in addition to gaining expertise in math and sciences, will demonstrate mastery in all core subjects. They will be able to utilize current technology and media to achieve their educational and professional goals. They will possess the tools to be effective communicators in both verbal and written forms.

Students will also gain essential skills in leadership and teamwork that will allow them to succeed in the modern educational system and workplace. ASE will foster the development of positive habits of mind, including collaboration, connection, presentation, reflection, expression, and evidence.

In keeping with our vision statement, we will develop a curriculum that promotes excellence, access, and integrity. All students at ASE will perform to their best potential while creating an inclusive environment that celebrates cultural differences and the individual worth of all stakeholders.

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

Most of the students who will attend Valley Regional High School #5 are currently attending Sylmar and San Fernando High School or their feeder middle schools. 96% of them identify themselves as Latino, with most families originally from Mexico. Approximately 10% of our future students have special needs and another 8% are identified as gifted. Our future students are multilingual. Approximately 27% are English Learners while almost 44% have been reclassified as fluent in English. 86% of SFHS students and 68% of SHS students are considered economically disadvantaged.

These statistics are no surprise to the design team of the Academy of Scientific Exploration. On average, design team members have thirteen years experience teaching the youth of San Fernando, Sylmar and Pacoima. We have taught them in the classroom, counseled them, led them in special projects, and coached them in Academic Decathlon. They are our students.

The Academy of Scientific Exploration believes that our students are best served by an excellent academic program that is accessible to all no matter what subgroups they may belong to. We will serve the needs of the individual student as we help that student develop the integrity he or she will need to succeed in the 21st century job market.

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

The Academy of Scientific Exploration will motivate and engage the students of San Fernando, Sylmar, and Pacoima by focusing instruction on science, mathematics, technology, and medicine. We believe that this focus will allow us to appeal to our students' multiple intelligences.

The design team of the Academy of Scientific Exploration has chosen a collection of research-proven strategies to create an instructional program that will lead to high student achievement. We have divided these strategies into two varieties: instructional design strategies and classroom strategies.

Instructional Design Strategies
The Academy of Scientific Exploration will create an excellent standards-based A-G curriculum that will create college-prepared, career-ready students by harmonizing three strategies. Instructional units will be created using Project-Based Learning (PBL). Student need will be assessed by Response to Instruction and Intervention (RtI2). Using Strategic Scheduling, we will be flexible enough with instructional time to provide students with multiple opportunities for success.

We envision an instructional schedule where every student attends core classes where his or her need is assessed and met in a special Strategic Lab Class at the end of the day. For one student that may mean intervention instruction in reading while for another it may mean an enrichment project in field science.

<u>Classroom strategies.</u>
Every teacher at the Academy of Scientific Exploration will employ strategies that have been proven effective in making a rigorous curriculum accessible to students of every learning style. Among them are SDAIE strategies, Thinking Maps, and Writing Across the Curriculum.

In addition, our advisory periods will feature character education courses developed by Character Counts and the Institute for the Habits of Mind in order to educate the whole student.

All of these strategies have been proven in individual research studies to be effective with the students that we will serve. Most notably, they help create the conditions observed by Douglas Reeves in "90-90-90" schools.

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

The Academy of Scientific Exploration will create a culture conducive to high student achievement and learning.

Students will be engaged in a rigorous curriculum and will challenge themselves to excel. As they become prepared for college and career, students will be in a process of character development that will transform them into healthy collaborators and student leaders.

Academy students will be engaged in their community and will value the service that they can provide for others. They will grow to see that education can be a means for change in the world and will feel empowered to create their own future.

In order to support them, the staff, faculty, and parents of our community will work together to create a safe environment for the development of our students. Discipline will be the rule and emotional support services will be provided.

It is our hope to create a community of learning for all stakeholders that will allow for risk-taking and self-improvement.

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

Not applicable. This section will be addressed in the post approval process.

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

Valley Regional High School #5 will serve the communities of Pacoima, San Fernando and Sylmar. Our communities are known for strong families that have a sense of community pride and cultural identity. Our parents and caregivers hold strong values and opinions on how their children should be educated. Our students have personal strengths and experiences to draw upon as they pursue their education. Among them are creativity and enthusiasm waiting to be tapped. In addition, the communities are filled with organizations that are interested in supporting our youth.

Despite these assets, there are also needs. Our communities are among the poorest in the City of Los Angeles. The majority of families face education, employment, and technology resource deficiencies. Our students have extraordinary responsibilities outside of school that make focusing on education difficult.

The communities also lacks resources that are often more readily available in more affluent areas. Bookstores, healthy food chains, entertainment, science centers are not to be found. Moreover, the communities also lack well paying jobs that offer pathways out of poverty.

The Design Team of the Academy of Scientific Exploration believe that providing students with a good education will help them make a positive difference for their communities and for future generations. Our efforts have been invested in this community for many years. Many members of our design team were raised and still reside in the communities. As such, we see first-hand the need for education and economic improvements in this area. For these members of the ASE team it is important to give back to help the people who are now their neighbors.

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

The Academy of Scientific Exploration will be governed by a flat organization structure featuring shared decision-making and school-based management.

The Governing School Site Council, composed of representatives from all stakeholder groups and the Principal, will guide all school operations. This council will oversee a Hiring Board, CEAC, ELAC, and an Instructional Council. The Instructional Council will oversee a Data Team and a Professional Development Team.

The Design Team members of the Academy of Scientific Exploration will occupy positions on every council. We have substantial experience in developing and implementing high quality curriculum with the target student population in the city of San Fernando and the surrounding communities.

The Principal of the Academy of Scientific Exploration will be a member of the Governing School Site Council. In addition to possessing an administrative credential, the Principal will be a dynamic and innovative leader who shares the vision of establishing a successful autonomous pilot school, committed to our vision and mission. The Principal will have strong community relation skills and the ability to create meaningful partnerships for the school.

h. **School Governance Model:** *Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter*

school? Please reference Appendix B for more information on the governance models listed above.

The Academy of Scientific Exploration will be governed as an autonomous pilot school within LAUSD. Pilot schools are small schools that have autonomy in decision-making concerning budget, staffing, instructional program, and governance. As such, they are not bound by many Board rules, District policies, and Union commitments.

As we the Design Team constructed this plan for the Academy of Scientific Exploration, we have taken care to develop a program that is flexible and adaptive in order to best serve the ever-changing environment of 21st century education. The pilot school model will help us make data-informed changes quickly to meet needs as they arise.

We believe that a pilot school committed to a scientific, technological future that values academic excellence, provides access for every student, and respects the dignity of every one of its stakeholders will best serve the youth and families of Valley Regional High School #5.

Business and Leadership Academy New College Experience (BALANCE)

Donald L. Neal

Executive Summary

Part 1: Executive Summary

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

Our Vision: The Business and Leadership Academy New College Experience (BALANCE) an Early College High School, will challenge and prepare all students to be college prepared and career ready, and to ensure that students graduate with skills needed to be leaders, entrepreneurs and/or active contributors to their community. The school will utilize four instructional approaches: 1) Early College environment, 2) an interdisciplinary approach, 3) a leadership-infused curriculum, and 4) a personalized approach to instruction, 5) active involvement in the community.

Our Mission: All stakeholders at BALANCE will work to create a distinguished Early College high school in which students, immersed in an energetic environment, take part in constructing their own learning. All stakeholders at BALANCE will plan and strategically implement the school's instructional approaches to instruction, an early college environment, an interdisciplinary approach, a leadership infused curriculum, a personalized approach to instruction, and active contributors to their community.

Our Goals:
- Stakeholders that students complete their first year of college through concurrent enrollment
- Stakeholders will ensure that students complete the A-G requirements for the University of California (UC) and the California State University (CSU) systems.
- The school site Governance will oversee the implementation of the school's vision and mission toward maintaining a holistic focus on the these key instructional approaches:
  - 1) an early college environment,
  - 2) an interdisciplinary approach, and
  - 3) leadership infused curriculum, and
  - 4) a personalized approach to instruction, and
  - 5) emphasis on active community involvement.

Our Beliefs: BALANCE "Early College" Charter HS's philosophy is based on the core beliefs that:
- All students have the capacity to handle college material, but they must have the opportunity to access these skills, and the curriculum.
- All students have an eagerness to learn and have significant experiences to build our school's capacity.
- All students possess leadership ability, and the inherent capacity to lead others.
- All parents want to be active participants in their child's education, and have significant experiences to build our school's capacity.
- All teachers care deeply about challenging their students, and have significant experiences to build our school's capacity.
- All community members are invested in the well being of their neighborhood, and can recognize and support the critical role that BALANCE plays in the community.
- All leadership members, care deeply about leading effectively, and are committed to developing the potential and utilizing the contributions of the staff, students, parents, and community.

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

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

In the last 18 months team leader Donald Neal, through his Neighborhood Engagement and Leadership Club at Sylmar HS, has gotten students involved in the following activities:

- Christmas Toy Give Away by Richard Alarcon's office, and we will participate this year, also.
- Students supported the Thanksgiving canned food drive in support of the St. Didacus Food Bank, sponsored by a local church group, collecting over five 55 gallon barrels of food.
- We participated in the LAPD officer appreciation day where we took students to the station and served food to the LAPD Officers.
- Students last year participated in the MB2 (Go Cart Racing) fundraiser event in support of the LAPD Explorer program, and will again this year.
- Students participated in the annual Veteran's day parade, the biggest parade of its type in the valley, and got to meet Admiral Mike Mullen, the Chairman of the Joint Chiefs of Staff.
- Students raised money to buy a plaque, out of respect for the family, for US Marine Corp. Lance Corporal Julio Vargas, a Sylmar grad, killed in action in Afghanistan on July 20, 2010.
- We participated in the Sylmar Youth Task force walk-a-thon fundraiser event for local youth programs in Sylmar in support of the LAPD gang injunction in Sylmar.
- We participate with the Sylmar Neighborhood Council in "Neighborhood Clean-Up" events.
- We volunteered to work the Agriculture and Floriculture Department booth at the Sylmar Farmer's market at Mission College.
- Students participated in a Halloween fundraiser performance "Voices from the Past" at the historical Pioneer Cemetery in support of the Sylmar Women's Club preservation efforts, and in support of the Mission College Drama department.
- One of our students is a Young Senator for LA City Councilman's Richard Alarcon's office.
- One of our ex-students is an intern for Assemblyman Felipe Fuentes office.
- One of our students is an elected member of the Sylmar Neighborhood Council.
- Students participated in the National Day for Education event at CSU-Northridge.
- Some students are volunteering and participating in February in the Black Student Union fundraiser event at Mission College displaying art work and cooking food for the event.
- Students participated in the Adelante Hombre college awareness program, and the Sylmar Neighborhood Council was a sponsor of this event.
- Students attended the Town Hall meeting hosted by the LAPD about the dire parking situation at Mission College.
- Students signed a petition protesting the Alliance Charter School coming to our community.
- Students attended the Town Hall meeting hosted by the Sylmar neighborhood Council and LA County Supervisor Zev Yaroslavsky's office about the wash debris basin dumping going on in the Sylmar community's hills.

No group applying for VRHS#5 is as active in, or understands, this community more than our group.5

Students' income backgrounds range from low to medium-low income. There are a high percentage of students who are economically disadvantaged and participate in the free/reduced price breakfast and lunch program, with 93% of the students participating in the federal school meal program. BALANCE "Early College" Charter HS will continue to serve a student population made up of 99.3% Hispanic/Latino & 0.7% Other (Filipino, Alaskan, Caucasian, Pacific Islander, and African American) which is reflective of our local community. In adhering to our school mission, BALANCE "Early College" Charter HS recognizes the importance of parental participation and involvement in their children's education and local school. Many of our students' parents are non-English speaking and we will continue to use the traditional methods of bilingual school home/ community communication. Our team already works in this community, some members are actually from this community, and many are active in the community already. Team leader Donald Neal, is a member of the Sylmar Neighborhood

Council, and a member of the Mission College Foundation Advisory Board, for example. In order to expand our outreach efforts to inform parents and encourage increased participation, BALANCE "Early College" Charter HS will develop an Outreach Committee to actively engage the community on an on-going basis. The neighborhood has a rich history of community activism and engagement. BALANCE "Early College" Charter HS teachers, administrators, and classified personnel are currently serving students with similar student populations and community demographics as the feeder schools. BALANCE "Early College" Charter HS looks forward to continuing to stretch beyond the walls of our classrooms to engage families and existing community institutions and leaders.

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

We are an "Early College" HS model, where students will finsish their first year of college while still in HS, through concurrent enrollment in college, primarily Mission College located in Sylar.inter-disciplinary approach, with a culture of leadership weaved in all our classes. There will be a strong emphasis on community based service learning, and active leadership in the community. All classes, in the model of the CSU and OC system will be required to turn in one multi-media assignment per class. All students will maintain a Graduation Portfolio containing example so their best pieces of work in each A-G subject area.

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

Our school culture is based on the Core Principles of the Bill & Melinda Gates Foundation's "Early College" initiative. We believe in an "early college" instructional program, and a multicultural, interdisciplinary approach that emphasizes student and staff leadership. To this end, we must provide opportunities for leadership with an emphasis on multicultural collaboration and cooperation. We want our leadership team to facilitate leadership opportunities for students, staff and parents. We must develop an interdisciplinary research based curriculum, supported by professional development that allows us to implement this plan.

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

Educational Goals: All students at BALANCE "Early College" Charter HS will develop a core knowledge base in all subjects and demonstrate growth as follows. The quantifiable achievement goals are:
- 650+ school score on API, within two years
- On CST achieve the state's average +10% for each grade level (9-11) percent proficient (ELA 42%- 9th grade, 41%-10th grade, 41%-11th grade (see appendix for math, science, and social science)
- Achieve the state's goal +10% for all subgroups
- Beat LAUSD graduation rate by 10% within five years
- English Learners to exceed state's goals +10%
- CAHSEE- increase percentage of 10th graders passing on 1st attempt to district goal +10%
- Increased enrollment in Advanced Placement courses to 10% and passage rates on AP tests
- Increased success on state college Early Preparation (EPA) tests

- Researching graduates' career and college paths to discover paths of preparation and reassess our themes and units to better prepare students.

Operational Goals: BALANCE "Early College" Charter HS is submitting the proposal to operate Valley Regional HS #5 as an affiliated charter. The Local District and BALANCE "Early College" Charter HS will work with the 100 Division of Special Education & Support Unit-North to monitor and ensure compliance with Modified Consent Decree Outcomes.

Operational Goals and Metrics:	Year 1	Year 2	Year 3	Year 4	Year 5
Teacher Retention	81%	85%	90%	92%	94%
Parent Volunteer Hours	4,000 hrs	4,500 hrs	5,000 hrs	5,500 hrs	6,000 hrs
Student Attendance Rate	92.0%	93%	94%	95%	96%
Fiscal Solvency	Yes	Yes	Yes	Yes	Yes
Funding Partnerships	0	1	2	2	3
Student Computer Ratio	15:1	10:1	7:1	5:1	1:1
18 MCD Indicators	100%	100%	100%	100%	100%
NCLB Compliant Staff	100%	100%	100%	100%	100%
NCLB Reporting	100%	100%	100%	100%	100%

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

BALANCE "Early College" Charter HS serves the NE SFV communities of Sylmar, San Fernando, and North Hills. The opening of BALANCE "Early College" Charter HS alleviated the need for Sylmar, North Hills, and San Fernando communities' students to attend the overcrowded Sylmar HS, Kennedy HS, and San Fernando High Schools. The population of Sylmar, San Fernando, and North Hills is predominantly Hispanic with a sizeable English Learner population. The school is a "Zone of Free Choice" school zone, it was not assigned geographic boundaries. It has an "enrollment by application" policy, any student is eligible to apply to attend BALANCE "Early College" Charter HS. We will have a capacity of approximately 500 students, and we accept 125-150 ninth grade students annually. Our team already works in this community, some members are actually from this community, and many are active in the community already. Team leader Donald Neal, is a member of the Sylmar Neighborhood Council, and a member of the Mission College Foundation Advisory Board, for example.

In order to expand our outreach efforts to inform parents and encourage increased participation, BALANCE "Early College" Charter HS will develop an Outreach Committee to actively engage the community on an on-going basis. The neighborhood has a rich history of community activism and engagement. BALANCE "Early College" Charter HS teachers, administrators, and classified personnel are currently serving students with similar student populations and community demographics as the feeder schools.

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

Opportunities for leadership development and community involvement for all stake-holders will be provided at BALANCE "Early College" Charter HS School through active participation in the BALANCE "Early College" Charter HS Governing Board, the School Site Council (SSC), Community/Parent Advisory Council, and the Outreach Committee. The School Site Council will meet regularly to review school-wide student performance data, oversee and update the implementation of the

Single Plan for Student Achievement, and review budget expenditures to ensure personnel and budgetary resources are allocated to support the school's vision and mission. To make the most informed decisions regarding student achievement, School Site Council members will be required to possess relevant qualifications or be trained in the following:

- Interdisciplinary and thematic planning
- Effective communication skills
- How to work as a/with a mentor
- Service learning projects
- Personalization of the learning environment
- Response to Instruction and Intervention (RtI²)
- School Site Council orientation to policies
- Professional Learning Communities
- "Culture of Leadership" framework
- Technology literate
- Summative and formative data analysis

h. School Governance Model: Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?

We are applying to operate our school as an "Early College" Affiliated Charter HS for the following reasons:

1) To compete head to head against the private charter operators and private schools operating within a 3-5 mile radius of the school, namely:
   a) Vaughn Next Century Learning Center, which is an "Early College" HS, and headed by Yvonne Chen (who is on the state board of education).
   b) Alliance Charter School, being built across the street from Mission College as an "Early College" HS, headed by Judy Burton (former district B Supt.), and has Ted Mitchell, Pres. of State Board of ED, on their board.
   c) Community Charter "Early College" HS, a PUC school headed by Judy Elliot.
   d) Discovery Prep HS, an "Early College" HS.
   e) Delphi Academy, a K-12 HS on Foothill Blvd., private school associated with the L. Ron Hubbard and the scientologists.
   f) Alemany HS, a private catholic HS. 8
   g) 1st 175 Lutheran HS, a private Lutheran HS.
   h) Los Angeles Lutheran HS, a private Lutheran HS.
2) As a charter school we would have the same "charter" status as the schools we compete against, thereby taking away their edge as being perceived as "better" by parents.
3) Governance by a board, so we would have oversight by many eyes.
4) We stay with the LAUSD and UTLA, and the many benefits associated with doing so.
5) The autonomy (budget, governance, curriculum, policies) needed to compete against the above formidable competitors.
6) The charter school model was chosen because, under NCLB if we have a professor teach a class on our campus, who does not have secondary credential, he is not considered highly qualified and we must then have a secondary credentialed teacher sit in on the class. Under per pupil funding rules, only Charter rules allow a college professor to teach our classes without a secondary credentialed teacher sitting in.

The Principal is responsible and accountable for the school's Academic performance and the Business/ Operations Manager is responsible and accountable for Financial and Operational performance.

g. Fiscal Plan:
BALANCE "Early College" Charter HS is seeking budgetary flexibility and autonomy of per-pupil budgeting. This autonomy will allow the school to leverage the maximum amount of resources to support the vision and mission of the school in the following ways:
1) additional common planning time for teachers to analyze data, refine instructional practice through lesson study and peer coaching/observation;
2) planning and preparing research projects connected to thematic units of study;
3) planning service learning and project-based learning tasks;
4) provide additional health and human services support for students and families; and
5) reducing the current District teacher-to-student ratio per classroom to further personalize the learning environment and maximize teacher-student contact.
6) planning and paying for "Early College" attendance at the college, and bringing college professors and classes onto our campus to teach college courses on site.

Partnerships to Uplift Communities (PUC) Schools

Jacqueline Elliot

Executive Summary

1. Executive Summary (5-7 *pages*)
   a. **Mission and Vision. State the mission, vision and core beliefs of the proposed school as well as the school's values about teaching and learning. Include an explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.**

The mission of our proposed Partnership to *Uplift Communities (PUC) Valley Region High School #5 (VRHS #5) is* to *offer every enrolled student* a *dynamic learning environment within* a *small community committed* to *educational excellence and personal integrity. PUC VRHS#5 will guide and nurture its students* as *they discover and cultivate their unique gifts and talents, challenging each individual* to *achieve his or her full potential. We will prepare our students* to *enter and have success in the colleges and universities of their choice and inspire in them* a *lifelong commitment* to *intellectual growth so that they will enrich and serve the communities in which they live.*

Partnerships to Uplift Communities (PUC) serves two high need communities in Los Angeles; Northeast Los Angeles and the Northeast San Fernando Valley. We have developed 12 successful, small public charter schools over the course of the past 12 years as a result of overwhelming community requests to create alternatives to the large, low-achieving public schools located in the neighborhoods we serve. We differ from many CMO's in that we focus only on two specific communities, our primary focus is quality rather than quantity, and we only seek to open schools when we are convinced there is truly a community desire and need. PUC has 3 commitments as follows: we will increase the college graduation rate by 5 times within the communities that we serve; after four years with us our students will be proficient; students will commit to uplift their communities now and forever. This is the first time we are applying for Public School Choice and are doing so in great part due to the fact that we still find ourselves with extensive waiting lists for our existing schools. Valley Region High School #5 and Central Region High School #13 are located in the hearts of the communities that we serve and once again, the community is beseeching us to apply for at least one small learning community in each of the two new facilities. We see the benefits of this opportunity as multi-fold: we will be able to serve more students through the creation and operation of our high quality public charter schools, we will respond to the requests of the community, and we will have the opportunity to collaborate and share with the other expert educators who will also be located within the facilities. The last of these benefits is of critical importance because we have long since come to the realization that all of the students belong to all of us in the education arena and if we are to close the achievement gap, it will be achieved through a high level of strategic collaboration between all of us (both charter school and traditional public school personnel working together). We embrace and are thankful for this opportunity to work with LAUSD and other educators in our quest to provide an excellent education for each and every child in Los Angeles.

The PUC vision for its students is to achieve demonstrable mastery of the state standards, and a disciplined and enthusiastic approach to learning that will enable them to graduate from college, pursue their dreams, and contribute positively to society. In addition to mastery of state standards as demonstrated on standardized tests and work products in student portfolios, our schools define the rigorous intellectual habits of mind, essential skills, knowledge and attributes students will possess upon matriculation that will prepare them to be successful adults in the 21st Century. With input from stakeholders - including faculty, PUC

home office educators, students, and families - each PUC school defines its own school-wide learning results. The school-wide goals for Community Charter Early College High School (CCECHS), a high school that serves the same region, will form the initial goals for PUC VRHS#5, but will be re-formulated with input from our school's staff and families. These goals are:

Leadership Skills:
> Students will exhibit a proactive, hands-on, and confident attitude toward opportunities and challenges.
> Students will demonstrate teamwork and accountability by actively participating in one or more extracurricular activities.

Ethical and Moral Awareness:
> Students will engage in ethical thinking that demonstrates sensitivity, compassion, and awareness towards their family, peers, community, and *the world around them.*
> Students will respect and take action to protect the rights and needs of their peers, family, community, and environment by using their unique talents in service of others.

Academic and Intellectual Development:
> Students use logical and quantitative reasoning to further their growth toward academic standards.
> Students' work demonstrates mastery of content-specific standards and reflects evidence of scholarly thinking (Le., habits of mind, thinking like a biologist, mathematician, etc.).
> Students demonstrate the ability to connect information within and across disciplines.
> Students gather the necessary skills/tools·- intellectual curiosity, technological literacy, and persistence - to ensure academic success in college and beyond.
> *Students will be knowledgeable of past and present world events and demonstrate ethical and moral responsibility and action to improve the quality of the world around them.*

Personal Growth and Reflection (Life Long Learners):
> Students embrace change through processing constructive criticism from successes and failures
> Students set, reflect on, and adjust long term goals. Students are open-minded and unafraid to take risks.

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

PUC schools have been serving the Northeast San Fernando Valley, including Pacoima, Arleta, Lakeview Terrace, Sylmar and San Fernando since 1999 when we opened Community Charter Middle School. Five years later, in 2004, we opened another middle school (Lakeview Charter Academy) and a high school (Community Charter Early College High School) to serve students in this same area. Three years later, local demand prompted us to open another middle school (Triumph Academy Charter), followed by yet another one (Nueva Esperanza Charter Academy) two years later. In the fall of 2010, we opened two more high schools, accepting a class of 9th graders into two schools in Sylmar (Triumph Charter High School and Lakeview Charter High School.)

Since our schools have long waitlists and regularly outperform the local alternative schools, we believe our program would be a welcome addition to this region. Furthermore, in a community

where the high school dropout rate exceeds 50%, the better than 90% graduation rate and college entry rate at our schools indicates that our Early College Program model could effectively address community needs.

In that Valley Region High School #5 will accommodate the same population that we currently serve, we are very familiar with the demographics, strengths, and challenges that we will experience in the first year of operation and beyond. Based on our knowledge of the community, we anticipate that the majority of our students will be Latino with some African-American families and a minority of other ethnic groups. The majority of our students will qualify for free and reduced lunch. In that the youth in the community are at high risk for gang affiliation, substance abuse, and school dropout (50% dropout rate in the LAUSD schools in the area), we will provide an immense amount of support, mentoring, and guidance to our students. This will be delivered by all staff (this is part of the PUC culture) which will include several counselors who will be readily available to help students meet personal challenges. As is the case in our other PUC schools, we will work diligently to create a dignified, respectful, college going culture within which all students become avid scholars and are inspired and motivated to achieve PUC's vision of high school graduation prepared for college success. In that we anticipate that a large number of the students will enter the high school below grade level and with multiple learning gaps (based on the achievement levels of the non-PUC middle schools in the community), we will assess all students immediately to determine their learning needs and we will implement strategic and rigorous interventions both during the regular instructional day and in the extended day program (typically called the after school program). As learning gaps are filled, the self-confidence the students will experience (in addition to the strong college going culture characterized by mutual respect and dignity) will result in their achieving the same high level of success as the students in the other PUC schools.

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

Since we currently serve 400 high school students in this region through our Community Charter Early College High School (CCECHS), we believe this proposed school can implement a similar program and build upon CCECHS's successes. The major components of this program are:

- Honors-level program of study for all -- no tracking
- Standards-based curriculum that holds all students to high expectations
- Engaging instruction that emphasizes learning through student-centered inquiry
- Connections between academic learning and student interests, cultures, talents
- Academic catch-up program combining basic skills with advanced concepts
- Small classes and differentiated instruction that meet the learning needs of each student
- Immersion for English language learners and inclusion for special education students
- Daily schedule and yearly calendar structured to extend learning
- Early College: Scaffolded exposure to college- level instruction and college courses

Our Early College program is a direct response to current educational research that demonstrates the traditional high school experience and structure has led many at risk

students and in particular those of color to never achieve a high school diploma or to graduate but never matriculate at a college or university. Through the Early College program, students take college classes while still under the umbrella of support of the high school. As they experience success, students' confidence soars and they can fully vest themselves in the PUC vision of college graduation. With this program, 90% of PUC students in CCECHS's first 2 graduating classes graduated within four years, and 100% of them had been accepted to and were enrolled in college at the time of graduation.

The broad categories of our Instructional Strategies are listed below, with detailed explanations and research basis described in the body of the application:
- A Reflective Learning Community
- Data-Driven Instruction
- Student Interventions and Differentiation
- Collaboration *w/* Resource Specialist
- Parent Engagement
- Backwards Planning
- Independent Practice linked to Mini-Lessons (EPK)
- Basic Skills Practice
- Maximizing Student Engagement
- Reading, Writing, and Speaking in the Discipline
- Expect Excellence
- Scaffold and Accelerate, Not Remediate

PUC VRHS #5 will also take part in the *The College Ready Promise.* This $60 million initiative, funded through the Bill and Melinda Gates Foundation, focuses on teacher effectiveness through the implementation of a number of teacher and leader support strategies and a sound evaluation system that includes student achievement results, that will be linked to compensation. The purpose of the initiative is to ensure that our students are taught by highly effective teachers who ensure that they are truly *college ready* when they graduate from our high schools.

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

The culture and climate of a PUC school is a collaborative community of learners in which educators from the school site and the home office work with students and families in order to ensure that all students learn, graduate, and attend college. The culture is characterized by mutual respect, dignity, scholarliness, and a sense of connectedness between all stakeholder groups who are all united in the common vision of success for all students. Teachers and all other staff model respect and dignity for the students each and every day. Students are also reminded on a daily basis that the vision is that they will graduate from the high school prepared for college success. These themes are prevalent all day, every day. Our schools implement specific practices to support and maintain this culture such as the use of the Community Circles from the *Tribes* program, an empowered School Advisory Council (comprised of students, parents, community members, faculty, and administrators) , and in-house counselors at every school site.

Another essential aspect of our school culture that focuses on *academic achievement* and student *motivation* to *succeed* is our College Entry goal. All staff members possess a deep

commitment to ensuring that each and every student not only graduates from the high school but also enters college prepared for college success. The school is small enough to allow staff members to work toward this goal by identifying student needs and addressing them through intervention in class, zero periods, seventh periods, lunchtime, extended day, Saturdays, and during the summer.

We promote our vision of college entry by: discussing college goals on a daily basis, displaying college related artifacts, prominently posting our mission and vision, designing our college center to be the heart of the campus and a favorite "hang out" spot for students, and by teachers sharing details about their own college experiences. We post the names of students in the lobby of the school as they are accepted to college. Parents attend free workshops from the time their child enters high school in order to prepare them for their child's eventual entry into college. Students learn about and visit colleges and universities every year while they are attending the high school. Both students and their parents learn about all aspects of the road to college (including financial aid, A-G requirements, CSU and UC and private university systems, and more) beginning in 9th grade and every year thereafter. As a result of this intensive approach to college preparedness, be the time they reach their 12th grade year they are truly prepared for the application process both personally and academically.

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

Our emphasis on collaboration and data driven instruction enables our faculty and administrative team to create a detailed action plan (called the School Success Plan) every summer that responds to student performance data and utilizes best practices of teaching/learning/assessment in order to work together to meet targeted performance goals.

In July, PUC site-based Instructional Leaders meet with the Home Office Instructional Team (HOIT) and faculty in order to review the school's state testing results. They analyze the data to determine which sub-parts presented a struggle for students. The staff is led through a reflection and data analysis process that leads to new goals being set in alignment with required AMO's and the school's vision. Teachers meet within departments and revise scope and sequences from the year prior to address the areas where goals were not achieved. This process results in the creation of the School Success Plan. Progress towards achievement of this plan's goals is analyzed throughout the year through ongoing discussions between teachers and administrators, with a focus on classroom assessment results, student work, benchmark assessment results, classroom observations, progress reports, semester grades, and finals. Technology such as Zoom Data (Data Director) and PowerSchool enables efficient uploading, analyzing and sharing of data.

Teachers are supported in order to address students' learning gaps through the creation of intervention classes and professional development targeting classroom differentiation strategies. Throughout the school year, monthly data reports are generated to identify each school's progress in achieving the School Success Plan. Dashboards (see Appendix IV of the Supplementary Application) provide detailed assessment data and can be readily shared with the organization and the Board. When there are discrepancies between where the school wish1es its students to be and where the students are, HOIT works with the Instructional Leader to implement interventions in the form of professional development, curricular changes,

teacher coaching, resource specialist support and student-specific plans of action. Interventions can also be more encompassing as, for example, when a program was identified to specifically target high school English teaching to EL and when a program was identified to support teachers in filling student gaps in Algebra I. Depending on the specific gap identified, the organization will formulate a plan *the same month* the issue is identified and will be held accountable through monthly reports to the Board of Trustees.

Performance Management Matrix to *be completed for next round of application.*

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

Our rationale for selecting this community is entirely based on our experiences serving students and families in this region and our desire to respond to the many students on our wait lists who have asked us to expand opportunities for them to attend our small schools.

We see ourselves as a small piece of the collaborative tapestry which will develop and sustain the community-based charter school. The design team -led by the Regional Director working in collaboration with the CEO - will continue to meet with and work in collaboration with outside community agencies that already work with other charter schools the communities located in Northeast San Fernando Valley and who believe in the mission and vision of the school. These community organizations include YouthSpeak, Boys and Girls Club of the San Fernando Valley, Pacoima Beautiful, Northeast Valley Health Corporation, MEND, local parks and recreation centers.

While this community is in need of schools that can better support students in reaching proficiency at grade level standards and can better support students in preparing for and completing college, we do not view this community with a deficit mentality. On the contrary, an area that has traditionally been pointed to as challenge, is viewed by PUC Schools as an asset. Since parental engagement is considered essential to student success, Latino families' respectful distance from school authorities is often considered to be an obstacle. PUC founders and staff, however, understand the Latino concept of *familia* and have implemented a holistic strategy to harness the energy of *familia.* The strategy (described below) was first implemented in 2004 and has been successful in all PUC schools since that time. In brief, this strategy consists of meaningful communication between parents and teachers, regular meetings of committed parent organizers, and integration of parent priorities into curriculum and school culture. It successfully involves parents in a self-propagating cycle of increasing parental voice, involvement in the education of their children, and the creation of Expected School-Wide Learning Results that become central to the school's identity.

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

The PUC Schools leadership team has broad and deep experience in the educational and school reform arenas, specifically within the charter school movement. Appendix III of the

Supplementary Application provides a graphical representation of the PUC organization and clarifies our governance structure. The PUC organization is headed by a CEO and overseen by a Board of Trustees. Three directors collaborate with the CEO in supporting and overseeing PUC schools. The High School Director (new position to be created) will oversee this proposed school as well as the other PUC high schools. PUC employees at the 'home office' support the schools by providing operations, fundraising, finance and instructional services. The Home Office operational team, for example, ensures that payroll, benefits, compliance, site-related issues, human resources, and other non-teaching/learning related concerns are attended to properly and promptly. The Home Office Instructional Team includes a Chief Academic Officer and others with expertise in specific subject matter, special education, instructional strategies and assessment. At the school site, an Instructional Leader (principal) leads and supports faculty and meets on a weekly basis with the Home Office Instructional Team and all other PUC Instructional Leaders to share best practices and receive support as needed. For the proposed high school, the Instructional Leader will also be supported by an Assistant Principal, who will manage operations-related matters and coordinate this work with the home office team, and a Dean, who will focus on student discipline, counseling and other special needs. In addition, our collaborative and power-sharing model includes parents, teachers, students and community members, encouraging them to vote for representatives to the School Advisory Council.

The Instructional Leader, Assistant Principal and Dean have not been identified but detailed job descriptions are in **Appendix X**.

The following people are the members of the applicant team and will collaborate to interview and identify the school leadership team:
1. Dr. Jacqueline Elliot - Co-founder and CEOI of PUC Schools, founded all PUC schools in the NE San Fernando Valley and gave support to Dr. Rodriguez the founding of the schools in NE Los Angeles, has worked in the NE San Fernando Valley for 25 years, 24 of which have been in public education.
2. Ed Vandenberg - Regional Director for NE San Fernando Valley PUC Schools, has worked with PUC for 10 years and has supported the founding of 6 of the 7 PUC schools in the NE San Fernando Valley.
3. Dr. Ref Rodriguez - Co-founder of PUC Schools, founded all schools in NE Los Angeles and gave support to Dr. Jacqueline Elliot for the founding of PUC schools in NE San Fernando Valley. Serves as Treasurer for the PUC Valley Board of Trustees and has proven expertise in school fiscal development and management.
4. Maria Avalos - Parent in PUC schools and a community member. Has two daughters who have attended PUC valley schools one of whom is now in college and one who is currently a senior at CCECHS. Mrs. Avalos is a dedicated community member who is seriously committed to school reform and believes in the mission, vision, and work of PUC schools.
5. Kelly Montes De Oca - Has given academic and professional development support for all PUC schools on an ongoing basis, has worked with PUC for 9 years.
6. Dr. Kaye Ragland - Serves as Director of Special Education for PUC and is an expert in all aspects of special education, has worked with PUC for 6 years.
7. Diana Cobieya, alumni of PUC schools, student at CSUN, and employee at PUC. Diana attended PUC schools from grades 6 - 12 and is currently studying to become a Spanish teacher (which she will do in a PUC school). She has a deep understanding of the students' needs, embodies the vision of PUC, and is a first generation college attendee.
8. Ms. Laura Valenzuela, teacher at CCECHS, a PUC high school in the NE San Fernando Valley. Ms. Valenzuela has worked with PUC for 8 years. She first worked for Project

GRAD L.A. and was assigned to a PUC school as part of the "connections team" which supported parent engagement and worked to remove students' barriers to learning (PUC was part of Project GRAD). Laura is a highly effective AP Spanish teacher who truly understands and embodies the mission and vision of

Social Justice Humanitas Academy

(Jose Navarro)

Executive Summary

1. Executive Summary

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

Vision: Our vision is to achieve Social Justice through the development of the complete individual. In doing so we will increase our students' social capital and their humanity, while we create a school worthy of our own children.

Our Mission:

- To make intelligence and character the goal of education.
- To build our students' resumes as well as their characters.
- To create an academically rigorous, relevant, and safe learning environment for all students.
- To teach the state standards and the life lessons behind them.
- To create a student- centered school in which all stakeholders, parents, teachers, and community members are responsible and accountable for our students' success.
- To leverage the resources of our community to create a college going environment so our students can get to and through college.
- To create a holistic and collaborative model of instruction and management to develop all of our student's talents to their fullest.
- To challenge our students and create mechanisms to support them in meeting that challenge.
- To foster the development of civic minded individuals who choose to participate and who see the greater good as their good.
- To have our students gain compassion, feel empathy, understand rather than simply judge, and the ability to apply their knowledge in diverse settings.

Philosophical Foundation

In the Social Justice Humanitas Academy we treat each of our students as individuals and we teach to their diverse learning needs. We prepare each and every one of our students to get to and through college, in an effort to increase their social capital. Our curriculum combines the lessons from the past, with the skills they need for their future. However, above all else we prepare our students to be the humane stewards of the future. Our vision is social justice, and we fight for it through our lessons every day.

What students will know

- Students will receive the rigorous coursework needed for successful A-G completion through a coherent, student centered, and thoughtful curriculum presented by an instructor who teaches for understanding.
- Students will build new knowledge by accessing and building on prior knowledge.
- Students will know how to develop research questions of their own.
- Students will know how to access information from electronic, print, and human resources.
- Students will know that they are important and that the knowledge they come to us with is also important.
- Students will know how to reflect on their own learning and will see how a disciplined approach to meta-cognition will help them apply previous knowledge to new situations.

- Students will know how to use opportunities to be stewards for their classmates' success.
- Students will know how to empower themselves and their community to effect positive and substantial change as they see the connection between their efforts in school and the world beyond the classroom.
- Students will know how to investigate issues of race, morals, ethics, civic responsibility, and critical citizenship.

What students will do
- Students will know how to process knowledge using Wiggins and McTighe's six facets of understanding: explain, interpret, apply, perspective, empathize, self-knowledge.
- Students will use research and inquiry-based discussion to generate ideas.
- Students will write periodic interdisciplinary essays.
- Students will produce knowledge rather than just receiving it.
- Students will keep all work organized in interactive student notebooks.
- Students will ask the kinds of questions that make them participants in school-wide, citywide, nationwide, and worldwide discourse.

The Social Justice Humanitas Academy's Habits of Mind are ten values that are critical for each student's personal and academic success. These are the values that all adults on our campus will uphold as well as they model the benefits of lifelong learning, academic optimism, and self-efficacy.
1. Evidence: Your opinion is made stronger when supported with evidence. It is not enough to question authority you must also speak with it.
2. Perseverance: Never giving up. Defining your goals and sticking to them.
3. Thinking about Thinking: Being aware of how you learn best and being reflective about your actions.
4. Questioning and Problem Posing: Being curious about your world and unwilling to merely accept what you are told.
5. Creating, Imagining, and Innovating: Feeling free and confident to find new ways of thinking. Knowing that being original is normal.
6. Gathering Data Through all Senses: Being aware of and open to the world around you.
7. Interdependence: Collaboration that is rooted in respect for others.
8. Service: The desire to imagine and create a more just world.
9. Applying past knowledge to new situations-use what you learn.
10. Empathize—understand rather than judge

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

        This community is rich in resources and dedicated to the students, and their families. These resources address critical needs and combat barriers to family success but also capitalize on our community's assets and values. Based on statistical averages from the 2008-2009 School Report Cards, the student population is 95% Latino, 28% English Language Learners, 11% Students with Disabilities, 8% Participants in the Gifted and Talented Education Program, and a majority Title 1.

        The new Social Justice Humanitas Academy will draw from largely the same population as the current Humanitas Academy at Sylmar High School. As VRHS#5 will be relieving the overcrowding of Sylmar High School, the majority of our students will move with the program.

The Humanitas Academy has served this student population for ten years. Our track record with this population of students has shown that we know how to meet their educational needs. Having the autonomies of a pilot school will allow us to direct more of our energy and actions to the differentiated and local needs of our student population, in addition to becoming able to more effectively direct community resources to the students and their families through a community school model.

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

"Even though students may learn in many ways, the essential skills and content they learn can remain steady. That is, students can take different roads to the same destination." - Carol Ann Tomlinson

The Social Justice Humanitas Academy will prepare its graduates for success in postsecondary learning, for careers that are fulfilling, for active engagement in the cultural and civic life of their community and for participation in American democracy. Our mission is to prepare students for active engagement as citizens of the 21st century.

It is difficult to define our instructional program, it is an amalgamation of best practices and theory taught in a student centered interdisciplinary mode. The new SJHA's instructional program is a synthesis of years of collective experience and research of the current Humanitas Academy teachers. The curricular autonomy will give us the ability to shift the paradigm away from the current trend: instruction is inorganically aligned with a theory or prescribed curriculum or curricular strategy. With the autonomy, we will constantly adapt our already successful, integrated and interdisciplinary Humanitas curriculum to the ever-changing needs of the students and the 21st century. As teachers in SJHA, at the core of our curriculum is the belief that all students bring a wealth of knowledge and experience to the table. We use that depth of their life experience to build their knowledge and social capital. We are able to expand this depth of knowledge and the ability to process and share that knowledge through a wide variety of effective instructional strategies and practices.

Continuing, though, the overarching strategy of the Social Justice Humanitas Academy is to differentiate instruction and link that instruction to ongoing formative assessments. As reflective practitioners, this allows us to personalize instruction for each student. Students are individually given the opportunity to learn in the way that best suits their needs and abilities. We are able to meet these needs by applying SDAIE strategies, non-linguistic expression, and authentic writing experiences, just as a few examples.

Although our collection of strategies brings together a large array of educational research, our curriculum is based on three primary research foundations. First, our curriculum is based on the research of Aschbacher (1991), Van Tassel-Baska (2008), and Newmann & Wehlage (1995) research on the Humanitas model of interdisciplinary teaching is at the core of our curricular structure. Humanitas students learn via interdisciplinary lessons revolving around Art, English and History. With the staffing autonomy of the pilot school model, we will be able to expand this interdisciplinary model to other subjects including math, science and foreign language. By bringing together multiple subjects, we are also able to increase the focus on creating curriculum, lessons, and units that follow our second research foundation, Howard Gardner's research on multiple intelligences, ensuring we adapt lessons to meet all student needs. Third, lesson design

is based on Wiggins and McTighe's Understanding by Design model of establishing Essential Questions and Essential Understandings that give authenticity, direction, and relevance to what students are experiencing in the classroom.

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

"The learning environment must enhance rather than hurt the academic self-image of students. In doing so, the climate itself can augment motivation and actual achievement" (From Rage to Hope 87).

Our program promotes a culture of academic achievement and social justice. Teachers in the current Humanitas program embrace the philosophy that "there are critical features of a school's culture—guiding ideas—that will move the school toward high achievement and social justice" (Teaching to Change the World 342). We will look to continue building on the academic environment that Humanitas has established during its ten years of existence—success built on a focus on high expectations, personalization, accountability, celebration of success, and safety.

Humanitas students receive a personalized education through the small pilot school design at the heart of the Humanitas model. Students get to know their teachers because the teachers work in grade-level teams where the core courses are taught by the same instructor – allowing the teachers to interact more with the students in areas outside their classrooms. All students are also enrolled in advisory classes where the teacher and students have the opportunity to develop more a more personal relationship as the teacher serves as a mentor to each student in his/her advisory. The advisory curriculum will also include lessons designed to develop our students as empathetic, inquisitive, and thoughtful individuals, but also to develop their sense of community and their role in that community as reflected in our vision and mission statements.

Continuing, the Social Justice Humanitas Academy will continue on its already established environment of high expectations as part of a rigorous academic program. We have developed programs and procedures to make sure all Humanitas students understand that not only is university admission a reality and a priority in our program as reflected in our mission statement, but that success at the university level as a means to establishing social capital is also a priority and expectation. We support this high level of expectations through our rigorous curriculum, support structures, and college preparedness program.

Moreover, students in the Humanitas Academy will face both a great deal of accountability through our program and also great amounts of praise for their successes. Each Humanitas Academy student has several student mentors who are chosen based on their past successes and resiliency in facing challenges, both in and out of school. These mentors will help monitor student success and helps struggling students to recover. Students who show academic success will be placed on one of three lists – gold, silver, or green – based on their GPA. These lists are posted in every classroom and will be posted in common areas at the VRHS #5, just as we already do in our classrooms at common areas at Sylmar High School. Teachers also publicly recognize students who have moved up a list (i.e. from green to silver) much like moving up a band in state testing. Students who have less than a 2.0 GPA are placed on the red list and are given opportunities for extra help through mandatory after school tutoring to increase accountability.

Finally, we will continue to prioritize creating a safe environment for students to learn. The current Humanitas Academy curriculum is based on the use of Essential Understandings and Essential Questions as defined by the Understanding by Design curricular design philosophy.

These understandings and questions focus on the Humanitas Academy vision and mission of creating students with feelings of compassion, empathy, understanding, humanity, and character.

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

The Social Justice Humanitas Academy will serve the greater Sylmar/San Fernando/Pacoima area, building on the Sylmar population we are currently serving. The primary strength and asset of this community lies in the community-based collaboratives that already exist within the community and from our feeder schools—San Fernando Neighborhood Partnership and the Sylmar Neighborhood Partnership—who are part of the Valley Neighborhood Collaborative, including such partners as Youth Speak Collective, EduCare Foundation, Friends of the Family and El Nido. By partnering with the VNC, SJHA has existing relationships with these organizations and will continue to collaborate with these organizations to serve this community.

Our vision of creating a community-based school seeks to solve the critical issues faced by this community. The current Humanitas Academy works to provide the best possible education to the students of this community – an education that we feel is worthy of our own children. However, under the pilot school and community school model we will seek to further meet the critical needs of our students as well as the community as a whole. We feel that a school should not only be a place of learning, but also a resource for the community. It is our vision and our mission to become this resource. By meeting the basic needs of our students and the community we will open up the opportunity for students to focus on their academic success.

We have chosen to work in this community because the existing Humanitas Academy has been part of the community for ten years. During this time we have opened our doors to the community through strong parent engagement and community meetings. We have sought out and received support from local leaders and from parents. For example, our parent representatives have attended the UCLA/EAOP Parent Ambassador program to empower our most active stakeholders. Under the pilot school and community school model, we seek to build on this current level of engagement by directing and coordinating resources to support students, families, and teachers. All stakeholders will be engaged and empowered as we create a very adaptive approach in which we will be able to adjust to the changing needs of the community quickly.

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

As a pilot school, the Social Justice Humanitas Academy will have a governance council that oversees all aspects of school administration including staffing, curriculum, community relationships, assessment, calendar, and budget. The fifteen members of the governing council will include the pilot school principal, one teacher representative from each grade level(4), one parent from each grade level (4), three students (10th, 11th & 12th), one representative of the community partners, one of the two co-lead teachers, and two at large teacher positions – 15 total members. There will be eight school-level committees that deal with budget, assessments/testing, Title One, community and student services, education resources (books, technology, supplies,

etc.), professional development, bilingual services, and discipline. These school-level committees will take on the responsibilities of school administration as designated by the Governing Council. These committees will be made up by all Social Justice Humanitas Academy teachers who will serve on committees as required by the elect-to-work agreement.

       The leadership team of the Social Justice Humanitas Academy includes teachers with a variety of experiences and areas of expertise. Lead teacher Jose L. Navarro is a National Board Certified Teacher, California State Teacher of the Year, University of California Distinguished Teacher, member of the California P-16 Council, and is currently a Deans Scholar at UCLA where he is completing his Masters in Educational Leadership and an Administrative Council. Mr. Navarro guides curriculum for the current Humanitas Academy and will serve a similar role with the Social Justice Humanitas Academy. The design team also includes National Board Certified Teachers Jeff Austin and Lourdes Lizarraga, Reading instruction specialist Samantha Siegeler, Mexican-American Teacher of the Year and Special Education teacher Pablo Olivares, LAUSD literacy coach Cindy Holsey, and other team members with a variety of life experiences including writing for Jacques Cousteau, animating for The Simpsons, and leading Small Learning Communities

       The ideal principal will serve as an instructional leader and an ambassador to the community. He/She will need to share the school-wide vision of developing students who will be capable of pursuing social justice. Besides meeting all of the standard credentialing requirements, the principal will need to have experience with collaborative teaching models, show the ability to use data analysis to direct instruction and use of resources, and have experience seeking out and bringing in community resources. In short, the Social Justice Humanitas Academy is looking for more than an administrator, we are looking for a leader who serves as a model of carrying out social justice in the community.

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

       The vision of the Social Justice Humanitas Academy will be to use the pilot school model to offer full-service community school. The autonomies granted to us through the pilot school model, primarily in the areas of staffing, governance, and budget, will allow us to realize this vision. The staffing autonomy will allow us to implement an elect-to-work agreement that defines the high expectations we set for our faculty and the outside-of-the-classroom duties that we are expected to take on. Teachers will assume the responsibility of running the school which gives power to those who are connected most closely to the classroom. The budget autonomy allows us to focus our resources on the areas targeted in our vision and mission statements, specifically in the area of class size. The influence given to all stakeholders – teachers, parents, students, and community members – over the budget process is vital to adapting the community school model that is the focus of the vision and mission of the Social Justice Humanitas Academy.

Teacher Prep Academy
(Local District 2- Jose Rodriguez)

Executive Summary

PART 1: EXECUTIVE SUMMARY

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

School Vision: The Valley Region High School #5 Teacher Preparation Academy's (VRHS #5) vision: All students in grades nine through twelve will achieve mastery of the California standards in all content areas, with an emphasis on preparing students for career choices in the field of education and for post-secondary success. Students will develop effective communication skills, and be able to solve problems through innovative inquiry and project-based learning. High levels of student engagement, service to community and the use of research-based access strategies throughout the curriculum will provide students with the critical foundation to ensure that they will become lifelong learners, critical thinkers, who are college-prepared, career-ready, technologically proficient and contributing members of society able to compete in the global 21st century.

School Mission: All stakeholders will work collaboratively to provide a high-quality, rigorous standards-based curriculum with an emphasis on preparing students for careers in education and college preparation in a supportive, safe learning environment using community service and inquiry/project-based learning. The school staff, acting as a united force with parents, community and partnership members, will analyze student data on an ongoing basis to provide all students timely targeted instruction to ensure that they reach proficiency in all content areas and to ensure that all students fulfill the A-G requirements for college admission.

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

VRHS #5 Teacher Preparation Academy will open with approximately 600 students serving grades 9 through 11, which will be expanded to 800 students serving grades 9-12 the second year. The school will be located within a Zone-of-Choice providing students from several communities the opportunity to apply for admission to the school. The school is located in the North East San Fernando Valley and will relieve overcrowding at Kennedy, San Fernando, and Sylmar High Schools. The student population is predicted to be approximately 89% Hispanic or Latino, 3% African-American, 4% white and 1% Asian. About 23% of the students are predicted to be English learners, and 69% classified as Socio-Economically Disadvantaged (SED). It is predicted that 10% will participate in the Gifted and Talented Education (GATE) program, and 11% will be categorized as Students with Disabilities (SWDs).

Local District 2 understands the needs of students that will be attending Valley Region High School #5 Teacher Preparation Academy and has had success in serving students with similar demographics. The leadership of Local District 2 understands that many of our students have been impacted by large, impersonal high schools and lack information regarding the path to college, lack mentors, and lack a clear, high-quality career pathway. The new school is needed not only to relieve overcrowding at the near-by VRHS #5 Teacher Preparation Academy high schools, but also to create a college-going culture

in the community. Under the supervision of Local District 2, the API at all feeder middle schools increased by 11 points over the last five years and all high schools which will be relieved by Valley Region High School #5 increased by 12. The AYP in all feeder middle schools increased in English Language Arts by a range of 16-37% and in Mathematics by a range of 17-33%. The high schools which will be relieved by Valley Region High School #5 increased by a range of 28-44% in English Language Arts and in Mathematics by a range of 25-48%. From 2008-2009 to 2009-20010, 60 of the 81 schools under the supervision of Local District 2 showed positive growths in their API. Local District 2 schools scored in API "Bands" (divisions of 100) in the following distribution:

Table 2: Number of Schools in each API Performance Band

API Performance Band	# of Schools
600	16
700	45
800	19
900	1
TOTAL	81

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

The Teacher Preparation Academy will be a Professional Learning Community (PLC). The PLC asks (Dufour) (1) What do we expect students to learn and know? (2) How do we know when the student has achieved academic success by mastering content standards? (3)What do we do when a student fails to learn? Through our PLC model, we will establish the academic Essential Learning Standards (Power Standards) that a student will be required to master in order to transition to college and align our teaching instructional strategies to realize this goal thus supporting our vision and mission.

Our PLC will ensure academic success for all students through personalization of student learning. Students will be engaged in community service, inquiry and project-based studies using a rigorous, standards-based curriculum with an emphasis on preparing students for careers in education and college preparation. To personalize learning, students will be able to select their projects and partner with others interested in the same topics. Each student will have a school site mentor to assist them academically and personally. Teachers will support students by drawing on their previous knowledge, understanding how they learn best, addressing their learning style, holding high expectations for every student, and being relevant and responsive to their cultural needs. Teachers will design work for students that engages them in constructing personal meaning out of knowledge and information. Students will be given opportunities to manipulate, create, apply, evaluate, and demonstrate the meaning of content standards. Research has proven that student engagement, through a project-based model, has contributed to better student achievement and interest in school amongst the English learners and Students with Disabilities. Research has also shown that service-oriented projects and connections to their community infuse students with pride in their surroundings and increased self-confidence. Building students' strength of character can act as a preventative measure against negative peer pressure (such as gang involvement) when students enter secondary school.

Teachers will work in Professional Learning Communities to analyze authentic formative and summative student data, projects, and performance goals to indentify student needs and use the Backwards Planning strategy to enhance their delivery of instruction. Teachers will implement a Response to Instruction and Intervention (RTI) plan of action by identifying students in need of intervention, standards that need to be reviewed, and the most effective teaching and learning strategies to use. Tiered services will be matched to student needs and based on systematic progress monitoring. All students will be required to enroll in at least one Advance Placement class beginning in the tenth grade as well as in an expanded selection of thematic electives.

The Organized Academic Support In Schools (OASIS) program, developed by Mr. Ken La Vigne at La Serna High School, Whittier, CA (Appendix A) will be used to assist ninth grade students. These students will be "housed" and provided support in the form of mandatory tutoring. The program is designed for all students who are identified to be at risk upon entering high school based on grades and/or test scores. This program is designed to provide homework assistance, skills based instruction in English and math, continual monitoring of their work and multiple opportunities each day to meet with their mentor. Students may also be placed in this program after school has begun to benefit students who are struggling to complete homework or other assignments. After school mandatory tutoring will exist for all 9th grade students who are failing a core academic class after each 5 week marking period. The after-school tutoring class will be two hours per day for 2 days twice a week. All incoming ninth grade students who struggled in eighth grade will be placed in an elective class designed to provide homework assistance, continual monitoring of their work and multiple opportunities each day to meet with their mentor.

Teachers will use research-based instructional strategies identified as being successful, especially with our targeted population. We will use the research of Robert Marzano, Michael Fullan, Michael Smoker, Linda-Darling Hammond, Doug Reeves, Richard DuFour and others to adjust our instruction to positively affect student achievement.

Students will develop an ePortfoilo over the four years of study at VRHS#5 Teacher Academy. Portfolio practices, as an educational process, are rewarding and engaging and fit the philosophy of a student-centered, student-owned constructionist model. Learning will stay with the student over time; produce additional metrics for assessment and evaluation of students. "ePortfolios used correctly support high-impact learning experiences outside of the classroom, help create a strong resume, develop reflective and integrative thinking, and supports life-long learning." Senior students will present their ePortfolios to the school community during the Spring Semester as a graduation requirement. According to researchers, "The distinction between education technology applications and popular technology applications is disappearing". Blogs and Wikis are both cultural and educational tools. Many of the best educational Web sites are based on Wiki technology. Facebook has features that allow it to be an education tool." We notice continually that colleges and universities are looking more to the technologies that students are naturally gravitating to deliver first instructions and provide academic support. Moodle will be used as a means of communication between, students, teachers, and families (Batson 2010).

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

Our community school will draw upon the wealth and diversity of the surrounding neighborhoods and will ensure equity and access to all stakeholders.

VRHS #5 Teacher Preparation Academy is committed to the ideal that all students can learn and that they learn best in a small, nurturing, environment using a variety of rigorous instructional practices that address all learning modalities that are based on constructivist teaching practices, brain-based research, and valuing every student's point of view. The faculty will work together in a Professional Learning Community helping foster a climate where all members of the school community are life-long learners. Our culture will feature a (1) rigorous education for all students in line with the California State Content Standards, (2) a student-centered supportive environment where all students can interact with their peers and adults, (3) staff that is focused, involved and concerned. Our PLC is about learning and achievement for each student. We believe that by increasing personal connections and our understanding of the motivations, aspirations, and learning styles of each student, our students will become engaged in their own learning and they will achieve to their full potential.

All support personnel, including, counselors, administrators, deans, make a strong effort to learn the names of all the students. This degree of personalization will provide a caring and safe environment which will make the high school experience much more successful. The key component of fostering personalization will be the student/mentor relationship. Faculty mentors will review and mentor students' academic progress allowing for individualized attention through student-specific, engaging and challenging curriculum that incorporates career pathways for post-secondary experiences. The mentors will allow students to develop academic skills, reflect on their academic success, collaborate with teachers for additional support, and receive guidance and direction in their college and career path. Interpersonal relationships between staff and students will strengthen the commitment to the academic and personal success of the students and provide ongoing encouragement and identify intervention as needed. All ninth and tenth grade students will be provided eleventh and twelfth peer mentors to assist them with the transition to high school. These relationships will foster a school community with a family atmosphere. This atmosphere will be highlighted by a caring, high-quality staff that will respond to and help students struggling with learning by developing "Strong Habits of Mind." We will set high, clear expectations for our students at various stages of the learning process and we will monitor student progress frequently through a variety of assessment procedures. Our culture will engage students in active reasoning built upon the Essential Learning's (Power Standards) identified by the faculty. We will truly be a 21st century community-based school that ensures equity and access for all students.

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

VRHS #5 Teacher Preparation Academy will set annual goals through protocols designed to bring all stakeholders (teachers, students, parents, and community members) together around the accountabilities described in the table below. The stakeholders will examine past years' data and determine appropriate goals based on based student performance. Formative assessment, including LAUSD CORE K-12 Periodic Assessments and grade level department created assessments, will be used monthly to determine student progress toward meeting annual accountability goals. Students will be provided intervention based on achievement on monthly formative assessments.

Please see table below which indicates a current range of data gather from relieved schools to establish measurable goals for the 2011-12 school year.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Local District 2
School Academic Goals for 2011-2012
asterisk * = federal target, italics = state target, parentheses = (LAUSD target)

Academic Goal	2008-09	2009-10	2011-12 Projected	UPDATE 2010-11
1. API	**607**	**639**	**660**	*All schools will meet the API Goal of 710 for 2010-2011 or increase by 1 point from the previous year (LAUSD target: increase by 10%)
2. CST - ELA Percentage Proficient & Advanced	**24.3%**	**30.5%**	**33%**	*Elem. & Middle Schools: CST- ELA % proficient/advanced will equal or exceed 67.6% (LAUSD Gr. 2-11 target: 10% increase per year)
3. CST – Math Percentage Proficient & Advanced	**7.2%**	**8.6%**	**13%**	*Elem. & Middle Schools: CST- Math % proficient/advanced will equal or exceed 68. 5% (LAUSD Gr. 2-11 target: 10% increase per year)
4. CAHSEE - ELA Percentage Grade 10 Proficient or above	**31.05%**	**34%**	**40%**	*High Schools: CAHSEE – ELA % proficient or above Grade 10 will equal or exceed 66.7%
5. CAHSEE - Math Percentage Grade 10 Proficient or above	**34.75%**	**36.5%**	**42%**	*High Schools: CAHSEE –Math % proficient or above Grade 10 will equal or exceed 66.1%
6. Graduation Rate	**Not available on CDE site**	**Not available on CDE site**	**82.2%**	*High Schools: Graduation Rate Criteria met by meeting one of the following options for 2010-2011 1. Graduation rate of at least 83.3% 2. Improve 2009-2010 rate by at least 0.1% 3. Improve the average 2-year rate of at least 0.2% (LAUSD target: increase by 8%)
10. CAHSEE – 10 first time pass rate	**55.75%**	**55.58%**	**60%**	(Increase percent of 10th graders passing both parts of CAHSEE on the first attempt – LAUSD target: 6%)
11. Student Attendance Rate	**91.55%**	**93.3%**	**96%**	Student must meet 95% attendance target each month (LAUSD target: 96%)
12. Staff Attendance Rate	**93.9%**	**94.3%**	**96%**	Staff must meet 95% attendance target each month (LAUSD target: 96%)

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

VRHS #5 is situated in the community of San Fernando, surrounded by small industrial factories, light manufacturing companies, small businesses, and retail areas. The school will serve the residential communities of Arleta, Lake View Terrace, Mission Hills, Pacoima, San Fernando, and Sylmar. The majority of the students will come from working class families. VRHS #5 Teacher Preparation Academy plans to work with the community to establish a school that will build on the social capital that exists within the community, to establish a community resource center, to build on the community's strengths and strong history, to embrace diversity, to share accountability for the students' academic results, to set high expectations, and foster strong partnerships. As part of this new partnership, Local District 2 is reaching out to the community for input and engaging parents and staff from the feeder middle schools, Sylmar and San Fernando High Schools, community partnership members, in all aspects of the school proposal. We have served this community for a number of years and we know that they want their children to have the opportunity to be well-prepared for the transition to college in a safe, secure environment.

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

The Teacher Preparation Academy will use a distributed leadership model within the PLC. The Governing Council (Leadership Council) will include parents, students, and faculty to ensure that all curricular goals are communicated and provide a forum for on-going dialogue to promote student success. The Governing Council will be responsible for: Maintaining the school's mission and vision; hiring new teacher applicants; hiring and evaluation of the Principal; annually review performance indicators of the school and approve a plan for the next year to ensure that the school is moving forward and seeking to constantly improve itself; review school data on a regular monthly basis; ensure compliance with all state and federal regulations; review budgets; and assist with the development of the school's master schedule. The council will be so constructed that it incorporates the School Site Council (SSC). The key attributes for the Principal of VRHS #5 Teacher Preparation Academy are a collaborative leadership style, engagement in the school community and the neighborhood at large, and well versed in the California Content frameworks and instructional pedagogy. The Principal must have superior communication skills and be able to foster an atmosphere of TEAM (Together Everyone Achieves More).

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

We have decided the best model to ensure that we meet the needs of our community, to provide the students with an academically, rigorous curriculum designed to ensure their success in the 21st century, and at the same time to provide them with a safe, secure, community school is for the school to exist as a traditional district school focusing on college admission. This Academy model provides for the maximum collaboration between all stakeholders and allows the school to build strong relationships with parents and community organizations thus ensuring students an environment designed to meet their needs. The Academy model will provide students with the greatest degree of personalization, allow us to set high expectations for all students, allow for culturally relevant teaching, allow for partnerships with

institutions of higher learning, and ensure that the maximum financial support goes directly to assist the teachers and students achieve success in the classroom.

The School Site Council (SSC), part of the Governing Council, will be the leadership decision-making body for VRHS #5 Teacher Preparation Academy. The Council will participate in the assessment of our educational needs, help establish our priorities and help evaluate the effectiveness of the school. This model is highly recommended by the community, because it allows for equity in the decision-making process. The SSC will be composed of 50% school staff, which includes teachers, the principal and a classified staff member, and 50% parents/community. The SSC will develop and approve the Single Plan for Student Achievement (SPSA) in consultation with all stakeholders, with the review, certification, and advice of the state-required advisory committees and other school committees. The purpose of the SSC is to oversee the implementation of the school's vision, mission, philosophy, educational plan, expenditure of the school budgets, and all decisions aligned with improving achievement for all students. In order to make the best decisions to improve student achievement, our SSC members will be trained in the following protocols

- SSC Protocols
- Community-based projects and service
- Problem-solving skills
- Research-based access strategies
- Professional Learning Communities
- Backwards Planning
- Collaborative work in teams
- Team teaching
- The Framework of Poverty
- Technological literacy
- Character & self-esteem building
- Gang prevention
- Effective communication skills
- Parent-education activities
- Standards-based curriculum
- How to work as a mentor
- Inquiry and project-based learning
- Personalized Learning Experiences
- Relevant and responsive to cultural needs
- Response to Instruction & Intervention (RTI2)
- Analyzing student data (formative/summative)

Telesis Senior High School
(Valerie D. Johnson)

Executive Sumamary

EXECUTIVE SUMMARY
1a. Mission:
It is Telesis's mission to ensure that all of our students receive an infusion of education that will prepare them for higher academia and career goals, as well as enabling them to become confident and productive citizens in our very diverse technological global society. Our school culture will be supported by Teachers, Students, Parents and the community at large. We look forward to initiating an academic standard that will address the diverse and intellectual differences of all our students. Our students' educational progress will be monitored and evaluated, throughout their entire enrollment at Telesis. We will insist that all of our teachers are more than competent in their field of expertise as well as being knowledgeable in other areas of our educational curriculum. It will be mandatory for all of the educational staff to keep pace with contemporary instruction by them enrolling in university courses and LAUSD approved courses, as well as being technologically literate for their particular subject(s) that they will be teaching.

1a. Vision:
Telesis's vision will coincide with the values and curriculums of Los Angeles Unified School District. By using LAUSD's standards we will be sure that our staff, and our philosophy, of teaching are in compliance. Our goal is to prepare students with a personalized education that they will need for the real world's life experiences that lies beyond graduation. Our students will not only be problem solvers and critical thinkers, they will be responsible citizens in their communities as well as the global society that we are all a part of. This will be accomplished by creating a partnership between Parents, Teachers, and members of the Communities both near and far.

1b.Student Population:
Telesis High School is an urban school located in the city of Granada which is a part of San Fernando Valley. Telesis is a new VRHS that has an expected projected enrollment of 350 students in grades ninth through eleventh. Our students will come from the recommended feeder schools of Granada Hills HS, Kennedy HS, and Monroe HS. Our educational approach will be well suited to providing a quality education to the specialized population of Students With Disabilities (SWD) and the At Risk students (expulsion, camp detainees, etc.) and at the same time still fulfilling our committed obligation of serving our general educational students in our community with a quality education that will be second to none. At the same time we are well aware that a large percentage of our student population come from families that are living at or below the poverty line. Our students come from communities that are ninety percent (90%) Latino, they come from households that are Spanish-speaking and English is not their primary language. It is our responsibility to inspire our students to succeed by making sure that they have the skills, resources, and knowledge to succeed inside and outside of the classroom. Just as we mentioned before: one of our main objectives is to service Students With Disabilities

- Students with disabilities will be addressed with the Individualized Education Plan (IEP). These students will be serviced and supported in a timely manner according to the mandates of LAUSD. All students, regardless of their status, will be included in articulation activities with their assigned educational advisor.

- Students with IEPs that may require Designated Instruction Services (Speech and Language, Adapted Physical education, Deaf and Hard of Hearing etc.) will be required needs. These students will receive the Designated Instructional Services from LAUSD assigned teachers, therapists, and special educational teachers' aids. We understand the needs of our students, and they will receive a Free Appropriate Public Education (FAPE) through programs that utilizes self contained classes, teachers using SADIE strategies, IEP meetings and other innovative techniques that will enable us to better assist our students in achieving success.
- Should Telesis be the home school for students who are moderate to severe and they are in need of specialized programs, we will be working with Support Unit North to ensure that these programs are put in place. If there is a student that needs such a program, and we are able to accommodate them at that particular time, we would seek to place them at a LAUSD school that has that program already in place.
- At-Risk Students will be supported by a well trained staff which will be made up of: School Psychologist, School Counselor(s), Nursing Services, Pupil Services, Psychiatric Social Worker, and Attendance Counselor(s). Our at-risk students will also receive support from group counseling as well as individual one on one counseling. This type of intervention will enable our trained staff to offer our students the type of support that will increase their academic and social behavioral achievements. Students with behavior issues will be addressed utilizing Behavior Intervention Case Management and Pro-Act as well as District Support Unit Behavior Specialists. We will also be employing LAUSD's Crisis Intervention and Threat Assessment Team services to support our crisis intervention program(s). we will utilize all means possible in order to support our at-risk students.

The majority of our student population speaks a language other than English. There is also a large majority of our students who will qualify to receive free or price reduced lunches (Title 1 Students) and a very large percentage of our students are designated as English Language Learners (ELL). Our primary objective is to get our students interested in learning how to learn. We will be putting a very high inference on learning and understanding the English Language Arts (ELA) as well as Math. Our school will be staffed with experienced fully credentialed personal that have a history and interest in working for the benefit of our students. We want all of our students engaged in the learning process so that they will become independent critical thinkers.

The majority of our educational staff will be Special Ed certified. All of our students will be monitored and assessed for any and all short comings should they arise. We will be addressing all short comings of our students immediately with the proper intervention techniques based on District standards. It is imperative that our educational staff collaborate with one another so that they will be better able to service the needs of all our students in a timely manner.

1c. Instructional Program:
Telesis High School will implement an educational program that will result in academic success for all our students. Each student will follow the scope and sequence established by the California State Standards for grades 9-11. Each student will have an Individualize Learning Plan designed by Telesis instructional specialist, with input from parents and students, and will be reviewed each semester. Using the "Understand By Design" instructional model as our framework, we will design a culturally relevant, standards -based, rigorous curriculum in all subject areas.

All Students (GATE, ELL, SEL, SWD, and those At Risk) will be clustered into classes based on their skill set acquired thus far in each specific subject area. Telesis counselors will map out each student's individual credits based on classes needed. This will not only support students understanding of their academic goals, but will be of primary assistance to students who are behind in credits. In order to produce students with 21st century skills, all teachers will use strategies (graphic organizers, thinking maps, scaffolding, etc.) as well as RTI ^{2} to meet the performance goals of students. A strong intervention portion will be used by Telesis which will begin before, during, and after school. Technology skills for the 21st century are required for all students. Students will be expected not only to master the basic computer skills, but be proficient enough to display advance computer skills in preparation for college courses.

Professional development will help teachers learn how to differentiate instruction more effectively. Using a mixture of formative and summative assessments, teachers will gather data on student success and problem areas. To accomplish this goal, the Telesis campus will operate differently than the usual traditional high school model. The Telesis campus will propose 1) a later start time; and 2) 4x4+1 block scheduling. Telesis will use a backward planning approach to first identify the need and then plan to help the student learn from their academic ability.

1d. School Culture:
Telesis's High School culture will share common beliefs, behaviors, and customs. The educational programs for our students will follow the scope and sequences set by the California State standards as well as those set by the District for grades 9th-11th.

Each student will have an Individualized Learning Plan (ILP) designed by the teachers, parents, and the students. All of the students' ILPs will be reviewed 5 yearly in order to make any necessary adjustments for improvements.

Telesis believes that every student is entitled to receive the best possible education that the District has to offer.

The behavior of all administrators and students will be a collaborative effort, this will aid in the implementation of Telesis's Mission and Vision.

All of the school's customs will be respected and appreciated by staff and students alike.

We will solicit involvement from the surrounding community, parents, teachers, staff, students, and the District to support Telesis's school culture. A culture population that consist of students from the community, SWD, At Risk, Els, SELs, and Title 1. All of Telesis's implementations will be a shared collaborative.

LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOL CHOICE MOTION

Youth Policy Institute

Executive Summary

11. Executive Summary

The Youth Policy Institute is proposing to open a small multimedia- and community-driven high school at the Valley Region High School #5 site - Valley Tech Academy. This Network Partner school will serve approximately 540 grade 9-12 students and will open in September 2011. The high school serves the heart of the Los Angeles Promise Neighborhood led by the Youth Policy Institute, which received one of only 21 grants from the U.S. Department of Education in September 2010. Promise Neighborhoods is President Obama's signature education and poverty initiative. The small high school will benefit from additional funding and resources that YPI and partners bring to the school and community. YPI is also partnering with education technology experts like Marco Torres, professional development experts like UCLA Center X, a wide range of community-based agencies for wrap-around services, LAUSD Local District 2, and experienced high school administrators and teachers. Please see the case study below for an example of YPI support for a Round 1 Public School Choice school in the San Fernando Valley.

Case Study: YPI and Public School Choice

The Los Angeles Unified School District (LAUSD) selected the Youth Policy Institute (YPI) to partner in operating the San Fernando Institute for Applied Media (SFiAM) in the first round of Public School Choice. YPI then worked with parents, teachers, and the community to bring in critical resources. Since being selected in February 2010, YPI has raised **$1.46 million** in funding specifically targeted to the school.

• YPI received one of only 21 planning grants awarded by the U.S. Department of Education for a **Promise Neighborhood** providing cradle-to-career resources for SFiAM families.
• A Carol M. White Physical Education Program grant from the U.S. Department of Education will provide **fitness and nutrition** activities over the next three years for SFiAM families.
• A **Full-Service Community Schools** grant from the U.S. Department of Education will target SFiAM with comprehensive wrap-around services over the next five years.
• YPI received $5.6 million in September 2010 to open 80 **public computer centers**. Funded by the U.S. Department of Commerce, this initiative will provide SFiAM with a state-of-the-art school computer lab, high speed broadband access and educational technology services.
• YPI opened a center for our **Health Careers job training program** just blocks from the school. YPI works to prepare parents at SFiAM for high-wage health career jobs.
• The **SFiAM Bridge Program** operated by YPI during summer 2010 for 100 students offered academic support in the morning and enrichment services in the afternoon for students.
• YPI is operating an **afterschool program** for 80 students daily at SFiAM that provides tutoring, enrichment, and recreation services for students and families.
• With support from Time Warner Cable, YPI opened a **neighborhood computer lab and community center** for SFiAM families at the nearby Library Plaza.
• YPI's **Family Technology Project** is providing computer literacy and home computers for all sixth-grade SFiAM families.

a. State the mission, vision and core beliefs of the proposed school as well as the school's values

The vision for Valley Tech Academy is to create a place of learning that empowers students to become functional and prepared communicators for the demanding global requirements of the future. The high school will provide a mutually supportive and positive learning environment in which every member will develop communications, technological, and leadership skills to foster self-confidence and personal growth. Emphasis will be placed on challenging students to develop problem-solving and interpersonal skills to succeed in the 21st Century through a multimedia focus. This will link with the San Fernando Institute for Applied Media pilot middle school and the strong technology resources provided by the Youth Policy Institute for families in the target community.

Valley Tech Academy's mission is to prepare students for academic success in high school as well as

post-secondary education, prepare students to be responsible and active participants in their community, and enable students to become life-long learners. Students at the high school will become active citizens characterized by the ideals of a diverse and democratic society. Our students will provide service to their community, take responsibility for their own learning, and develop the habits of mind that will empower them to be successful in high school and beyond.

The School will equip urban students in grades 9-12 for academic success and active community participation. The school is located in the Northeast San Fernando Valley of Los Angeles, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area come from predominantly Latino immigrant families. A significant number of area public school students are eligible for federal free or reduced meals, indicative of high poverty levels. The high school seeks to close the achievement gap for these students by providing clear and high expectations for all students to achieve a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom.

b. *Describe the student population that your school will serve*

Valley Tech Academy will relieve three high schools already serving this community (John F. Kennedy Senior High, San Fernando Senior High, and Sylmar Senior High). YPI has drawn conclusions regarding the makeup of the new student population and academic performance based on data from the relieved schools. The student population will be predominantly Latino (89%) with small groups of African American and white students. The majority will be economically disadvantaged (72.3%) with an average of 69.2% who qualify for the federal Free and Reduced Meal Program. 11.6% will be special education students, and 21.3% will be English learners. The majority of 9 grade students in the relieved schools were enrolled in A-G courses in the 2009-2010 school year, but this decreased in each successive grade level indicating a strong need for support and services in this area. 88.9% of students in grade 12 passed the California High School Exit Exam in the 2009-2010 school year, which is less than the previous year (89.27%). The average graduation rate was 82.7% in 2008, and the 4-year dropout rate was 18.73%.

The majority of students at the new school are projected to be economically disadvantaged. Math is the subject area in which few of these students scored at proficient and advanced levels. On average, only 5% of economically disadvantaged 10th graders and 4.67% of economically disadvantaged 11th graders reached these levels in Algebra 1. 4.3% of economically disadvantaged 10th graders and 4% of 11th graders taking Geometry scored proficient/advanced. None of the 10th graders at Sylmar and only 1% of 11th graders at SFHS attained these levels.

For English Learners, none of the three relieved high schools met all Annual Measurable Achievement Outcomes (AMAO) 1,2 and 3. Kennedy and Sylmar High Schools met AMAO 2Attaining English Proficiency for English Learners who have lived in the U.S. for less than 5 years. On average, the reclassification rate trend has decreased 2.2 percentage points over a three-year period (20072010). Less than 10% of English Learner students in grades 9-11 at relieved high schools scored at these levels in all subjects including: English-Language Arts, Algebra I, Geometry, Algebra IT, World History, U.S. History, Life Science, Biology, and Chemistry.

YPI currently serves a similar population of students at two direct-funded charter schools and at the San Fernando Institute for Applied Media Pilot School. YPI also provides afterschool services offering tutoring, academic enrichment, and physical education and recreation at 32 high schools. YPI has provided education services for K-I2 students in the target community since 2001. Programs such as GEAR UP and FIPSE LA College Ready target A-G requirements for Latino and economically disadvantaged high school youth in the same community served by Valley Tech Academy.

c. *Provide an overview of the instructional program of the school*

The state and national, and eventually the common core, standards for each core subject area provide

a basic framework for instruction at Valley Tech Academy. Students will expand knowledge, skills, and analysis through in-depth inquiry and exhibition projects. All students will create digital portfolios that demonstrate essential skills, critical thinking, and problem solving across disciplines. Students will develop factual knowledge, but also analytic skills and intellectual curiosity for lifelong learners. Students will develop strong "habits of mind." They will consider questions of evidence (how do we know what we know?); viewpoint (who is speaking?); connections and patterns (how are events/people/places connected?); supposition (what if? how might things have been different?); and meaning (why does this event, theory, or practice matter?).

The high school will provide students with a Standards-Based Curriculum that offers a rigorous education in line with the California State Standards. Family-Community-School Partnerships engage families and the community in the school. Technology Integration in the curriculum ensures that students learn computer skills while pursuing academic goals, aided by the strong multimedia focus of Valley Tech Academy. Small Learning Communities help students work in small cohort groups throughout their four years, thereby increasing teacher-student interaction. An Interdisciplinary, Project-Based Curriculum will enable students to understand how subjects relate to each other while achieving proficiency in core subjects. Teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, and connecting learning to students' lives. Culturally-Relevant Instruction is integrated into the instructional experience to increase relevance of school in students' lives.

The curriculum is guided by state and national standards as defined in *Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1994-2003). Course curricula will meet objectives outlined in the *Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2001).

Instructional materials will be chosen by teachers and the Principal and coordinated with the teacher teams. Textbooks will be integrated in relation to an analysis of standards via the Strategic Design process. Teachers cluster standards to design units, and then integrate textbook resources as needed to address standards in each unit. Student texts and instructional materials are identified based on the following criteria: alignment with state standards; research-base and evaluation data showing success with similar student populations; accessibility for students; alignment with school's mission; and ease of use for teachers. The school will evaluate, update, and revise textbook adoptions each year.

Teachers will be encouraged to use original and primary source material as much as possible. Instructional materials will include novels, photographs, essays, speeches, video, textbooks, and manipulative. Teachers and students will have access to the Internet, educational software, word processing, data processing, and digital graphics in each classroom.

d. Describe the school culture that your team envisions for the proposed school

YPI's vision for Valley Tech Academy is to prepare students for college and careers by providing saturation services based on the Promise Neighborhoods model so successfully implemented in programs such as the Harlem Children's Zone in New York. The school will provide high school youth with intellectual tools necessary to become successful students and active citizens. Through clear and high expectations for all students, a rigorous curriculum, a personalized learning environment, and family school-community partnerships, **YPI** will help students overcome traditional barriers and empower them to succeed in high school and college. This will be done within the framework of a community school model that provides services for all students and families at the school.

The high school will embrace Culturally Relevant and Responsive Education (CRRE) in educating students. Defined as adjusting how we teach to the needs and experiences of students, it uses the cultural knowledge, prior experiences, frames of reference, and performance styles of students to make learning encounters more relevant and effective for them. This is a strong fit for the community school model **YPI** and partners will implement working with families. Research affirms that culture, teaching, and learning are interconnected and that school achievement increases to the extent that teaching employs

the cultural referents of the students to whom it is directed (Gay, 2000).

YPI will partner with teachers and families to provide choice and culturally relevant instruction. The school will be a multimedia small school (serving no more than 540 students in grades 9-12) with a technological vision to create a place of learning that empowers students.

e. Discuss how your organization will set and annually update targets for the indicators in table below.

This information is to be provided by the Youth Policy Institute in the post-approval phase of the Public School Choice process, as determined by the Los Angeles Unified School District.

f. Describe the community that your proposed school will serve.

About 32,000 people reside in the neighborhood surrounding Valley Tech Academy, according to 2010 GeoLytics U.S. Census Estimates. 35% (11,341) are under the age of20. There are 6,081 families, and 26.18% are living in poverty, including over 50% in core areas of distress. The neighborhood's population is largely Hispanic (92%) and 50% of residents are foreign born. Educational attainment for those over 25 years old is weak, with more than 67% not achieving a high school diploma. The median family income is about $36,000, and the per capita income hovers near $10,000.

The area is part of County of Los Angeles Service Planning Area (SPA) 2 where there are-on an annual average-25,911 homeless individuals (2007 Homeless Count Report). In SPA 2,8% of children aged 0 to 17 have been diagnosed with asthma (2007 Los Angeles County Health Survey) and the percentage of children at high risk of developmental delay is higher at 34.4% than the rate for Los Angeles County and California (2008 Asthma Profile). A 2007 Los Angeles County Health Survey showed that Diabetes rates are at 7% in the area and obesity rates are at 17.1%, while 38.8% of the overall area population is classified overweight Medi-Cal, California's healthcare coverage for qualifying persons who have income below established limits, provided coverage (in 2006) to 32,865 beneficiaries (52% of them children under the age of 17), indicating that, per capita, the area is heavily reliant on the State's resources (Source: Los Angeles County Health Survey; 2007). 33.7% of surveyed families in SPA 2 had difficulty in finding acceptable childcare options.

YPI is leading the Los Angeles Promise Neighborhood effort. YPI received one of only 21 planning grants awarded nationwide to plan services. The Los Angeles Promise Neighborhood is building upon community services YPI has provided for families in the NE Valley over the past nine years. YPI is currently conducting a year-long plan for Promise Neighborhood implementation in the target neighborhood. This includes a thorough needs assessment and working with more than 30 community partners to prepare for comprehensive saturation of education and community services to be implemented beginning in September 2011. The needs assessment includes a comprehensive community survey of resident need, a segmentation analysis of the community working with partners.

YPI has extensive experience with large human services projects serving Los Angeles and the targeted neighborhood. YPI operates 18 different programs and partners with 70 schools with support from city, state, private, and federal funders in Los Angeles. YPI's annual budget is $35 million and the agency has more than 1,200 staff at 125 sites. YPI has administered nine grants from the U.S. Departments of Education, Labor, Health and Human Services, and HUD over the last eight years, while receiving federal funding through the State for programs like 21st Century afterschool. In just the last five years, YPI has raised $90 million for its work with schools in L.A., not including the general funds budgets of its own charter and pilot schools. YPI is the largest afterschool provider for charter schools in the nation and the largest high school afterschool provider in the state.

YPI is the founder and operator of two charter middle schools in Central Los Angeles and the San Fernando Valley that have demonstrated exceptional academic achievement using the YPI model. It is an affiliate of the National Council of La Raza and the Lead Agency for a Full-Service Community Schools program funded by the U.S. Department of Education for Central Los Angeles. This program provides wrap-around services for families at four schools, including 15 academic, enrichment, nutrition, parent education, family literacy and leadership development services for 1496 students in

2009-10.

g.   Provide an overview of the proposed school's governance structure and leadership team.

The School Leadership Team, including the Executive Director of YPI Schools, will work with the Principal of the school, the teachers, other staff, and parents. Teachers, staff, parents and other community residents will be involved in the ownership of the school through their active participation in the Standing and Advisory Boards and Subcommittees.

The Youth Policy Institute Leadership team includes the following. Dixon Slingerland is the Executive Director of YPI since 1996. He is President of the Board of YPI Charter Schools. Maria Reza is a long-time teacher and Principal in the Los Angeles Unified School District with experience as former Cluster Administrator for the Operations and Academic Achievement of San Fernando High School and the 19 schools in the feeder pattern. Gene Straub is the YPI Chief Financial Officer and Vice-Chair of the Board for Larchmont Charter School. Gene served as Senior Vice President-Studio Operations for Twentieth Century Fox Film Corporation, and was responsible for an $85 million operating budget. Yvette King-Berg is the Executive Director of YPI Schools. She has previously worked as Vice President, Southern California for the California Charter School Association, and a long-time administrator, teacher, and trainer with Project GRAD and Fenton Avenue Charter School. Nick Vasquez is Principal of YPI's Monsenor Romero Charter Middle School and former long-time Principal of Morningside Elementary in the Los Angeles Unified School District. Ruben Deans is Principal of Bert Corona Charter School. Prior to this he served as Assistant Principal at Belvedere Middle School. Iris Zuniga-Corona is the YPI Chief of Staff responsible for all program implementation and will work with the YPI Executive Director of Public Schools and the Principal to coordinate YPI programs and services. Prior to taking this role, she ran YPl's afterschool programs at 56 schools. Stan Saunders is the YPI Director of Development and has led YPI fundraising over eight years that raised over $130 million for education and training services in Los Angeles. He will lead the Development Team' in its ongoing efforts to bring outside funding to the school. Fidel Ramirez is the former Principal of Community Charter Early College High School in the San Fernando Valley. Marco Torres Marco Torres is a multimedia and educational technology expert who has worked with numerous schools, including the YPI San Fernando Institute for Applied Media Pilot School, to develop a strong foundation for student technological skills.

h.   Briefly explain the rationale for your choice of school type.

The Network Partner model offers the most promising model for leveraging education and community services provided by YPI and partners into the full-service community schools vision for the high school. To succeed, students and parents at Valley Tech Academy must have access to a wide range of supportive services in and out of school. The Network Partner Partnership with the Los Angeles Unified School District offers flexibility to braid existing and new services provided by the District and YPI, while maximizing support provided by LAUSD for District schools, a support system not in place for schools in the direct-funded charter school model, for example.

YPI selected the Network Partner model for autonomy and accountability. The high school will incorporate a small schools approach to give students access to much needed resources and a personalized learning environment which will empower students as they experience a richer and relevant curriculum. The focus of the high school is on education technology which will enable students to access unlimited learning resources. It will also assist students in organizing, presenting, and creating valuable information. Since the world has become interconnected, our students will need a bridge to bring them closer to the rest of the global community. Integrated technology (hardware, software, connectivity, community involvement, and professional development) will help by providing that trestle our students need to connect with themselves, with their community, and with the rest of the world.