Huntington Park
High School Complex

HUNTINGTON PARK HIGH

Network of 21st Century Schools

College and Career Ready

TECHNOLOGY, ENTERTAINMENT AND DESIGN SCHOOL SCHOOL OF APPLIED MATHEMATICS AND SCIENCE RENAISSANCE SCHOOL OF THE ARTS INSTITUTE OF APPLIED MEDICINE SCHOOL OF SOCIAL JUSTICE THE iSCHOOL

creativity & innovation critical thinking & problem solving communication & collaboration

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1. Executive Summary

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

The Mission of Huntington Park's Network of 21st Century Schools is to provide our students with skills that will make them leaders in their community, positive contributors to society, and students who analyze current issues and create solutions to real world problems. It is our belief that we can provide students with universal tools that are necessary to be successful in the future. These skills are based on our core beliefs, which are characteristic of teaching and learning in the 21st century and include:

- 1. Collaboration We have detailed and modified our collaboration model based on the work of Patrick Lencioni, which is broken down into five significant pieces: attention to results, mutual accountability, commitment, courageous conversations, and trust.
- 2. Coaching, Reflection, and Feedback Improving and enhancing instruction is based on a Cognitive Coaching Model that can be used by all members of the team.
- 3. 21st Century Teaching and Learning Our research from Tony Wagner, "The Global Achievement", "Educating the Net Generation" by Bob Pletka, and "Twenty First Century Skills" by Charles Fadel form the basis for our belief in the skills necessary for our students to be successful in the 21st Century.
- 4. Reading A commitment to professional reading and keeping ourselves abreast of the latest developments in education is what provides the foundation of our core beliefs.

The Vision of the Network is to offer students the choice of six autonomous schools plus the established Libra Academy giving them an opportunity they have never had before. These six schools will include:

- 1. Huntington Park Institute of Applied Medicine
- 2. Huntington Park Technology, Entertainment and Design School
- 3. Huntington Park iSchool
- 4. Huntington Park School of Applied Mathematics and Science
- 5. Huntington Park Renaissance School of the Arts
- 6. Huntington Park School of Social Justice

The emphasis of these schools is on 21st Century skills as well as adherence to the California State Standards. Additionally each school has scrutinized current Huntington Park High School data in order to determine the specific needs of our students, which dictates a strong emphasis on math, reading, and writing skills.

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

The demographic make-up of Huntington Park High School has remained constant over the past 15 years. Hispanic/Latinos are 98% of the student body. The remaining two percent of the student population consists of African American, Asian, Caucasian, and students of other ethnicities.

HuntingtonPark High School has experienced a decline of approximately 8% in enrollment over the past four years. Nevertheless, we remain a densely populated school currently servicing over 4,000 students.

As a result of the comparatively low incomes of households in Huntington Park, over 85% of our students consistently qualify for free or reduced lunch through the federal Title I program. The additional funds the school receives through this program are used to provide a wide array of academic and human services in order to help economically disadvantaged students meet grade level proficiency.

At Huntington Park High School, 1 in every 3 students is an English Learner (EL). Given the large number of EL students, Huntington Park High School also receives additional monies to address the needs of these students. The purpose of the English Language Learners Program is to assist students in meeting academic proficiency while simultaneously developing English language fluency.

Based on student surveys our student interests are reflected in our six proposed small schools pathways: Health; Technology, Entertainment and Design; Science, Technology Engineering and Math; Theater, Music, Journalism; Engineering Design and Technology, Animal Science; Genetics and Bio-Engineering and Finance; Law and Political Science; Science, Technology, Engineering, Mathematics. At the same time, students' passion with technology will be nurtured in our small schools as we embrace the 21st Century. Supporting our critical student needs will be a focus in each small school.

Currently, our students are not performing at the level we desire. 2010 CST results demonstrate that 24% of our students are performing at proficiency level in English Language Arts while 5% are performing at proficiency level in math. Our 2010 CAHSEE results show that 68% of our tenth graders passed the English section of the test on their first attempt while 65% of our tenth graders passed the math section on their first attempt. As such, our urgent task is to improve literacy and math skills.

As current teachers, coordinators, and administrators, the Network Design Team members are aware of our students' academic needs. By focusing on effective research-based instructional strategies and student data and by creating a more personalized school environment, our students will obtain the necessary skills needed to compete in the 21st Century.

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.

At the beginning of the 21st Century, we are living in a competitive world that is globally connected and requires deep understanding of technical knowledge, interpersonal relationships, and diverse cultures. The Network is committed to making public education relevant in a global society. Our curriculum and our instruction are designed to combine rigorous academic standards with career and college readiness in ways that help students claim their place in this inter-connected 21st Century world.

Our curriculum, therefore, will serve two functions. The first function is to provide language, mathematical, and information gathering skills that prepare students to be informed citizens. The second function is to teach cognitive and social skills that allow students to evaluate, accept or reject, and apply information in ways that are relevant to them. This is also based on the constructivist notion that we build or "construct" our own understanding of the world (Brooks & Brooks, 1999).

Thus, our guaranteed and viable curriculum will include both rigorous academic standards and an emphasis on technical training. Our instruction will be relevant, thought provoking, and promote independent thought. It is based on the assumption that given enough time and the proper instruction, any student can master any learning objective. Our instruction will reflect the multiple intelligences that learners have and the many learning styles (Eggen & Kauchak, 2007) they may use. In this way, we will meet the needs of the many diverse students.

Each of our six schools will have a particular career emphasis and when combined, will cover a broad range of career opportunities that will be available to students in the 21st Century world:

- Huntington Park Institute of Applied Medicine (Health)
- Huntington Park Technology, Entertainment, and Design School
- Huntington Park iSchool Science, Technology, Engineering, Mathematics
- Huntington Park Renaissance School of the Arts (Theatre, Music, Journalism)
- Huntington Park School of Applied Mathematics and Science (Animal Science and Engineering)
- Huntington Park School of Social Justice (Law and Political Science)

All schools share three goals for curriculum:

- 1. To develop 21st Century skills.
- 2. To fulfill A through G requirements for post-secondary education.
- 3. To prepare students for viable employment in the workforce.

We will focus on College and Career readiness. Our students will be offered the opportunity to pursue a variety of career pathways. Example four-year plans are included as Attachment 1, including the College Board numbers for A-G requirements. Each pathway will consist of the following core components:

- Rigorous academic instruction in English, mathematics, science, history, and foreign language courses preparing students for universities, apprenticeships and internships, or full-time employment.
- A progression of demanding technical courses will require practical knowledge and skills, preparing students for high-skill, high-wage employment.
- Work-based learning beginning with mentoring and job shadowing, and leading to internships and apprenticeships that complement classroom instruction and bring technical learning to life.
- Support services including counseling and additional instruction in literacy and mathematics to prepare students for advanced academic instruction and technical employment.

In addition to basing the content on the State of California Educational Standards and the use of formative, summative, and standardized data, we will use five research proven principles to guide instruction:

- 21st Century Skills
- Interdisciplinary Studies
- Project-based Learning
- Marzano's Instructional Strategies
- Technology Integration

The Network will endeavor to bridge the "Digital Divide," that is, the significant difference in the access to and equity of technology experience in the classroom based on categories such as income, race, gender, location, or education. Computers will not be contained solely in computer labs. Students will have access to both computer labs and networked computers in classrooms, making the technology an integral part of the school environment and a seamless part of the learning process.

We have taken the initiative to apply for an E-rate grant that would provide Notebook computers and Internet access for 9th graders. It also provides for increasing the bandwidth of the school's wireless network to allow more speed and access. School Site Council has unanimously approved the use of \$250.000 to support this effort.

We are committed to providing all students with environments that support their academic, cultural, and social development. The Network will utilize Response to Intervention and Instruction (Rtl²) to ensure that students are provided with environments that support their particular learning style. Early identification and intervention, along with research-based instructional strategies will be employed to meet the needs of students from diverse populations. Valid and reliable monitoring will be used to ensure that all students reach both their long-term and short-term goals.

Our teachers will employ a variety of instructional strategies in order to meet the needs of a diverse population of students and to prepare those students for challenging careers and post-secondary education. Among these will be Specially Designed Academic Instruction in English (SDAIE), 21st Century Learning, Marzano's Classroom Instruction that Works, Cultural Relevance, and Authentic Assessment.

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

We are committed to providing students with an effective and nurturing academic program that prepares them to be successful leaders in the 21st Century global community. We believe that the best way to do this is in a small, personalized, and safe learning environment in which the needs of every student are addressed, every person on campus works daily in the pursuit of academic excellence, and a strong foundation of collaboration exists. This intimate setting enables students to form strong relationships with adults at school. Each adult on campus will work together to meet the academic, social, and emotional needs of all students.

Our core values include: high expectations for behavior and academic performance collaboration among all stakeholders, reflection and feedback as a means to increase student and adult learning, having individual, shared, and mutual accountability, $21^{\rm st}$ Century teaching and learning, and dedication to continuous improvement. We will be data-driven and action-oriented. We aim to create an inclusive, inviting and warm environment in which all students have equal access to a challenging, rigorous, and culturally relevant and responsive 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.

Not Applicable—We have not received the Performance Management Matrix

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.

Huntington Park is densely populated with over 60,000 residents living within three square miles. The area is a port of entry for many Spanish-speaking immigrants, which is reflected throughout the city in billboards, storefront displays, city communications, and community events. Huntington Park has a higher proportion of foreign-born residents, 56% compared to the state average of 26.2%, and the length of residency in the city is significantly below the state average. According to recent data, a difference of \$23,000 exists between the median household income in Huntington Park and the median household income in California. It is estimated that approximately 15,000 residents in Huntington Park live below the poverty line. About 1 in 5 residents in Huntington Park are unemployed compared to 1 in 8 across the state. Close to 90% of the area's residents speak Spanish at home. According to data from 2006, 55% of students' parents did not finish high school, 25% graduated from high school, 11% attended some college, 6% graduated from college, and another 3% attended graduate school.

Due to our parents' economic status, student education is highly valued. Parents realize that in order for their children to obtain a higher economic status, the latter must complete high school and continue on to higher education.

As such, the residents of Huntington Park actively participate at Huntington Park High School. The Parent Center at Huntington Park High School provides a welcoming venue in which parents and community members can partake in events such as academic awareness and personal development workshops. Workshop topics include high school graduation requirements, computing grade point average, helping students complete homework, parenting strategies, nutrition, women's health, domestic violence, and substance abuse. Community representatives, parent volunteers, and various staff members with the oversight of the principal and members of the Compensatory Education Advisory Committee coordinate parent events. Parent and community volunteers also provide valuable services through the Parent Center. Volunteers assist with home correspondence, parent conference nights, and campus supervision and recognition ceremonies. An annual food drive is also held, supplying local families with food during the holiday season.

Our Design Team members have interacted with community members throughout their careers at Huntington Park High School. Most of the team has been at the school site for at least ten years and has serviced the community in the capacity of teacher, coordinator, or administrator. As part of the Network, our team will continue to be the liaison between parents and their children's success. Parents and community members will be active in the education process through involvement in governing councils, senior projects, and partnerships/internships.

Particular to this process many meetings were held with parents in order to elicit their input. Additionally several presentations were made to inform parents and students and feedback was requested of them. Several adjustments were made to the PSC 2.5 document based on the feedback and input of the parents and students. Several committees including the Governing Council, School Site Council, CEAC and ELAC groups, serve as venues for The Network to continue to elicit input from parents. Surveys from parents will be conducted annually for feedback on teachers, coordinators, and administration.

Throughout this Public School Choice process, we have engaged the community through public meetings, including Local District 6 and the LAUSD Office of Innovation and Charter Schools. Our work with parents and the community will revolve around Joyce Epstein's *Framework of Involvement*. Our intent is to create a vibrant learning community that will serve as the cultural and civic hub of the city and will be supported by teachers, parents, and community partners. We will reinvigorate and reengage the community by providing them with varying opportunities to give back to their neighborhood schools such as presiding as judges of student exhibitions, providing work-based learning opportunities, being guest speakers, and serving on advisory councils. We will also provide workshops for parents that will supply them with the necessary tools to help their children throughout their academic careers.

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 Network will be overseen by a Governing Council made up of six design team members, four parents, four students, the Principal, and one out of classroom certificated or classified person. This group represents the stakeholders who have wholeheartedly committed to the vision and mission of the school. Most importantly the design team thoroughly understands the spirit and intent of this document and for this reason must be an integral part of the Governing Council. The Governing Council will be responsible for the following:

- Monitoring the academic progress and performance indicators of each small school
- The hiring of any new comprehensive school Principalor Assistant Principals
- Maintaining the Vision of The Network and revising as the world changes
- Managing and distributing shared resources
- Dispute resolution
- Serving as a support network for each small school
- Decision-making on the Network agreements
- Creating the Elect-to-Work agreements

Additionally the Governing Council maintains the Vision and Mission of the school, approves the budget, evaluates the principal and has significant input on all aspects of the schools operational and instructional program. Its structure is inclusive and transparent. Its members will be trained in the protocols of participation. School Site Council will continue until The Network becomes a 9-12 school at which time the Governing Council will become the School Site Council. The School Site Council will be responsible for the Single Plan (SPSA) as well the QEIA, Title I, and Bilingual budgets. Several Advisories and Councils will have specific input on the Network schools and the 11th-12th grade students until graduation.

Compensatory Education Advisory Committee (CEAC): This committee composed of elected parents and teachers will advise and make recommendations on development of an effective educational program and plan that raises the achievement of disadvantaged students. English Language Advisory Committee (ELAC): This committee is composed of elected parents of English Language Learner pupils and elected teachers. It has the responsibility to advise and make recommendations on the development of the Single Plan (SPSA), especially those sections related to English learners.

The Principal needed for the Huntington Park High School Network of 21st Century Schools is one who embodies the core values of the mission and vision. This person must have a proven track record of accelerating student achievement, understanding the culture of the school and community and must have the characteristics of a transformational leader. The Principal will oversee the Network and the 11-12 school for at least two years until a solid culture of collaboration, coaching, innovative research-based 21st Century teaching and learning, reading, and understanding of the change process is established and the small schools are prepared to stand as an individual entity. The Principal must know, practice, and behave the core values as a model for others. The Principal will develop 21st Century leaders who create the conditions for supporting effective practices of adults to innovate and create schools where students see themselves as leaders who can make an impact on others, their community, and their environment. The Principal must be well read specifically in the areas of cognitive coaching, 21st Century teaching and learning, the change process, and collaboration, translating to visible practice of these theories and ideas. The Principal needs to be a master teacher who builds credibility through the modeling of 21st Century lessons and the coaching process. It is expected that the Principal have a solid grasp of data driven leadership and supports others involved in tracking and using the results of student achievement.

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 Network has chosen the autonomous Pilot governance structure to provide the flexibility necessary to begin a brand new school in which we can develop a culture in which teaching in all its aspects is revered. Designing 21st Century lessons, their execution, and coaching, reflection, and feedback will serve as the foundation of a professional culture that is needed at Huntington Park High School. The Network promises to turn the system into one which holds students as the top priority and creates conditions for teachers to innovate by instituting a culture of collaboration, a system of peer coaching, and high accountability for all. Autonomy in staffing, curriculum and instruction, budgeting and governing systems will support:

- A balanced approach to learning that includes 21st Century Projects that encourages students to impact their school, community, and their classmates. We will never forsake the importance of basic skills but we believe the basics can be interwoven into real world, meaningful work.
- Sequenced course instruction towards career pathway and professional level productions in choices of idea and design, math and science, fine and performing arts, medical and mental health services, cinema, animation and multimedia communications
- Increased accountability and commitment from staff and administration
- Additional staffing to develop leaders who will sustain and support each small school
- Inclusive leadership that involves parents, teachers, staff and students
- Peer coaching and multi-perspective evaluation

2. Curriculum and Instruction

"Instead of a national curriculum for education, what is really needed is an individual curriculum for every child." Charles Handy

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

At the beginning of the 21st Century, we are living in a competitive world that is globally connected and requires deep understanding of technical knowledge, interpersonal relationships, and diverse cultures. We, the Huntington Park High School Network of 21st Century Schools, are committed to making public education relevant in a global society. Our curriculum and our instruction are designed to combine rigorous academic standards with career and college readiness in ways that help students identify a place for them and in this inter-connected 21st Century world.

Our philosophy of education combines two seemingly opposed yet interconnected ideas. The first is to prepare individuals to become productive, independent members of society. The second concept is that the purpose of education need not be limited to those societal needs, and, that the needs and interests of the student determine the scope of an educational program ultimately. This pragmatist philosophy (Ornstein & Hunkins, 2004, pg. 35) was the basis for much of the development of the American education system in the first half of the 20th Century, a time of great innovation in the United States and a time in which the American Education System was the undisputed world leader at all levels. It is as relevant in the 21st Century as was then.

Our curriculum, therefore, will serve two functions. The first function is to provide language, mathematical, and information gathering skills that prepare students to be informed citizens. The second function is to teach cognitive and social skills that allow students to evaluate, accept or reject, and apply information in ways that are relevant to them. The second is also based on the constructivist notion that we build or "construct" our own understanding of the world (Brooks & Brooks, 1999).

Thus, our guaranteed and viable curriculum will include both rigorous academic standards and an emphasis on technology. Our instruction will be relevant, thought provoking, and promote independent thought. It will be based on the assumption that given enough time and the proper instruction, any student can master any learning objective. Our instruction will reflect the multiple intelligences (Eggen & Kauchak, 2007) that learners have and the many learning styles (Eggen & Kauchak, 2007) they may use. In this way, we will meet the needs of the many diverse students that will attend the Network.

Our instructors will model 21st Century skills (Trilling & Fadel, 2009). We will both lead and facilitate learning and create learning environments that both simulate real world situations and immerse students in actual community problem-solving. We will use a variety of best practices to deliver instruction that is relevant and meaningful to students with a variety of needs and backgrounds. The lessons taught in our classrooms will combine core academic disciplines and real-world projects that develop 21st Century skills and deepen each student's awareness of their own interests and abilities (Jacobs, 2010).

John Dewey said, "The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative (Dewey, 1997, pg. 25)." Therefore, in order to create a truly genuine learning experience, our design team is committed to developing a community of learning that extends beyond the campuses and into the community, uniting students, parents, professionals, and educators at all levels in a common goal of enriching lives.

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

The Network shares three goals for curriculum.

- 1. To develop 21st Century skills.
- 2. To prepare students for viable employment in the workforce.
- 3. To fulfill A through G requirements for post-secondary education.

We will focus on College and Career readiness. Our students will be offered the opportunity to pursue a variety of career pathways. Example four-year plans are included as Attachment 1, including the College Board numbers for A-G requirements. Each pathway will consist of the following core components:

- Rigorous academic instruction in English, mathematics, science, history, and foreign language courses preparing students for universities, apprenticeships and internships, or full-time employment
- A demanding progression of technology that provides practical knowledge and skills, preparing students for high-skill, high-wage employment
- Work-based learning beginning with mentoring and job shadowing, and leading to internships and apprenticeships that complement classroom instruction and bring learning to life
- Support services including counseling and additional instruction in literacy and mathematics to prepare students for advanced academic instruction and technical employment

Each of our six schools will have a particular career emphasis and when combined, will cover a broad range of career opportunities that will be available to students in the 21st Century world:

- Huntington Park Technology, Entertainment and Design School (Film, Web Communications, and Graphic Arts)
- Huntington Park iSchool (Science, Technology, Engineering, Math)
- Huntington Park Renaissance School of the Arts (Theatre, Music, Journalism)
- Huntington Park Institute of Applied Medicine (Health)
- Huntington Park School of Applied Mathematics and Science (Engineering Design and Technology, Animal Science, Genetics and Bio-Engineering, and Finance)
- Huntington Park School of Social Justice (Law, Political Science)

In addition to basing content on the State of California Educational Standards and the use of formative, summative, and standardized data, we will use five research proven principles to guide instruction:

- 21st Century Skills
- Interdisciplinary Studies
- Project-based Learning

- Marzano's Instructional Strategies
- Technology Integration

21st Century Skills

Student success begins with mastery of the core subjects including English language skills, world languages, arts, mathematics, economics, science, geography, history, government and civics Building on this foundation of core academic instruction, students must also learn the skills of critical thinking, problem solving, communication and collaboration (Partnership for 21st Century Skills). Understanding of academic content will be broadened and deepened by weaving 21st century interdisciplinary themes into these core subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Table 1. 21st Century Skills

Learning and innovation	Information, Media and Technology Skills	Life and Career Skills
 Examples: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration 	Examples: Information Literacy Media Literacy ICT (Information, Communications and Technology) Literacy	Examples: Flexibility and Adaptability Initiative and Self-Direction Social and Cross-Cultural Skills Productivity and Accountability Leadership and Responsibility

Interdisciplinary Studies

The global exchange of knowledge, information, and commerce will provide opportunities for people who are fluent in several disciplines and comfortable moving among them. The abilities to collaborate, create, think critically, and adapt will enable individuals to take advantage of those opportunities (Mathison, et.al., 1998). Research has shown that Interdisciplinary studies is an extremely effective approach that develops student awareness that a variety of interpersonal, technical, and skills will both benefit and enrich the life of the 21st Century citizen. Research has shown that interdisciplinary studies result in:

- Better understanding, retention, and application of general concepts.
- Better understanding of global interdependency and the ability to appreciate other points of view.
- Better decision-making, critical thinking, creativity, and understanding of complex problems that involve complex associations.
- Better problem solving skills.
- Better attitude and appreciation of the role that they play as a member of the community.
- Increased motivation, interest, and productivity of both students and faculty.

Project-based Learning

Students will explore real-world challenges, develop a variety of skills, and learn to work collaboratively through Project-based Learning. The high level of engagement activity in Project-based Learning will inspire students to develop a deeper understanding and knowledge of the connections between academic disciplines. Student long-term retention is also likely to be greater than through traditional textbook-centered learning. As students successfully complete projects, their level of confidence increases and they are able to take on more complex challenges (George Lucas Educational Foundation, 2001).

Project-based Learning effectively integrates technology into the curriculum. Technologies that may be employed include computers and the Internet, interactive whiteboards, global-positioning-system (GPS) devices, digital still cameras, video cameras, and associated editing equipment. Technology will be learned, not for technology itself, but for its application to the roles and situations in which students will be placed in the 21st Century.

We will design student projects to provide opportunities to demonstrate mastery of the following Expected School-wide Learning Results (ESLRs):

- Effective Communication
- Critical Thinking
- Collaborative Contribution

Each school will develop rubrics to monitor student progress toward each of these ESLRs. The projects and the rubrics will become more complex as students progress through each academic year will include the service learning project that students must complete prior to graduation.

Marzano's Instructional Strategies

The Huntington Park High School Network of 21st Century Schools will utilize the latest in research-based instructional strategies. In addition to Specially Designed Academic Instruction in English (SDAIE), 21st Century Learning, Web 2.0, Cultural Relevancy, and Authentic Assessments, we will focus on Marzano's strategies as described in "Classroom Instruction That Works." These strategies are presented in more detail in Section 2.d.

Technology Integration

Our lives, our communities, our homes are all affected by technology the Network will be schools that keeps pace with current technology and will continually integrate it into the classroom.

Our students will learn to use basic computer skills and software programs; however, this will only be the beginning of their technology training. Students will also learn how to use such diverse technologies as engineering and testing, filmmaking, information technology, and health care equipment. This training will take place in both the classroom setting and in cooperation with our community partners.

The Network will endeavor to bridge the "Digital Divide," that is, the significant difference in the access to and equity of technology experience in the classroom based on categories such as income, race, gender, location, or education. Computers will not be contained solely in computer labs. Students will have access to both computer labs and networked computers in classrooms, making the technology an integral part of the school environment and a seamless part of the learning process.

We have taken the initiative to apply for an E-rate grant that would provide notebook computers and Internet access for all ninth graders. It also provides increasing the bandwidth of the school's wireless

network to allow more speed and access. School Site Council has unanimously approved the use of \$250.000 to support this effort.

The Internet provides connections to real world experts and opportunities for expressing ideas with images, sound, and text. Students will be participants in the great convergence of information and media on the Internet. Online sources, such as Discovery Education, will be used to provide each classroom with more interesting, diverse, and current learning materials. Tools for visualizing and modeling, especially in the sciences and engineering, will give students images that aid in understanding.

Research indicates that technology integration is an effective means to reach different types of learners and to assess student understanding in multiple ways that reflect the multiple intelligences that students possess. Students are more likely to stay engaged and on task, reducing behavioral problems in the classroom.

WASC Accreditation

Upon acceptance of this proposal, we will begin the process of full accreditation renewal with the Western Accrediting Commission for Schools and Colleges (WASC). This process of accreditation will provide opportunities for introspection and growth and give insight into how to better meet the academic and social needs of our students. The WASC accreditation will include the following steps:

Self-study

The entire staff, student body, and community will be involved in the self-study, which will be completed over a period of several months. The WASC self-study coordinator will provide workshops to assist in conducting the self-study. Staff members will assess both the school's strengths and critical academic needs. The process will be completed by June 2012.

Full Self-Study Visit

The WASC visiting committee will be composed of a school principal, a district office administrator, a classroom teacher, a student, a school administrator other than a principal, a representative of a college or university, plus additional members who are representatives of the state department of education, a county office, or board members. Prior to reviewing the self-study report, the visiting committee spends three and one-half days at the school to provide an outside perspective on the quality of the curricular and instructional program provided for students. The review will include student performance data, conferring with each school committee, observing school operations and classrooms, and dialogue with individual administrators, teachers, students and others. After the visit, the committee will prepare a report of its findings. The report is presented to the Network's Governing Council and shared with the entire staff and student body. It is then formally submitted to the school and the WASC Commission with a recommended term of accreditation, the WASC criteria, the self-

Commission Action and School Follow-up

The Accrediting Commission for Schools will review the visiting committee reports and the recommended term. The cycle of self-study, visit and follow-up is normally repeated every six years, a full term. However, schools may receive other terms that include one, two, or three years or denial; in addition, schools may be required to take and report on remedial actions as a condition of continual accreditation. The Commission will communicate with schools during the cycle through written reports and short visits to support and encourage continual school improvement.

study, and the findings of the visit. The visit is expected occur in the fall of 2012.

At the midpoint of the term of accreditation, a progress report will be prepared by the Leadership Team summarizing the school's progress in implementing the school-wide action plan and changes that have

occurred since the visit. The school may be required to have a review by two or more members of the original Visiting Committee.

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

The Network is committed to providing all students with environments that support their academic, cultural, and social development. The Network will utilize Response to Intervention and Instruction (Rtl²) to ensure that students are provided with environments that support their particular learning style. Early identification and intervention, along with research-based instructional strategies will be employed to meet the needs of students from diverse populations. Valid and reliable monitoring will be used to ensure that all students reach both their long-term and short-term goals.

Table 2. Response to Instruction and Intervention (Rtl²)

Academic Strategies

- Comprehensive monitoring and collaboration between regular education and Special Education staff to ensure 100% compliance with Individualized Education Plans (IEPs) and Least Restrictive Environment.
- Culturally relevant and responsive pedagogy tied to the development of academic English language proficiency; students will receive regular opportunities for practicing oral and written language; ELD / SDAIE techniques will be infused into the instruction in all classes.
- Providing staff development training on the effective delivery of instruction and all of the instructional strategies listed in Section 2.d.
- Providing accelerated curriculum and challenges for GATE students, including AP courses, and additional learning opportunities
- Utilizing a 4 x 4 bell schedule to maximize the opportunities for intervention and enrichment.
- Regularly reviewing EL Action Plan Rosters to ensure prompt reclassification
- Providing tutoring and mentoring opportunities through partnerships with higher education and community organizations
- Including CAHSEE preparatory classes to support students who have not yet passed the exam.
- Collaborating with Huntington Park/Bell Community Adult School, ROP, and local higher
 education institutions to offer enrichment and credit recovery. Early College/Concurrent
 Enrollment has been successful with low-income students. Dropout rates are reduced and
 graduation rates for youths in such programs are 92% (Hoffman & Webb, 2009).
- Supporting a complete college and career center to assist students as they embark on a path for post-secondary education
- On-line classes for enrichment and credit recovery.
- Integrating an Advisory period to provide time for the teaching of school rules, social emotional skills, self-monitoring of academic progress, and support from a caring adult.
- Establishing a Learning Center to provide an area for intervention services.

Behavioral Strategies

- Fully integrating a Student Success Team (SST) and the Coordination of Services Team (COST) for the planning of instructional and support services for SWD, EL, SEL and other at-risk students.
- Implementing a systemic tiered response to dropout prevention and recovery.

- Developing a positive behavior support plan that includes positively stated rules which are tangible, enforced, advocated and modeled.
- Utilizing professional development time to identify students who are at risk and plan for services to ensure learning needs are met.
- **d. Instructional Strategies:** Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program. Explain why these strategies are well suited to address the needs of the student population you plan to serve.

Table 3. Instructional Strategies

Specially Designed Academic Instruction in English (SDAIE)

Specially Designed Academic Instruction in English (SDAIE) was originally designed to provide scaffolding for ELs. It is now recognized as a best practice to aid all students in mastery of rigorous content. SDAIE includes connecting to prior knowledge, modified speech, advanced graphic organizers, realia, previewing vocabulary and critical concepts, checking for comprehension, and cooperative learning.

21st Century Learning

Project-based Learning allows all students to use higher order thinking and problem solving to access the core curriculum and to master California standards. It places the teacher as a classroom facilitator, guiding students to inquire, investigate, and provide a resolution to real-life experiences. Projects will be collaborative efforts that promote a student's social and emotional development by the inclusion of ethical components in the project designs. Students will be required to consider needs of the community, the individual, and the self in choosing solutions to real world problems. Research indicates that the development of social and emotional skills reduces violence and aggression, increases academic achievement, and improves ability to function in schools and in the workplace. Students who practicing respect for others and positive interactions are more likely to continue to practice that behavior outside of school and after graduation (George Lucas Educational Foundation, 2001).

Interdisciplinary Studies will better prepare students for matriculation and the workforce, real-life projects would be introduced according to grade level.

Inquiry-based Learning stimulates students to think inductively by creating hypotheses, testing those hypotheses, drawing conclusions, and articulating those results. (National Research Council, 2000)

Interactive Technology and Modern Media allows students to conduct research and create presentations, participate in online assessments, use virtual labs and simulations, create digital portfolios, and blog in two-way collaborative classrooms. The use of technology increases motivation and self-esteem, allows students to complete more complex tasks, increases collaboration with peers and use of outside resources for learning. Increased depth and complexity add a layer to curriculum that increases rigor and student engagement. Instructors will employ flexible teaching methods that allow for modifications to apply deeper level thinking (George Lucas Educational Foundation, 2001).

Literacy Acquisition will enable students to read a broad range of difficult texts with deeper levels of comprehension through specific strategies. Writing will be implemented as a process to support analysis and reflection throughout all curricula (Langer, 1997).

Marzano's Classroom Instruction that Works

Identifying Similarities and Differences is a process that is has been shown to be analogous to basic human thought. Teacher provides guidance to explicitly identify and organize; use of graphic organizers; inquiry and classification (Marzano, et.al., 2004).

Non-linguistic Representations elaborate on knowledge so that students understand in greater depth and recall more easily (Marzano, et.al., 2004).

Cooperative Learning fosters positive interdependence, promotes positive interactions, provides for

accountability and teaches communicative skills (Marzano, et.al., 2004).

Setting Objectives and Providing Feedback will be provided by using Instructional standards to narrow what students should focus on, but should not be so specific as to limit self-exploration of topics. Feedback will be provided at multiple points in the instructional process, as it is the single most powerful tool for improving student achievement. This feedback will be timely, corrective and tied to a specific criterion (Marzano, et.al., 2004).

Cues, Questions, and Advanced Organizers access students' prior knowledge and provides cues as to what is important (as opposed to what is unusual). Higher-level questions produce more learning. Wait time is important to give students time to think (Marzano, et.al., 2004).

Summarizing and Note Taking skills teach students to change, omit, or retain information while logically organizing the information. Students learn to use notes as working documents that are used to prepare for exams (Marzano, et.al., 2004).

Homework and Practice Homework, when used at an appropriate frequency and with a clear purpose, increases student achievement (Marzano, et.al., 2004).

Reinforcement of effort and recognition enhances achievement. Students can change their beliefs to an emphasis on effort; reward is most effective when it is contingent on some standard of performance and when it is abstract symbolic (not tangible) (Marzano, et.al., 2004).

Cultural Relevance

Culturally Relevant and Responsive lessons acknowledge the cultural heritages of ethnic groups helping to improve students' attitudes and dispositions to learning. These strategies serve to bridge the home and school experiences, validate students' self-worth, and teach responsibility for learning (Ladson-Billings, G., 1995).

Authentic Assessment

Authentic Assessment allows students to learn from real-life evaluations. Students will be challenged to solve problems or answer questions that simulate kinds of problems faced by adult citizens, consumers, and professionals. (Wiggins, 1993).

Student Showcases are a part of creating learning communities that extend far beyond the campus. Student work will be viewed and evaluated by their peers, teachers, and parents, and professional in the field to provide a system of constructive criticism and that ensures on-going progress and quality for instruction as well (Benson & Barnett, 1999).

The Huntington Park Technology, Entertainment and Design School Curriculum Philosophy and Program

The influence of technology and scientific innovation is profoundly changing how we express ourselves. Media and Design Arts is a field that represents the exhilarating convergence of technology with the conventional discipline of design. Our academy will cater to students with a passion for the applied arts and creative media, including film, print, and digital media. In addition to the core curriculum, students will be offered electives such as filmmaking, video production, and web-site development.

Key Attributes of the Academy will include:

- 1. **Common Focus**: The school will adopt a research-proven instructional approach based on shared beliefs about learning and teaching.
- 2. **High Expectations**: All students are engaged in an ambitious and rigorous course of study; and all students graduate college prepared, career ready, with the essential skills necessary to be a responsible citizen.
- 3. **Personalized Environment**: The school is designed to promote powerful student relationships with adults where every student has an adult advocate and a personal plan of progress.
- 4. **Respect and Responsibility**: The school is a community that is safe, just, and studious environment. The staff teaches, models, and expects responsible behavior and mutual respect.
- 5. Collaboration: Staff will use research-based techniques to collaborate and develop skills to meet the needs of all students. Partnerships will be developed with parents, businesses, and community organizations to assist students with work-based learning opportunities and college matriculation.
- 6. **Performance Based**: Student promotion will be based on data derived from clear and established benchmarks. When benchmarks are not met, students will be provided with intervention opportunities including but not limited to tutoring and mandatory study sessions.
- 7. **Technology Use**: Teachers will design engaging standards based lessons infused with technology.
- 8. **Professional Development**: Our partners, California State University, Dominguez Hills Department of Education and EdTech Workshops, will provide continuing training on instructional strategies and on using performance data for conducting action research in our classrooms.
- 9. **Student Portfolios**: Portfolios will serve as the culminating projects in each grade level, as well as before graduation. Various media will be used to construct portfolios, including Web 2.0 tools artwork, films, and videos of drama productions, newspaper articles, and photography.

The concept of Linked Learning will be at the core of our instructional program. Bringing together academics, technical education, and real world experiences provides students with an integrated approach that results in advantages in academics and careers. Students follow pathways that involve training in arts and media. Students will be offered the opportunity to pursue a variety of pathways in Career and Technical Education (CTE). Example Four Year Plans are included as Attachment 1.

Each pathway consists of the following core components:

- A-G rigorous Academic instruction in core subjects.
- A sequence of CTE courses in Arts, Media and Entertainment Industry sector.
- Work-based learning, mentoring, job shadowing, and leading to internships and apprenticeships.
- Intervention in English Language Arts and mathematics.

Students will work toward industry certification in the areas of digital media through Microsoft, Cisco, Adobe and Apple providing a seamless transition to a postsecondary career or educational institution. To develop leadership skills among students a chapter of Technology Student Association, a Career Technical Student Organization (CTSO), will be initiated for students to foster personal growth, leadership, and opportunities in technology, innovation, and design.

Huntington Park *i***School**

Our curriculum and instruction will be centered on purposefully teaching 21st Century skills in the context of the core subjects and 21st Century interdisciplinary themes. The focus will be on providing opportunities for applying 21st century learning skills across content areas and for a competency-based approach to learning. Implementing research-based innovative learning methods that integrate the use of supportive technologies, inquiry and problem based approaches and higher order thinking skills. We will encourage the integration of community resources beyond the school perimeter.

Our curriculum and instruction centered on the A-G requirements will promote understanding of academic content at much higher levels by weaving 21st Century interdisciplinary themes into the core subjects and offer several career pathways.

Interdisciplinary Themes:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

iCareer Pathways:

- Computer Hardware, Electrical and Networking Engineering
- Environmental and Natural Science Engineering
- E-Commerce
- Entrepreneurship

The Huntington Park Renaissance School of the Arts

The small school's interdisciplinary, college and career preparatory curriculum prepares all HPRSA students to:

- Satisfy all graduation requirements, including the CAHSEE (California High School Exit Exam),
 Applied Technology, Computer Literacy, Career Pathway and Service Learning Requirements.
- Fulfill the A-G requirements and meet university acceptance standards with 11/15 A-G requirements completed by end of 11th Grade with C or better. Students are prepared to enter UC/CSU and private universities or colleges with an individualized IGP (enhanced College/Career IGP) with timelines, goals and requirements kept up to date by student and Advisor.
- Complete a senior project worthy of presenting to potential employers or college entrance.
 Students are encouraged to take Advanced Placement or Dual Enrollment Community College classes.
- Prepare students for higher education, vocational training or for immediate employment in careers for those students who enter the work force after high school graduation

The Renaissance School of the Arts curriculum incorporates our philosophy of interdisciplinary, thematically sequenced courses that challenge students with relevant course work, link multiple subjects and foster mastery in chosen career pathways by integrating CTE courses, applying skills learned in CTE courses in core subjects in internships and job opportunities.

Incoming ninth graders will be exposed to three introductory level classes that make up the three majors: theater, music, and journalism (career pathways of HPRSA). These classes provide focused subject matter and career options; that will assist students in selecting their desired pathway. Once students have chosen their major, their counselor will collaborate and create an Individualized Graduation Plan (IGP) with each student and their parent(s).

The Huntington Park Institute of Applied Medicine

According to the US Department of Labor, U.S. Bureau of Labor Statistics, 20 out of the top 30 fastest growing occupations in the next decade are in the health field. With an increase in the baby boomer population and an urgent need for bicultural and bilingual workers in the health field, the Huntington Park Institute of Applied Medicine will offer a rigorous academic program that will provide the foundation for success in both higher education and professional futures.

HPIAM will take a "whole child" view, by providing support for social, emotional, and intellectual development, and recognizing the importance of families in the process of education. Through our curriculum, internships, and senior projects, we will be creating the next generation of medical professionals. HPIAM will provide career exploration opportunities through guest speakers, site visits, community service, internships, and job shadows.

Every student that enters HPIAM will have a Personal Education Plan (PEP) that will contain their educational and professional goals, career/interest inventory results, and timeline for completion of their goals. In addition to having access to an academic counselor, each HPIAM student will be matched with an adult mentor that will support him or her throughout his or her four years on campus.

The HPIAM academic program will include the following:

- Satisfy High School Requirements (computer literacy, service learning, CAHSEE)
- Satisfy A-G UC/CSU Requirements
- Interdisciplinary and thematic units with an emphasis on project-based learning
- Career Pathways into Health Careers (Behavioral Health and Applied Medicine)
- Internships medical clinics, local health care agencies, counseling centers, senior home, feeder schools, and citywide youth programs
- Advance Placement (AP) and dual enrollment in junior college classes
- Senior Projects that make an impact in the local community
- An electronic portfolio displaying student work samples from their academic careers that can be used to enhance employment opportunities

Huntington Park School of Applied Mathematics and Science

The Huntington Park School of Applied Mathematics and Science will offer an engaging curriculum and instructional program that prepares students for college as well as careers related to Math and Science disciplines. We will offer courses for the following four distinct pathways:

- Engineering Technology and Design: Students that study within this pathway would prepare for careers in Architecture, Industrial Design, Structural and Civil Engineering, Drafting, and CAD Design.
- **Animal Studies**: Through this pathway, students prepare for careers as Laboratory Animal Caretakers, Animal Geneticists, Animal Nutritionists, Marine Biologists, and Veterinarians.
- **Finance and Accounting**: Students that select this pathway will prepare for careers in Tax Preparation, Accounting, Auditing, Banking, Credit Analyzing, Appraising, Financial Advisement, Marketing and Business Management.
- Genetics and Bioengineering: This pathway will prepare students for careers as Clinical Trials
 Researchers, Biomedical Technicians, Bioinformatics Specialists, Radiology Technicians,
 Biotechnology Engineers, Medical Laboratory Assistants, and Geneticists.

Students will apply core academic concepts to solve real-world problems in the classroom and community. Learning will be extended through participation in activities such as science fairs, robotics competitions, math Olympiads, design competitions, and economic summits. Virtual and real-world field trips to science museums, aquariums, banks, construction sites, medical laboratories and other destinations will enhance learning and provide students with opportunities to interact with experts in the field. Partner businesses and organizations working within our pathways will provide internships and connect students to possible future careers.

The Huntington Park School of Social Justice

In an ever-changing world it is imperative that our students realize that the world is complex and constantly changing and that students play a critical role in the ever-changing times. The School of Social Justice believes that global awareness and understanding is important for students to function effectively in a pluralistic society. Most students entering high school are not cognizant of their surroundings or globally aware. Our students need to understand the relevance of the world to them in order for them to realize that they have a place in society and the power to impact their surroundings. The Social Justice theme will guide students to first understand them in order to fully understand the injustices in the world and how their decisions everyday can impact those around them. Our curriculum will engage students and challenge them to think critically, problem solve, communicate effectively and collaborate with their teachers and peers to fully understand the career pathways of Political Science and Law and the relevance to their education and future.

To internalize the complex theme of Social Justice, students at each grade level will have a thematic focus that will help guide the curriculum and drive the units of study and interdisciplinary projects. These units will be driven by essential questions that students will explore throughout the content areas. The following grade level thematic topics will build upon and support each other to create globally aware leaders that will be college/career ready and motivated to make an impact in their society.

9th – Human Rights 10th – Individual and Society 11th- Personal Responsibility and Community Activism 12th- Law and Justice System

These essential thematic topics will provide opportunities to develop and practice leadership skills and for students to be involved in real world experiences. SSJ will be a forum for students to identity their

voice and leadership qualities to further impact their community and world around them. Students will develop a sense of empathy and will be given the opportunity to work with individuals and organizations whose mission and vision is to provide service and justice to all people.

3. School Culture and Climate

"Never doubt that a small group of thoughtful citizens can change the world. Indeed it is the only thing that ever has." -- Margaret Mead

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

The Huntington Park High Network of 21st Century Schools is committed to providing students with an effective and nurturing academic program that prepares students to be successful leaders in the global community. In *The Moral Imperative of School Leadership* (2003), Michael Fullan discusses the obligation of educators to afford all students a quality education and that, by not doing so, the livelihood and futures of children would be dramatically compromised. It is our conviction to give our students the necessary educational foundation that will enable them to enter their adult lives and pursue a life of their choosing. We believe that the best way to do this is in a small, personalized, and safe learning environment in which the needs of every student are addressed, every person on campus works daily in the pursuit of academic excellence, and a strong foundation of collaboration exists. This is supported in "Research about School Size and School Performance in Impoverished Communities" (Howley, Strange, & Bickel, 2000), in which the authors found that students with similar demographics to the majority of our students, low income and minority, benefit the most from a small school setting.

We feel strongly that it is important to start each small school with two grade levels to ensure that we develop a strong culture in each small school. It is our intent to create six semi-autonomous schools that service 9th and 10th graders in the first year, while 11th and 12th graders are phased in over the following two years. The Huntington Park High Network of 21st Century Schools will consist of the following six small schools.

- Huntington Park Institute of Applied Medicine
- Huntington Park Technology, Entertainment and Design School
- Huntington Park iSchool
- Huntington Park Renaissance School of the Arts
- Huntington Park School of Applied Mathematics and Science
- Huntington Park School of Social Justice

The concept of starting small is supported by the work of Dennis Littky and Samantha Grabelle in their book, *The Big Picture: Education is Everyone's Business* (2004) and Linda Darling Hammond in her book, *The Right to Learn: A Blueprint for Creating Schools that Work* (1997).

Our end goal is for graduates to be successful, productive members of the global community who have the skills to be competitive in the 21st Century. Our structures, traditions, and policies will all be driven with this end goal in mind. The values include high expectations for behavior and academic performance, collaboration to better meet goals, reflection as a means to increase student and adult learning, individual and shared accountability and an unwavering dedication to continuous improvement.

<u>High Expectations</u>: We believe that all students can learn and expect them to achieve at high levels. Success is the only acceptable outcome. Creating an environment in which students and families are

inspired to perform at the highest levels requires building relationships with students, explicitly communicating that students can and will be successful, and providing appropriate support.

<u>Collaboration</u>: Our collaboration model is based on Lencioni's *Five Dysfunctions of a Team* (2002), which states that effective teams build trust, have courageous conversations, commit to agreements, hold each other accountable, and focus on results. To maximize the educational experience of our students, the small schools within the network will work together to effectively employ resources, increase course offerings, and ensure that all students are appropriately serviced. Within each school, teachers, parents, and students must work collaboratively to ensure the academic success of all students.

<u>Reflection and Continuous Learning</u>: To provide a top-notch educational experience and ensure that students achieve at high levels, we must be reflective about instruction and results. By doing so, we can improve both our individual instructional practices and our school-wide programs. We are committed to using data to evaluate progress and professional reading as a means for keeping abreast of the latest developments in the educational field as well as the fields associated with our pathways.

<u>Accountability and Continuous Improvement</u>: Each person on campus is accountable for the results from his or her work and the results for the school as a whole. Every person on campus is responsible for guaranteeing the success of each student. Continuously looking at data, analyzing specific areas of need, having mutual accountability for outcomes, and being action-oriented to meet those areas of need is the foundation for continuous improvement.

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

Successful students grow up to be self-sufficient adults who work in a job of their choosing that raises their standard of living. Success, however, goes beyond just providing for oneself. Successful students also develop the personal skills necessary to navigate their personal and professional lives as well as demonstrate sound civic decision making capabilities. Moreover, successful students have confidence in their ability to handle the challenges that life presents.

To motivate kids to come to school, our students will actively participate in their education and will learn by doing, designing and creating. We aim to create an inclusive, inviting and warm environment in which all students have equal access to a challenging, rigorous, and culturally relevant and responsive curriculum. Our teachers will employ a variety of sound research based instructional strategies. Beyond providing good first instruction and using authentic assessment, we will create an assessment system that allows students to develop and demonstrate understanding over time. To help students stay in school, we will build an intervention and enrichment system that is responsive to the needs of all learners. We will provide timely and constructive feedback to students as well as establish consistent and clear communication with parents about student progress. Additionally, effective family engagement strategies will be developed that nurture positive, caring parent-student relationships about school and empower parents to stay involved in the educational process. We will develop strong partnerships with businesses, post-secondary institutions, community organizations, and social service agencies in an effort to ensure that students' needs are being met. Gathering metrics to support the goals of coming to school and staying in school will be part of our focus.

c. Social and Emotional Needs: Describe the programs, resources and services (internal and external) that your proposed school will provide in order to meet the social and emotional needs of the students

you serve. Explain how individual students will be identified and monitored on an ongoing basis at the school. Describe how the effectiveness of these programs will be measured.

In addition to creating a safe and welcoming environment, we will use the positive behavior support program to help students focus on their education by addressing their social and emotional needs. A small, personalized environment creates an intimate setting where students can form strong relationships with adults at the school. Also, each school will have a counselor who will monitor the academic progress of each student as well as attend to their emotional needs. While the counselor can address many of the situations that create barriers to learning, the combined resources of the network will be utilized to employ Pupil Service professionals such as a Psychiatric Social Worker, a School Psychologist, a nurse, and a Pupil Service and Attendance counselor. The Network will have a Coordination of Services Team (COST) and a Student Success Team (SST) that will take referrals by staff members and identify the services that address the students' needs. A welcoming Bilingual team will provide intake services for EL learners.

A variety of engaging curricular and extra-curricular activities will also be available during and beyond the school day to provide positive activities for students. Examples of curricular activities include content competitions, exhibitions, and internships. Extra-curricular activities include the Network sports, clubs, student government and service organizations as well as individual school activities.

Every student has a right to attend a safe, orderly and clean school in which they can focus on learning. At the start of the school year, school administration, the school coordinator, counselor, and teachers will establish a set of positively stated behavior expectations and will communicate and consistently apply rewards and consequences for student behavior. All staff members will model expected behavior as well as discuss with students the purpose of established expectations. Each teacher will establish a positive, inviting classroom environment and will regularly communicate with parents and students about student performance and behavior.

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

To ensure that students at the Huntington Park High Network of 21st Century Schools are college prepared and career ready, each student will be enrolled in coursework that satisfies the A-G requirements while simultaneously pursuing a pathway in a field of their interest hence the six schools to choose from. The faculty from each of the small schools will adopt curricular focuses as well as common research based instructional strategies to guarantee that all students are provided with opportunities to learn and master the content knowledge and skills necessary for academic and career success. College and career counseling will begin with eighth grade articulation and continue to support students in the ninth grade. Early family exposure to college awareness is a strategy for increasing college and career readiness, particularly for low-income and minority students. College information meetings will be held regularly to promote college awareness and assist families with navigating the process of choosing and applying to schools. Trips to local college campuses will give students the opportunity to undergo first hand the college-going experience. In addition to nurturing a college-going culture, each small school will cultivate an atmosphere in which students are exposed to and prepared for career pathways by offering a sequence of Career and Technical Education courses. Students will explore possible future careers by participating in student internships and job shadowing, engaging with

guest speakers, mentors and taking field trips to businesses and institutions, both in our immediate community and beyond through the use of global classrooms, virtual field trips, and webinars.

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

We strongly believe that parent involvement is an integral part of student success. Each small school will have a Parent Representative that will assist the school coordinator and counselor with parent outreach. The school will regularly communicate with parents through a variety of methods including by phone, mail, email, and on the school's marquis and website. We will focus on three areas of parent involvement: support for learning at home, volunteerism, and participation in decision-making.

Parent feedback and decision-making will be an essential component to the functioning of the small schools. School staff will regularly interview and survey parents to identify areas in which the school program can be improved. Parents will be encouraged to be members on councils such as the School Site Council, the Compensatory Education Advisory Council (CEAC), and the English Learner Advisory Council (ELAC).

- **f. School Calendar/Schedule:** Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students. In your response, please discuss how students and faculty will be grouped for instruction; the target class sizes and teacher-student loads; and how the proposed schedule promotes student achievement.
- i. **Autonomy:** Describe how the school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff.

The Network will be operating on a 4x4 schedule with longer periods that are ideal for implementing the collaborative learning model that we have adopted and that allow time to meet the learning needs of all students during the school day. During the 2011-2012 school year, we will still be operating under the three-track Concept 6 calendar. During the 2012-2013 school year, we will convert to a traditional school calendar. During the off-track time the first year, each of the schools will provide intervention and possibly enrichment opportunities for students and the staff will conduct a program evaluation so that adjustments can be made to ensure that the educational program is continuously improving.

4. Assessment and School-wide Data

"To create a successful professional learning community, focus on learning rather than teaching, work collaboratively, assess frequently, and hold yourself accountable for the results." Rick Dufour

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

In an effort to continuously utilize assessments as an integral part of the daily instructional process, we pledge to use assessments as sources of information for both students and teachers. Research suggests that focusing on the use of day-to-day formative assessments is one of the most powerful ways of improving learning in the classroom (William, Black, 2010). We will use the results of our formative assessments to gain valuable insights on how to advance learning for all students. We will always provide our students with multiple chances to demonstrate success.

We believe that having a strong and accurate system of assessing students' progress is vital for students to learn and achieve at high levels. Our benchmark assessment tools will be directly aligned with our curriculum. The information and data obtained from a variety of assessments will guide the development of our instructional practices and interventions.

Our schools will welcome and embrace students of varied abilities. Therefore, we commit to a high standard of equity and fairness to all students including those who learn and show what they know in diverse ways. We acknowledge that there is no one right way to assess all students. Each student is a different learner and therefore requires differentiated forms of assessment. While we are highly committed to participating in all state-mandated assessments, we will also use a variety of assessments to understand what our students know and can do.

Given the important role that assessments will play in our instructional program, we will commit part of our Professional Development time towards improving our data-analysis skills and developing more effective assessment tools.

b. Autonomy

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

To measure students' academic growth and needs, we are committed to using state-required assessments, and multiple site-developed authentic assessments such as project-based learning and portfolios.

Our school will create benchmark assessments that measure student academic growth throughout their instructional time. Through collaborative teamwork among all educations in the school we will create a balance of formative and summative assessments that are executed in the classroom.

Professional Learning Community (PLC) teams will design standards-based formative assessments in order to guide coordinated intervention and drive further instructional practices. Research suggests, "strengthening formative assessment practice results in significant, substantial, learning gains" (Dufour, Eaker, 2006).

Through project-based learning, we will provide students with opportunities to show their analytical skills, 21st Century skills, creativity, collaboration, and written and oral expression skills.

Students may be asked to:

- conduct science experiments as scientists
- conduct social-science research as historians
- write stories and reports as authors and reporters
- read and interpret literature as critics and writers
- solve math problems that have real-world applications as mathematicians
- participate in performances such as plays, recitals and concerts as artists
- present a community showcase with science, engineering, and art projects
- produce movies, websites and multi-media projects as digital designers

c. Student Assessment Plan

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

Our school will use a variety of assessments to analyze student learning and to evaluate our instruction. All assessments will be aligned to the California State Content Standards. We will analyze the data generated by these assessments to ensure that each student is making adequate progress and to provide intervention.

The following table outlines our assessment plan:

Assessment	Grade Level	Frequency	Rationale
CST (summative)	9th – 11th	Annually	Required State test
CAHSEE	10th – 12th	Follow LAUSD	Graduation requirement
		administration	
CELDT (summative)	9th – 12th	Annually	State-mandated
			Measure progress of English
			Learners
ELD portfolio for ESL	9th – 12th	Ongoing	Authentic assessment aligned
students (formative)			to ELD
			Standards and instructional
			guides.
Teacher-created	9th – 12th	Ongoing	Authentic standards-based
benchmark tests unit			measures
tests (summative)			
Teacher-created	9th – 12th	Ongoing	Provides immediate feedback
formative assessments			that informs instruction
ESLR projects	9th-12th	Ongoing	Requires students to
			demonstrate 21 st Century skills
			and master of content
			standards

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

Our school will continue to follow the timelines of all state exams. A few months prior to the opening of our schools, we will begin the PLC work where formative and summative assessments will be developed in the context of a standards-based educational cycle. This cycle includes:

- 1. Identifying Essential standards
- 2. Developing pacing plans
- 3. Creating curriculum maps
- 4. Setting S.M.A.R.T. goals
- 5. Creating formative assessments
- 6. Designing summative assessments
- 7. Designing and executing rigorous 21st Century lessons
- 8. Analyzing data
- 9. Sharing best practices
- 10. Designing intervention strategies based on RTI2

Working as a Small School we will begin by reviewing data in order to set smart goals that reflect long term and short term goals. Next, the team in each school will devote time to identifying essential standards and creating pacing plans and curriculum maps for each subject area. Teachers will then develop project-base designed summative assessments in addition to traditional exams. For each summative assessment three or more formative assessments will be used to inform the teacher of student progress. Next teachers will work together to design rigorous 21st Century lessons that engage students at the highest level. Execution of those lessons will include coaching and peer feedback. When students complete their products, projects, or work the teachers will collect and review the data. The teacher teams will share best practices and determine intervention for students who have not met the benchmark.

e. Data Collection and Monitoring

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

We will utilize all LAUSD data collection and reporting tools and resources available to us including, SIS, DSS, My data, CDE, EdData, DataQuest, and the School Accountability Report Card, to provide us with information on areas where expectations are met or exceeded and to provide direction for those areas of student learning that may be improved.

The Governing Council will utilize CST and CAHSEE data to make programmatic decisions. In addition, the PLCs will use common formative and summative benchmark assessment data to make instructional decisions and to develop S.M.A.R.T. goals for all of our PLCs and our instructional program. Scorecards and scoreboards will track the progress as we benchmark our goals. As we conduct our Action Research, the student data will inform us as to the effectiveness our instructional strategies. Observations and teacher feedback will be used to gauge the application of our instructional strategies. We will use these

multiple sources of data to modify our instruction. Every faculty member will be an active participant in our instructional program and our data gathering/analysis.

f. Graduation Requirements

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

Our goal is to provide maximum opportunities for all high school students to fulfill graduation requirements while completing the requirements for college admission and preparing them to enter the workforce college-prepared and career ready. All of our students will be provided the opportunities, encouragement and support to complete course work beyond minimum requirements to achieve their postsecondary goals. These opportunities include multiple pathways, advance placement courses, career technical education, community college courses and internships. Our students will be held to the same graduation requirements as all other Los Angeles Unified School District students.

Our students will meet the minimum college admissions A-G requirements. They will meet graduation requirements in the following 3 areas:

- 1. Satisfactory completion of 230 credits.
- 2. Passing the California High School Exit Examination.
- 3. Career Pathways: Students will assess and evaluate interests, skills, talents and abilities and select a career cluster to pursue in high school. They will work towards obtaining industry certifications where applicable, which will provide a jumpstart to their post secondary education and careers.

Upon enrollment, each student will design an individualized graduation plan collaboratively with counselors, parents and his/her Advisory teacher. Students will self-monitor their progress towards graduation with the guidance and assistance of their Advisory teacher. Students who are not on track for graduation will investigate credit recovery options with the assistance of their Advisory teacher and counselor.

Graduates will have the confidence to fully participate in cultural, civic and academic life. They will engage in rigorous learning while solving problems and have time to develop understanding and reflect on their learning process. Students will acquire information, media, and technology skills. All graduates will create, innovate, think critically, solve problems, communicate and collaborate. All graduates will leave our schools with the 21st century skills necessary to become successful adults.

5. Professional Development

"The finest gift you can give anyone is encouragement. Yet almost no one gets the encouragement they need to grow to their full potential. If everyone received the encouragement they need to grow, the genius in almost everyone would blossom and the world would produce abundance beyond our wildest dreams."

Sidney Madwed

a. Professional Culture

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

We envision a culture characterized by teamwork, a source of mutual support and collaboration. Our schools will be a place of growth and encouragement. Research shows that student achievement improves when teachers work collaboratively in *learning communities* (Schmoker, 2006). These learning communities provide a structure for the work that is needed to implement effective instructional practices. In order for these teams to work, we need to develop effective teams. Patrick Lencioni in *The Five Dysfunctions of a Team* analyzed the characteristics of organizations and found that the membership of effective teams trusted one another, engaged in unfiltered conflict around ideas not people, committed to decisions and plans of action, held one another accountable for delivering those plans, and focused on the achievement of collective results (Lencioni, 2002). The will use Lencioni's work as the process for how our teams will collaborate to ensure school success.

Our schools will work within DuFour's Professional Learning Community model in which each community has a shared mission, vision, and values; is committed collective inquiry by stakeholders; practices collaborative principles; applies a systemic process of action orientation and experimentation; and is committed to the continuous improvement towards results (DuFour & Eaker, 1998). Our Professional Learning Communities, PLCs, will engage in a reflective cycle in which SMART Goals are set, an action plan is implemented, student learning is assessed by benchmarking progress, and plans are revised based on results. Our PLCs can be formed as horizontal and vertical teams, depending on the purpose of their work. The PLC will determine the types and kind of professional development needed to develop the expertise needed to improve student performance. These professional practices or strategies can be content specific or general depending on the specific need. There is an expectation that all team members be consumers of research, therefore professional reading is an expectation.

As members of a professional learning community, part of our professional development will consist of modeling strategies and lessons. In order to build a professional culture, we will engage in peer observations centered on a coaching cycle.

b. Professional Development

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

The Network Professional Development Plan is based on the principles of a "Professional Learning Community." The book, *Learning by Doing*, (Dufour, Dufour, and Eaker, 2006) defines the following commitments:

Focus on Learning – All participants will work together to set goals regarding what students will learn, monitor students' learning, and implement the necessary supports to facilitate student learning. Through the weekly PLC team meetings teachers will follow the cyclical process described in the Learning by Doing guide to collaboratively analyze student-level data to determine need, set learning goals for students, discuss research-based intervention and instructional strategies, implement the strategies and gather and analyze student work to evaluate the success of the strategies.

Collaborative Culture and Collective Inquiry – All participants will work collectively to build shared knowledge on the best way to achieve our goals and educate our students. Through the Professional Development Institute, weekly PLC team meetings, and common planning time, the Network's faculty will share best practices, materials and ideas and thus build capacity. In addition to the wisdom and experience shared among our teachers, the Network will support teachers to attend conferences and trainings and share lessons learned with the rest of the learning community.

Action Oriented – All participants will act on their learning, implementing new instructional strategies and curriculum in their classes. The Network will foster a safe environment where teachers feel comfortable implementing innovative curricula and strategies and discussing challenges as well as successes within our learning community as teachers and learners. In order to keep a living history of our work, we will implement an Action Research model that documents the following elements: research question, student population, student achievement data, and professional practices to be observed. The data collected from these multiple assessments will serve to drive our decision-making and assist in determining how well we are achieving our benchmarks.

The Network will use the following structures and strategies to support the above referenced commitments:

Professional Development Institute—See the section below for a complete description of this very important component of the Network's professional development.

Building Culture and Trust

- Team Building
- Behaving the Core Values
- Setting Norms and Expectations
- Expected School-wide Learning Results (ESLRs)

Teaching Students with Specialized Learning Needs

- Differentiating Instruction and Materials
- Specially Designed Academic Instruction in English (SDAIE)
- Response to Instruction and Intervention (RTI²)

Project-based Learning (PBL), and Information and Communications Technology (ICT) Literacy

- Backward Planning for PBL
- Differentiation within a PBL Classroom
- Group work: Introduction and Facilitation
- ICT Training

- Brainstorming of Potential Projects
 Introduction to Understanding by Design (UbD) and Planning
 - UbD Model and Curriculum Mapping
 - Content Standards Framework and Vertical Integration

Institute reflection and feedback

Weekly PLC Team Meetings – Every week PLC members will have one hour of professional development time. One week per month, interdisciplinary teams will use this time to look at student data and identify areas of need and to chart progress.

Monthly Staff Development – Once a month for the entire day school staff will be released to deepen their learning around 21st Century teaching and learning, Marzano instructional strategies, technology, project-based learning, and the development of interdisciplinary units.

Network Meeting— One time every other month during the weekly professional development time, content-area teacher groups will use PLC protocols to identify vertical integration and content-specific standards, skills, challenges and instructional strategies. This includes all feeder schools and the Network.

Articulation Meeting—Once per semester, content-area teams will meet across the schools for the biannual Articulation Meeting to discuss course-specific issues, challenges and strategies. Invited to the meeting will be our feeder Middle Schools, the Network, and The Huntington Park/Bell Community Adult School. The principals/coordinators of each school will coordinate these cross-school meetings.

Common planning time— Within the 4X4 schedule, the Network has structured common planning time for content-partners. This time will be primarily used for regular check-ins during cross-curricular project implementation. It can also be used by teachers to address specific student issues or as a check-in between interdisciplinary team meetings.

Meeting Timing – It is important to note that although a general plan for meeting times is outlined above and discussed in the Professional Development Calendar below, these times are flexible and can be responsive to the needs of the students and teachers.

Differentiation: The team structures and protocols referred to above will allow for teachers of varying experience and expertise to work together and learn from each other based on common learning goals for students. The flexibility of this approach provides for knowledgeable teachers within each gradealike or content-area group to lead the group in learning a particular curricular element or strategy.

The Network will provide for the needs of individual teachers. In an effort to empower teachers and

to build effective teams, we will have a professional development program for each individual school. Individual teachers will pursue professional growth in accordance with the California Standards for the Teaching Profession.

c. Teacher Orientation

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

Two-week Professional Development Institute

The Network is going to utilize some of its resources to hold a two-week *Professional Development Institute* for all teaching staff, which will be facilitated by the design team. All teachers, new and existing, will be expected to attend this retreat.

The first week of this retreat will involve a series of full-day professional development seminars conducted by design team members. These seminars will be based on the overall vision of The Network and introduce the philosophies and instructional strategies outlined in this proposal. Prior to this week, as part of the hiring process, teachers will be asked to read, reflect on and commit to the Curriculum and Instruction, Culture and Climate, Assessment and School-wide Data, and Professional Development components of the proposal. The design team will use the written components of the proposal within the trainings, referring back to the overarching vision and philosophies guiding the work.

Day One: We will begin the work of communicating the core values of each individual school. In order to build team culture and trust we will first get to know each other on a personal level - understanding why each of the teachers chose education as a profession and our hopes for the school. A conversation about what it means to behave our core values will lead us to setting our group norms and expectations. We will then transition into a discussion about our ESLRs and what defines a "successful student."

The rest of the week will be introductory sessions guided by the instructional strategies outlined in this proposal. Our goal is to provide a foundation for teachers to plan during the second week of the retreat.

Days Two and Three: Teaching Students with Specialized Learning Needs — This session will be facilitated by our special education teacher(s) and ESL teacher(s). We will review the various populations that we are expecting to serve in the Network, and discuss the strategies and practices that we will put in place to create a fully inclusive and supportive learning environment for all students. On day two, the featured instructional strategies we will be introducing/reviewing are: using differentiated instruction and materials (during which time we will review and select various types of supplemental materials) and Specially Designed Academic Instruction in English (SDAIE). On day three, the training leads will introduce teachers to the Response to Instruction and Intervention Training (RTI²) process that we will be using at the Network. In order for the levels of intervention to be successful, the teachers need to understand their function and the part they play in the process.

Day Four and Five: Project-Based Learning (PBL), and Information and Communications Technology (ICT) Literacy- The training will include specific modules relating to the process of backwards planning for project-based learning, differentiation within a project-based classroom, language/learning supports for English Language Learners, group-work introduction and facilitation, and ICT. The integration of ICT into classroom instructional practice will be emphasized. The student projects will be based on our ESLRs and demonstrate ICT literacy. Teachers will break into content-area teams to start brainstorming potential projects for each class.

We may have teachers who are not familiar with all of the instructional strategies introduced at this retreat, and that one professional development session is not sufficient for teachers to become comfortable using these strategies. Our goal is to use the PLC process to facilitate the instructional

planning for the rest of the year. In addition, some of our partners will provide training in areas related to our project-based learning program in order to ensure that our program provides student training commensurate with industry standards.

The second week of the *Professional Development Retreat* is structured to implement the Curriculum Development process described in this proposal. This development will utilize CST data from the prior year, curriculum maps, California state standards frameworks, standards-based textbooks, materials from the previous professional development sessions and the PSC proposal. Teachers will work in content specific teams to create overarching frameworks and benchmark assessments.

The first day of this week is designed as an introduction to Understanding by Design, the philosophy behind the planning goals for the week and to allow the faculty the time to think through the goals for the week and collaboratively plan the rest of the week. This structure serves two purposes: first, it acknowledges the expertise of the teachers and allows them to structure the week based on their understanding of what needs to be accomplished. It also provides an opportunity to explicitly work through a collective faculty-wide decision-making process early in our work together.

Introduction to Understanding by Design and Planning: Using the Understanding by Design (UBD) guide and professional development books, the institute leads will lead the teachers in an introduction to the philosophies behind and processes of UBD and curriculum mapping. The institute leads will review the goals for the week (see below) with the teachers, including the philosophies behind the frameworks. Finally, the teachers will structure the rest of the week's framework development meetings and determine what materials need to be brought to successfully implement their framework development plans.

Content Standards Framework (vertical integration) Each content-area team will review the CST strand data from the previous year (incoming students) and identify the areas of skills/content-area deficiencies within their content area. Using this information and the California content standards frameworks, the teams will develop a four-year curriculum map for their content area that includes the "essential standards" to be addressed so each year builds on the previous year's standards. The teams will also develop common assessments in order to measure or benchmark mastery of the essential standards.

Institute Reflection (Day 10) – On the afternoon of the final day of the retreat, to begin establishing a reflective culture at the school, the retreat participants will reflect on the daily reflections of the past two weeks, discuss what went well and what needs improvement. The professional development team will use this data to measure the Professional Development Institute's effectiveness as they develop future PD and retreats.

Some of our teachers may join the Network after the Professional Development Institute. To address this issue, the school coordinator, in consultation with relevant content-area experts, will develop a UbD curriculum map, general unit and lesson plans, and a syllabus for the first semester before the start of school. Newly hired teachers will be introduced to this curriculum map to use as a guide.

All of the materials used during the Professional Development Institute will be put into an *orientation notebook*, to be used by a mentor teacher during their weekly meetings to introduce the new teacher to the school. The *orientation notebook* will continue to grow and change as the teachers in the school

develop new instructional strategies and curriculum frameworks. It will be used as a tool for the new teacher orientation each year and as a tool for all teachers throughout the year.

After the initial orientation, the school's professional development calendar (see below) will focus on teachers collaborating to analyze student data, identifying skill needs, implementing instructional strategies, and using student work for reflection/improvement as part of the PLC work and the implementation of Action Research protocols. Beyond the formal professional development sessions, new teachers will have a mentor teacher from their schools or content area (depending on the need) to check in with them on a weekly basis and address their learning needs individually.

d. PD Calendar

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

The table below outlines all of the professional development sessions that we will have throughout the school-year, with the majority of the sessions occurring during the *before school professional development meeting* that will take place every Tuesday from 7:25 a.m. - 8:25 a.m. Students have a late start. The majority of the professional development sessions will be *content specific* meetings and the format of the PD will follow the Professional Learning Community Continuous Improvement Process and Protocol described in the *Learning by Doing* guide. This process starts with analysis of the student data that we will collect from the SIS system and the My Data site. Based on that analysis, teachers will determine specific skill areas that need to be addressed across curricula, set learning goals for students and discuss the potential strategies to address them. Teachers with experience in those strategies will train the rest of the team. An outside provider/resource will be used for areas where we have little experience (professional development partnerships can assist in the training).

After the training, the teachers will discuss how to implement best practices in their classrooms and will begin implementation. Meetings during implementation will involve looking at student work data, reflecting on implementation and making improvements where necessary. For some of these cycles, the participants will participate in a coaching cycle. We will examine data from common formative and summative assessments, observations, student work, etc. to judge the results.

Structure	Description	Frequency
Staffing	Begin in Marchongoing	
Retreats	Professional Development	Two weeks prior to the
 All day sessions 	Institute	beginning of the school year.
 All faculty 		
Instructional PD	21 st Century teaching and	All day once a month
	learning	
PLC Meeting	Content specific and/or	4 times per month
Before school	individual school	
 1 hour meeting 	interdisciplinary/vertical	
 All faculty 		

Common Planning Time 1 Block All faculty	Content-Partners can use for check-ins during interdisciplinary projects, discuss issues with specific students, check-ins between cross-curricular	Daily
	meetings	
Leadership Lab	Distributed leadership and/or	Once a month
 All day sessions 	capacity building/	
 Selected faculty 	coaching cycle model	
Faculty Meeting	Various	Once a month
 After school 		
 1 hour meeting 		
 All faculty 		
Network Trainings	Articulation	Once every semester
All day sessions		·
All faculty	Network Meeting	Bi-monthly
PD Partnership	TBD per teacher/PLC/school	TBD
Facilitation/training	need	
Conference Attendance	TBD per teacher/PLC/school	TBD
	need	

e. Program Evaluation

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

We will gather data from our Professional Development Institute evaluation as to what are the needs of our faculty; this will be a starting point from which to develop SMART goals for all of our PLCs and our professional development program itself. Scorecards and scoreboards will track the progress as we benchmark our goals. As we conduct our Action Research, the student data will inform us as to the effectiveness our instructional strategies. Observations and teacher feedback will be used to gauge the use of our professional development strategies. We will use these multiple sources of data to inform our professional development plans.

f. Autonomy

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

In order to successfully implement project-based learning, research- based instructional strategies and develop curricula that are responsive to the needs of our students, the Network will use autonomy to determine the structures, frequency, and content of all professional development and collaborative meeting times. Our strategies are being adopted to facilitate a process by which our schools can easily respond to the needs of all our learning community members. These responses are data-driven, and this data is from multiple assessment sources. With this freedom we will have immediate flexibility to respond to needs as expressed by teachers or shown by their practices.

6. Serving Specialized Populations

"We know that equality of individual ability has never existed and never will, but we do insist that equality of opportunity still must be sought."

Franklin D. Roosevelt

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

The Huntington Park High Network of 21st Century Schools is committed to ensuring that all students get a quality education that prepares them to be productive contributors to the global community. We expect all students to succeed and perform to their full potential. To provide students with disabilities the education necessary for them to become independent, successful members of our society, we will judiciously implement the policies and procedures outlined in the Los Angeles Unified School District's *Special Education Policies and Procedures Manual*. The specially designed instruction and continuum of support services we will provide our students with disabilities will ensure them a free, appropriate public education in the least restrictive environment.

We are committed to developing a comprehensive special education program that complies with the mandated obligations as spelled out in the Disabilities Education Act of 2004 and Section 504 of the Rehabilitation Act of 1973 (Section 504) as well as the provisions of the Modified Consent Decree. With parents as partners the special education process will include an organized process for:

- identifying students requiring special services
- planning and conducting assessments to inform decisions regarding the needs of the student
- developing an Individualized Education Plan (IEP) that addresses the student's needs in the least restrictive environment
- resolving disputes regarding the content of the IEP
- implementing the services called out in the IEP
- monitoring and reporting student progress
- evaluating the appropriateness of the IEP on a regular basis

We believe that each student has the right to participate in the general education program and that with appropriate supports provided within that system each will learn and perform at high levels. In order to ensure the success of every student we will develop a standards-based instructional program that includes a series of timely, systematic, and increasingly focused interventions that are informed by regular analysis of student performance data. This framework is founded on the research-based Response to Instruction and Intervention model. The types of and intensity of interventions provided will be based upon the student's degree of learning. Accommodations and/or modifications developed in an Individualized Education Plan will be integrated into this tiered approach so that students with disabilities can participate fully in the general education classroom.

Responsibility for ensuring the success of each student lies with the entire staff. General education teachers, special education teachers and instructional support staff will work in collaboration to identify the instructional needs of students and then to develop strategies to directly address those needs. Working in Professional Learning Communities, integrated teams of general and special education teachers will plan learning experiences that are standards based, culturally relevant, and responsive to

the identified needs of students with and without disabilities. Using research proven approaches such as, differentiated instruction, cooperative learning, 21st Century skills, interdisciplinary studies, project-based learning, research-based instructional strategies, technology integration and Specially Designed Academic Instruction in English teachers will create rigorous lessons that deliberately scaffold instruction and provide multiple access points to engage all learners as well as provide appropriate accommodations and modifications as mandated by students' IEPs. Beyond co-planning, general and special education teachers will collaborate to co-teach students with and without disabilities in the general education classroom. Co-teaching may involve one teacher providing intense instruction to a small select group of students based on assessed need, both teachers sharing the instruction of all students or one teacher taking primary responsibility for leading the instruction while the other supports by modeling strategies, charting, adding question, clarifying information and prompting students. Teachers will employ multiple formative and summative assessment strategies to give students opportunities to demonstrate their understanding in a variety of ways and then use the assessment data to inform their instructional decisions and identify needed interventions.

We expect that all students, regardless of whether or not they have a learning disability, will get the support they need to ensure their success as soon as they show signs that they are not meeting learning expectations. Students will receive targeted interventions that support the rigorous curriculum and instruction provided in general education classrooms. When necessary, we will provide students additional and more intense targeted instruction to meet their individual needs. For special education students, this may include, but is not limited to, adapting the content or delivery of instruction to address the unique educational needs of a student so that they can access the curriculum and meet state content standards.

As appropriate, students with and without disabilities will be referred to the Learning Center. The Bridge Coordinator will oversee the Learning Center and ensure that general education students and students with disabilities are provided targeted interventions as well as instruction in strategies for accessing the core curriculum. Students will receive small group and one-on-one instruction that supports and builds on the general education curriculum using a combination of general education texts and additional research-based instructional resources.

In order to make certain that all students with disabilities receive appropriate supports and services, both general and special education teachers will receive ongoing professional development in such areas as differentiated instruction, research-based instructional strategies, engagement strategies, brain research, tiered instruction, universal design, cooperative learning, interdisciplinary projects and project-based learning as well as behavior and social skills.

The small school environment we intend to create at the Network will provide students with a small, safe, secure, personalized and supportive learning environment. Students will be watched over by a team of educators who are intimately aware of their academic progress as well as their social and emotional needs. The use of advisories will provide further opportunities to develop personalized connections by facilitating peer and adult mentoring. In this close environment, students will develop a greater sense of belonging which we expect will be reflected in improved attendance rates, lower dropout rates, greater student engagement and an overall improvement in student achievement.

To create a positive school environment and ensure that all students are clear about what behavior is expected from students, we will implement a School-wide Positive Behavior Support program that explicitly teaches, reinforces, models and monitors behavioral expectations. School rules will be positively stated and positive, progressive means of correction will be employed to resolve disciplinary issues. Alternatives to suspension will be sought, which may include but are not limited to, teaching appropriate replacement behaviors or anger management strategies. Behavior Support Plans will be a part of a student's IEP when their behavior impedes his own or others' ability to learn.

Extended school year services will be provided to students with disabilities whose unique needs require special education and related services beyond the regular academic year. These services will be provided to ensure the continued provision of a free appropriate public education by maintaining skills and behaviors that might otherwise be lost during the periods that school is not in session. Once it is determined that a student requires extended school year services, the school will continue to provide these and related services in the least restrictive environment. As in the regular school year setting, general and special education teachers will collaborate to provide a range of service delivery models that are determined by students' needs.

As mandated by Federal and state law, for students age 14 and older the school will develop an Individual Transition Plan as part of their IEP. Transition services are a collaborative effort between the student, school staff, parents and appropriate community agencies to plan the students' educational program to support the successful transition to adult living, which may include postsecondary education, vocational training, employment, continuing and adult education as well as independent living. Transition services are based on students' strengths, interests, and preferences as determined through student interviews and age appropriate assessments.

See Appendix D for Service Plan for Special Education.

7. Performance Management

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

NOT REQUIRED TO RESPOND AT THIS TIME.

8. Community Analysis and Context

"Here's to a community who sees things differently. They have no respect for the status quo. They are the kind of people that push the human race forward. And while some see them as different we see genius. Because the people that are crazy enough to think that they can change the world, are the ones who do."

Apple

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

Community: Huntington Park High School Network of 21st Century Schools is squeezed between four cities six miles southeast of downtown Los Angeles in the City of Huntington Park. Huntington Park High has served this culturally rich community for a century. Huntington Park is primarily a residential area bordered by highly industrialized areas. Huntington Park is densely populated with over 60,000 residents living within three square miles. The area is a port of entry for many Spanish-speaking immigrants, which is reflected throughout the city in billboards, storefront displays, city communications, and community events. Huntington Park has a higher proportion of foreign-born residents, 56% compared to the state average of 26.2%, and the length of residency in the city is significantly below the state average. The school population mirrors the ethnic make-up of the community it serves, with the majority of students being of Hispanic backgrounds. Currently, 98.33% of our students are Hispanic; 0.76% are African-American; 0.43% are Asian; 0.43% are Anglo-American; and 0.05% are American Indian. As a result, Huntington Park High is designated a PHBAO (Primarily Hispanic Black Asian or Other) school.

According to recent data, a difference of \$23,000 exists between the median household income in Huntington Park and the median household income in California. It is estimated that approximately 15,000 residents in Huntington Park live below the poverty line. About 1 in 5 residents in Huntington Park are unemployed compared to 1 in 8 across the state. As a result of the comparatively low incomes of households in Huntington Park, over 85% of the students consistently qualify for free or reduced lunch through the federal Title I program. The additional funds the school receives through this program are used to provide a wide array of academic and human services in order to help economically disadvantaged students meet grade level proficiency.

Close to 90% of the area's residents speak Spanish at home. At Huntington Park High School, 1 in every 3 students is an English Learner (EL). Given the large number of EL students, Huntington Park High School also receives additional monies to address the needs of these students. The purpose of the English Language Learners Program is to assist students in meeting academic proficiency while simultaneously developing English language fluency.

Strengths of the Community: The residents of Huntington Park actively participate in numerous community events, including ones held at Huntington Park High School. The Parent Center at Huntington Park High School provides a welcoming venue in which parents and community members can partake in events such as academic awareness and personal development workshops. Workshop topics include high school graduation requirements, computing grade point average, helping students complete homework, parenting strategies, nutrition, women's health, domestic violence, and substance abuse. Although staff conducts some of the workshops, others are provided by partner organizations such as *Promotoras Comunitarias* and the Mental Health Association. Community representatives,

parent volunteers, and various staff members with the oversight of the Principal and members of the Compensatory Education Advisory Committee coordinate parent events. Parent and community volunteers also provide valuable services through the Parent Center. Volunteers assist with home correspondence, parent conference nights, campus supervision and recognition ceremonies. An annual food drive is also held, supplying local families with food during the holiday season.

Additionally the characteristics of the community include close-knit families and a strong work ethic. Many services provide families with support such as the YMCA, mental health organizations, wellness centers and a public library. The City Council is receptive to the school's needs and provides students with avenues for expressing concerns. The Latin Businessman's Association provides the school with tutoring and SAT preparation.

<u>Community Assets:</u> Huntington Park is not only a port of entry for immigrants but also supports several generations of families who have been here over 50 years. People are connected here through family and common experiences. A strong system of recreational parks features Salt Lake Park that is recognized as one of the top baseball leagues in the area. The public library is online and has a large collection of books and resources, specializing in English as Second Language materials.

<u>Community Critical Needs:</u> Safety is the greatest issue and Huntington Park relies often on Neighborhood Watch to patrol and guard their streets. Multiple gang presence exists in all of the community each having their own unique identity. This presents a great challenge to our school, which because of its location, will be housing members of multiple gangs.

Another community organization is the neighborhood improvement program. This organization focuses on meeting with the community and identifying issues members feel strongly about and attempt to resolve these problems by coordinating services such as graffiti removal, parking enforcement, traffic enforcement, and they also coordinate services with the police to combat gang problems.

Another issue many of our students face is the outside of school demands that make it difficult to fully focus on schoolwork. These include the need to help supplement family income and to provide care for siblings and other relatives. The community lacks resources available in wealthier areas, such as bookstores, banks, theaters, cultural centers, and fitness centers. Huntington Park also has three of the largest schools in the nation within a mile radius. Miles Elementary, Gage Middle School, and Huntington Park High School are all significantly overcrowded. Also, the community lacks well-paying jobs that offer a pathway out of poverty, specifically in the areas of technology and design, health professions, the arts, science and mathematics.

Rationale for selecting this school

Huntington Park High School has been a Program Improvement school since the 1997-98 academic year. Although having made recent gains on the Academic Performance Index (API) as well as steadily improving graduation rates, Huntington Park High School has not met Adequate Yearly Progress (AYP) in the last six years. Low participation rates and the small proportion of students performing at proficient and advanced on the California Standards Tests (CSTs) have been the two primary reasons for not meeting AYP. Significant gains have been made in the participation rates. However, raising the percentage of students performing at the proficient and advanced levels continues to be a challenge.

Concerted efforts to improve student achievement have resulted in significant gains in graduation rates and API. The developments of SLCs and PLCs have contributed to these gains. Through these two

vehicles teachers develop a more personalized learning environment, ensure a guaranteed and viable curriculum for all students, and cultivate a professional culture focused on student needs. However, the commitment to these two approaches has not been consistent. Teachers were required to take part in PLCs and SLCs. Teachers complied but were not committed to these approaches as they came in a top down manner. Of 200 teachers only a small percentage have truly put their heart and soul into this work. We believe that by becoming a pilot school we will have the opportunity to offer program choices that they are interested in joining. It is our intent to create small schools where each teacher is committed to the vision and mission of the school.

As a writing team we have totally committed to the PSC 2.5 process because Huntington Park has been our home for many years and we believe that if we create the right conditions for our students they will succeed at the highest levels. All of the writers of this document are teachers or have been teachers at Huntington Park High School. We have all agreed to behave the core values stated in the mission and vision of the school. We believe that our behavior will be the impetus for driving the Network into the 21st Century.

Alignment with community strengths and needs: Our proposed school is well aligned with the community's strengths and needs, primarily due to the significant numbers of design team members have dedicated their careers to this community or attended Huntington Park High School. Input from parents and students have also helped us to align strengths with critical needs. Partners will provide enrichment opportunities, curricular enhancement, service-learning and internship opportunities, job shadowing and classroom visits, and inspiration for students. Our goal is to have students using their learning through projects to impact the community so that it becomes more prosperous, more innovative, and a healthy place for people to grow and live. We would like to see Huntington Park as a place where people want to live as opposed to a city they want to flee. We believe that each student project will be a building block to empowering students into believing that they can change their community for the better.

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

Our design team is a collection of teachers, coordinators, counselors, coaches, parents, students, and community members. Together we represent a wealth of expertise in 21st Century teaching, 21st Century leadership, technology and cognitive coaching. Some of us have made national-level presentations on 21st Century leadership, instruction, and the 4x4 block schedule. Other districts have contracted several of us as consultants. The Principal is a professor at Cal State Northridge in the areas of leadership and supervision of curriculum and instruction. We have content expertise in math, English, and English as a second language. All members of the writing team have regularly led professional development at the school site. All members of the writing team are well read and versed on the latest theories in regards to teaching, learning, and leadership. Please see our book list attached. With the collective aspirations of our dynamic team we believe that we can create the conditions for Huntington Park High School Network of 21st Century Schools to become second to none.

Important community based organizations and cultural institutions: See appendix 8b for a list of partnerships and letters of support.

9. Community Engagement Strategy

"We need neighborhood public schools: a place for parents to share concerns, practice democracy, create a sense of community among strangers. Without them we lose a local institution where people congregate and mobilize to solve local problems, where individuals learn to speak up and debate in democratic issues with neighbors."

Diane Ravitch

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

The Network aims to set the gold standard for school and community engagement. We intend to be the catalyst that reinvigorates, reengages, and reunites our community to create a school that serves as the cultural and civic hub to the city. Our community engagement strategy centers on the work of Joyce Epstein's Framework of Six Types of Involvement (Parenting, Communicating, Volunteering, Learning at Home, Decision-Making, and Collaborating with Community). We will help families establish an environment to support their children as students by providing parents with varying opportunities to take parent education courses and "workshops" (e.g. family literacy, numeracy, grade level expectations, college expectations and financial aid, adolescent development, parent advocacy, building decision making capacity, homework help). For us, workshops are not just having a class on a particular topic, but also making available the information in different forms that can be viewed, heard, shared, or read, anywhere any time.

We believe that accurate and timely communication regarding school programs and student progress is key to a successful school. We will ramp up communication to parents and community members by taking advantage of multiple modes of communication such as a websites, internet forums, bulletin boards, ISIS family module, online grading program, email, mailers, connectED (automated phone), direct phone calls, meetings, newsletters, conferences, and Counselor home visits. We are aware that a vast majority of parents in our community speak Spanish, so we intend to have Spanish-speaking teachers in-service other staff members in conversational Spanish to facilitate communication with parents and to translate communications in Spanish.

It is vital to our success that we help and support our students by utilizing their parents as volunteers following LAUSD guidelines. With that thought in mind, we will provide different opportunities for parents and caretakers to be actively involved in the education of our students (e.g. additional parent conferences nights, content specific nights to showcase student work, recognition of success ceremonies, Town Hall meetings, grade-level orientation, student-run showcases, parent day visitations to observe classroom experience). We intend to create an open classroom environment where parents can become room parents and assist teachers with duties such as organizing academic and school events, facilitating communication among other parents, supervision, and serving as judges on culminating projects. At the beginning of every school year, we will send out a parent postcard survey to identify available volunteer talents. It is our intent that parents and caretakers will recognize that the word "volunteer" is anyone who supports school goals and children's learning or development in any way, any place, or any time – not just during the school day.

Parents will be involved in the decision-making process through PTA/PTSA, advisory councils and committees (e.g. Parent Leadership Committee, curriculum council, safety collaborative, ELAC, CEAC, School Site Council, Governing Council). The Parent Leadership Committee will meet regularly and be involved in the development and judging of senior/ESLR grade level projects. The committee will discuss

issues regarding curriculum, intervention, parent instructional survey, and advisors to hiring, family participation, school safety and culture.

We are aware that community partnerships go beyond merely asking for financial resources. Our community partners will be mentors, guest lecturers, and panel judges for ESLR projects, provide internships and serve as curriculum advisors. Community partners will assist us by providing incentives (free service/experiences, gift certificates, and monetary compensation) for students to achieve at higher levels. We intend on hosting business and community open houses to showcase the work that is being done on campus.

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

Community Partners

Our timeline is as follows:

Community Partnerships that will assist with immediate Network school implementation: Cal State Dominguez Hills, UCLA, Mental Health America, Latino Behavioral Health Institute

Community Partnerships that will assist within three months of Network school implementation: Cal State Dominguez Hills, UCLA, Mental Health America, Latino Behavioral Health Institute

Community Partnerships that will assist within one year of Network school implementation: Cal State Dominguez Hills, UCLA, Mental Health America, Latino Behavioral Health Institute, USC ABC – A Better Community Environmental Issues and Activism, A4 Sportswear

Our counselors will serve as community liaisons that will be in charge of promoting and fostering the relationship between the school and all partnerships. The role of the counselor will be expanded to include: communication with parents and community organizations and facilitate parent workshops.

The Network will also use of a community partnership coordinator to advocate for the educational needs of our children. The community partnership coordinator will research and bring together all available resources such as housing, vision/medical/dental care, food banks, laptops/internet access, and clothes. The small schools are aware that all staff members will work to acquire community partnerships.

10. School Governance and Oversight

"Collaboration will be the critical competency of the 21st century. It won't be the ability to fiercely compete, but the ability to cooperate that will determine success. Teams will not be led by people with positional authority, but rather by peers who are able to persuade others – through reasoning, through analysis, by looking at the evidence."

James Kouzes

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

The Network will begin as a brand new 9th and 10th grade pilot school. Under the pilot school status it will consist of six small schools of 300 students. Each year a grade will be added to each small school so that in two years each small school will be a 9-12 school fully staffed with 500 students and the appropriate allotment of teachers. Each Small School will be led by a Small School Coordinator who will have the following duties:

- Develop the Master Schedule
- Oversee discipline and attendance
- Participate in the staffing process for the school
- Develop and execute staff meetings
- Participate in community outreach
- Oversee Intersession and summer school
- Facilitate data gathering, assessment and intervention
- Develop and execute professional development.
- Guide and support curriculum and instruction
- Develop and actively participate in a peer observation process

The current 11th and 12th grade students will finish their last two years of high school in their respective established small learning communities under a traditional model of governance until they are phased out over the next two years. A Principal and five assistant principals will be responsible for the both the new 9th and 10th grade school as well as the 11th and 12th grade traditional school.

With regard to our new 9th and 10th grade school that we have named the Network it is our vision that each Small School Coordinator will work in partnership with the Network administrative staff who will be administratively responsible for the school. This will allow time for coordinators, who are the chief architects of this plan, to develop leadership skills over the next two years at which time they may be considered a viable candidate for the principalship of each respective school. At that time each small school; including staff, students, and parents, along with the Principal will decide who will become the administrator fully responsible for each small school. The choices may include the small school coordinator or an assistant principal or the position could be opened for hiring. Local District 6 will also determine whether it will be necessary for the Principal to still be in charge of the entire school as a whole.

The structure for school governance will be Governing Council that will be transparent and inclusive. Elections will be held once a year and the commitment to the Governing Council shall be for one year. The design team is committed, responsible, and accountable for the success of the HPHS Network. For this reason it is imperative that this group become the Governing Council.

The Governing Council ensures that each Small School in the Network has autonomy over the following:

- **Budget** Each small school will be allocated an allotment of based on number of students in the school. Decisions on how to spend money will be aligned with the vision, mission, and goals of each school.
- **Curriculum** Each school will use the power standards as the guide but will utilize their autonomy to develop engaging lessons to enhance the success of their students.
- **Professional Development** A collaborative effort of teachers, coordinator, and assistant principal will ensure that professional development is meaningful, relevant, and based on the mission and vision of each school.
- Assessment The staff of each school will develop their own assessments to benchmark progress of students towards improvement of CST scores, CAHSEE rates, and 21st Century ESLR projects.
- **Schedule** Each school has decided to implement a 4x4 block schedule with an advisory period.
- Staffing Each school will hire its own staff focusing on teachers who understand and behave the core values of 21st Century teaching and learning, collaboration, coaching, and professional reading.

Each teacher in the school is hired on a voluntary basis and must sign "an election-to-work agreement," which stipulates the school's work conditions for the coming year. This agreement is revisited and revised annually. We believe that this model provides the teachers and community in every school the empowerment needed to prepare students for the 21st Century, ensuring quality education for all.

Additionally, Huntington Park High School 9-12 will have a School Site Council comprised of six teachers, (one teacher from each small school), four parents, four students, and one other staff member and the Principal. The School Site Council will have responsibility for overseeing Federal budgets including Title I, Bilingual, and QEIA funds. The School Site Council will have budget approval authority. School Site Council meetings are monthly and open to the public. A School Site Council member will be appointed to record all council actions in the form of minutes and forward them to the Principal who will publish them online for all stakeholders to view. Members of the School Site Council will be elected to a one -year term and re-elected by their small school. Each small school will nominate teacher members, parents by any member of the community, and students by the student body. Each member is to be elected by a simple majority. The small school coordinator and assistant principal of each small school will also attend school Site Council meetings. English Learner Advisor Committee, (ELAC) and the Compensatory Education Advisory Council, (CEAC) continues in their advisory roles to School Site Council. Consistent and effective communication within each small school, and among the schools, will be a crucial element of effecting successful change,

b. Applicant Team Capacity: List the members of applicant team filing

The following members make up the design team and their resumes can be found in the appendix:

- Jon Chaikittirattana Small Learning Communities Coordinator
- Jenaro Torres Special Education Teacher / Data Coordinator
- Seema Puri Career and Technical Education Advisor / Science Teacher
- Patty Terry Farley Home Economics Teacher / Counselor
- Nick Adolfo Science Teacher / CTE Filmmaking teacher
- Martin Hernandez Computer Teacher / Staffing Coordinator
- Juan Alfaro Bilingual Coordinator / Spanish teacher
- Roberta Ross Math Coach / Math Teacher
- Ruben Aburto Attendance Coordinator / History / Social Science Teacher
- Connie Aguillon ELD Coach
- Kerrie Fogel Counselor
- Maricella Garcia Assistant Principal
- Albert Castillo Principal
- Mikel Arnold Retired Literacy Coach
- Parent –
- Parent –
- Student -
- Student -

c. School Governance and Oversight

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

The Network will be committed to providing multiple venues for input and participation through Small School Coordinator meetings with the Principal, small school meetings, the Governing Council, School Site Council, and the CEAC and ELAC meetings. However, what is most important is not the venue, rather, the process of supported conversation which occurs in each meeting. We have already committed ourselves to building a model of collaboration which includes a high degree of trust for the purpose of having a high level of open debate about what matters most, high student performance. Honest, open conversations, where every voice is heard, is one of our core values which we know leads to commitment with regard to high student performance. It is expected in every meeting that we push for high levels of discourse where each opinion is valued and dissenting voices are encouraged. Members will get the opportunity to play devil's advocate so that we can get the best thinking out on the table. We realize that this type of discussion is essential for creating the best ideas as it pertains to high student performance.

As part of our pursuit of autonomy, The Network plans to use an "Elect- to- Work Agreement" so that all staff has the opportunity to express their willingness and commitment to collectively work on achieving the goals and objectives of this PSC plan. In the "Elect- to- Work Agreement," staff will be asked to express their intent to:

- Serve on a one- year contract
- Work in collaboration with peers

- Participate in a 21st century evaluation system which will include input from peers, parents, students, and supervisors
- Commit to executing 21st century professional development
- Participate in parent and community events
- Support and behavioral practice of the core values

It is expected that each school will collaboratively develop additional requirements which may include but are not limited to:

- Increased accountability
- Evidence of improved student achievement and engagement
- High quality teaching and learning
- · Increased parent engagement
- Adjusted work hours
- High quality programs for ELL and Special Education students
- Professional development
- Participation with and mentoring of students
- WASC

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

There will be two decisions-making bodies on the campus of Huntington Park High School. The Governing Council will exist to support and guide the progress of the Network while the School Site Council will make decisions for the Network as well as for the 11th-12th grade school.

Both the Governing Council and the School Site Council will meet monthly and each will include the following:

- Principal
- 6 teachers 1 teacher elected from each small school
- 1 other staff person
- 4 parents/community
- 4 students

The School Site Council will follow the guidelines as mandated by the state and federal government:

Budget/Finance

- Title 1 Budget
- ELL Budget
- QEIA Budget
- Year Round Budget

Single Plan for Student Achievement

- Evaluation
- Assurances
- Justifications

Alignment of School Plans

- WASC
- QEIA
- PSC 2.5

The School Site Council will participate in shared decision-making. Decisions within the SSC will be made by consensus when possible, with recourse to a formal vote of the 16 members if consensus is not achieved. Subcommittees will be created and will meet as necessary for the purpose of making specific recommendations to the School Site Council. Additionally CEAC and ELAC Councils will serve as advisory for expenditures relating to Title I and ELL respectively.

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

The make-up of the Governing Council will begin with the Design Team members who have responsibility, commitment, and accountability for the success of the Network. The committee will serve in this capacity for a minimum of three years.

The Governing Council will be responsible for the following:

- Monitoring the academic progress and performance indicators of each small school
- The hiring of any new comprehensive school principal or assistant principals
- Maintaining the vision of the Network and revising as the world changes
- Managing and distributing shared resources
- Dispute resolution
- Serving as a support network for each small school
- Decision-making on Network agreements
- Creating the elect- to- work agreements

The Governing Council members will be identified as administrators certificated and classified personnel, parents and students. Currently the Design Team consists of 14 certificated personnel, one principal, one assistant principal, two parents, and two students. Any new members to the Governing Council must replace personnel in each specific category. Parent must replace a parent, student a student, etc. When a position opens up on the Governing Council, each small school will recommend a replacement based on the category of personnel needed. In choosing a replacement member, the small schools, parents, and students should consider the following criteria:

- Behavior and practice of the Core Values
- Commitment to the vision of the Network and the individual school
- Demonstration of collaboration
- Commitment to the success of the Network

11. School Leadership

student achievement.

"The leaders who work most effectively, it seems to me, never say 'I'. And that's not because they have trained themselves not to say 'I'. They don't think 'I'. They think 'we'; they think 'team'. They understand their job to be to make the team function. They accept responsibility and don't sidestep it, but 'we' gets the credit... this is what creates trust, what enables you to get the task done."

Peter Drucker

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

The Principal needed for the Huntington Park High School Network of 21st Century Schools is one who embodies the core values of the mission and vision. This person must have a proven track record of accelerating student achievement, understanding the culture of the school and community and must have the characteristics of a transformational leader. The Principal will oversee the Network and the 11-12 school for at least two years until a solid culture of collaboration, coaching, innovative research-based 21st Century teaching and learning, reading, and understanding of the change process is established and the small schools are prepared to stand as an individual entity. The Principal must know, practice, and behave the core values as a model for others. The Principal will develop 21st Century leaders who create the conditions for supporting effective practices of adults to innovate and create schools where students see themselves as leaders who can make an impact on others, their community, and their environment. The Principal must be well read specifically in the areas of cognitive coaching, 21st Century teaching and learning, the change process, and collaboration; translating to visible practice of these theories and ideas. The Principal needs to be a master teacher who builds credibility through the modeling of 21st Century lessons and the coaching process. It is expected that the Principal have a solid grasp of data driven leadership and supports others involved in tracking and using the results of

Each individual small school will be supported by an assistant principal and led by a small school coordinator, who has been among the chief architects of this plan and is recognized as an exemplary teacher and a evolving leader who can influence others to reflect on practice and embrace 21st century thinking. The small school coordinators will regularly train with the Principal to sharpen their leadership skills. Assistant principals will support the Principal, the small school coordinators, and be partners in the learning process. The roles and responsibilities of the assistant principals can be found in the appendix.

The selection of the Principal, assistant principals, and the small school coordinators will be rigorous and inclusive. The process will include several exercises, which will allow the candidates to demonstrate their grasp and understanding of the core values. The process will require the candidates to participate in a collaborative exercise with members of the interview panel in a (fishbowl) situation. A rubric, scenarios, and directions have been developed and can be found in the appendix. In addition, the candidates for the administrative positions must have at least 8 years of successful full time service in a certificated position, with at least 2 of those years in a leadership role, an earned Master's Degree from an accredited college or university, a valid California Administrative Services

Credential, and must have completed Multicultural and Master Plan requirements. It is highly desirable that the candidates have experience in facilitating a collaborative team as well as experience in small schools or small learning communities. The abilities necessary for this job include the ability to work with diverse experience, racial, ethnic, linguistic, disability, and socio-economic groups, have excellent written and oral communication skills.

The requirements to become a small school coordinator include at least 5 years of recent successful full time service in a certificated position. It is highly desirable that the candidates have experience in an out of the classroom position as well as having the experience in facilitating a collaborative team environment. Experience in small schools or small learning communities are essential. The abilities necessary for this job include the ability to work with diverse experience, racial, ethnic, linguistic, disability, and socio-economic groups. The successful candidate will also have excellent written and oral communication skills.

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

The most significant role beyond the Principal will be the Assistant Principal and the Small School Coordinator who will take the responsibility of leading the small school with regard to curriculum and instruction, assessment, professional development, and staffing. The Small School Coordinator complements the role of the Principal and Assistant Principal and is flexible with the changing needs of the community. By practicing the collaborative model set forth by Patrick Lencioni in his book, "The Five Dysfunctions of a Team," the Small School Coordinator will create the conditions for collaboration to engage in setting goals, articulating goals, and holding each other accountable for the goals set. The Assistant Principal and Small School Coordinator job description is listed below:

- Guide and support curriculum and instruction
- Collect, review, and analyze data
- Work with the individual school staff to develop intervention strategies
- Oversee discipline and attendance
- Participate in the staffing process for the individual school
- Develop and execute professional development
- Participate in community outreach
- Develop the master schedule
- Manage intersession or summer school

The philosophy of The Network is that everyone has the ability to lead, just not necessarily at the same time. We believe that each teacher, student, parent, and staff have ideas to contribute to make the school more effective for our students. Parents and teachers will always work in small groups in which they come together to strategize. Too often meetings are used to give information. We feel that the best use of meeting time is to problem solve, and to create new ideas based on the review of data to thrust our school forward. Our meetings will always be models of good teaching. Small groups are important so that everyone understands what it means to be part of a team. We will teach our teams the model for collaboration so that everyone feels empowered to contribute.

Following the building of a collaborative culture will be a structure for setting goals and engaging all stakeholders in the art of mutual accountability. The structure is small professional teams that are guided by the following cycle of improvement:

- 1. Identifying Key standards
- 2. Developing pacing plans
- 3. Creating curriculum maps
- 4. Setting SMART goals
- 5. Creating formative assessments
- 6. Designing summative assessments
- 7. Designing and executing rigorous 21st Century lessons
- 8. Analyzing data
- 9. Sharing best practices
- 10. Designing intervention strategies based on RTI2

As each small school grows in its number of staff, the teachers will develop personalized professional learning communities in which each group will follow the 10-step cycle.

The Network Leadership Team made up of parents, students, coordinators, administration and teachers will be responsible for working with the school community to communicate goals set by the teams and will make the goals public through the use of public scoreboards and other means of communications such as a newsletter and a website. The goals will be based on QEIA, AYP and WASC.

QEIA Goals – Meeting the QEIA goals ensures that the school continues to receive a significant amount of money which helps in lowering class size by allowing the school to purchase teachers above and beyond the norm allocated by the Los Angeles Unified School District. The QEIA goals are as follows:

- Meet a reclassification rate of 11.9%
- Meet a matriculation rate of 52%
- Meet a CST goal of 23 % of students reaching basic, proficient, and/or advanced levels in math
- Meet a CST goal of 55% of students reaching basic, proficient, and/or advanced levels in biology
- Meet a CST goal of 60% of students reaching basic, proficient, and/or advanced levels in English

AYP Goals – The most significant areas for AYP are meeting CST goals in all sub groups including EL and Special Education populations. Additionally we need to meet goals in all core subject areas in bringing as many students as possible to proficient and advanced levels.

WASC – The most significant WASC benchmark includes all of the above and the attainment of the Expected Schoolwide Learning Results, (ESLRS). The Network students will exhibit 21st century ESLRS projects to demonstrate achievement. A rubric will be created and the community at large will serve on panels to act as judges or evaluators of these projects. The panel will use a rubric to score every project. Data will be collected and presented to the community. The ESLR projects will serve as a snapshot of what 21st Century learning is in the Network.

While these three areas will be the priority focus Huntington Park also recognizes six additional pieces of data that will be kept at the forefront of our work. These include:

- CAHSEE pass rates.
- Suspension rates
- Enrollment and completion of A-G courses
- Enrollment and completion of AP courses
- College acceptance rates
- Graduation and drop out rates

c. Principal Evaluation: Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation. In accordance with the LAUSD Memorandum of Understanding for Pilot Schools, the principal will be reviewed annually by the Huntington Park High School Governing Council in conjunction with the Local District 6 Superintendent based on his/her elect-to-work contract and will be reviewed and renewed annually.

The Assistant Principals will be evaluated by the Small School Coordinator, the individual school teachers, and the Principal based on the elect to work agreement. The Principal, Assistant Principal, individual teachers, parents, will evaluate the Small School Coordinator based on their elect to school work agreements. This process is subject to revision by the Governing Council.

12. Staffing

"Individually, we are one drop. Together, we are an ocean." Ryunosuke Satoro

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

Huntington Park High Network of 21st Century Schools is a Pilot School comprised of six semi-autonomous small schools will each open with 9th and 10th grade. We will incrementally include 11th and 12th graders while simultaneously work towards becoming six autonomous pilot schools. Driving our goal is our shared vision to provide our students with the requisite skills that will enable them to analyze current issues to create solutions to real world problems, assist them in becoming leaders in their community, and make meaningful contributions to the society. To address our student's needs in our constant evolving global economy, will require our staff to be committed collaborators with all members of each respective schools including but not limited to students, faculty, coordinators, administrators, parents and the community. Our expectation reflects a 21st Century approach to learning in which all staff is committed to preparing our students to be critical thinkers, collaborators, effective communicators, adaptable, initiative driven, and able to access and analyze information to evoke curiosity and innovation (Wagner, 2008). All staff within each school will promote college and career readiness and A-G curriculum along with the themed focus.

To help our students attain their goals, they will use five agreed upon research proven concepts to guide instruction:

- 21st Century Skills
- Interdisciplinary Studies
- Project-based Learning
- Research-based Strategies
- Technology Integration

A hiring committee will be created consisting of parents, students, Small School Coordinator and Administrator from each respective school. New prospective teachers will share their instructional practices, pedagogy and educational philosophy through interviews and demonstrate knowledge of content skills through model lessons. Staff members will sign an annual Elect- to-Work Agreement signifying that their instructional practices will support the vision and mission of their prospective school.

In order to support our special education and English Language Learners (ELL) students, all teachers will share a collective responsibility in meeting the needs of all learners within each small school and be comfortable working within a full inclusion environment. A Bridge and Bilingual Coordinator will collaborate with each small school and all its representatives such as the special education, general education teachers and support providers to secure services needed by students to attain success.

As a Quality Education Investment Act program (QEIA) recipient, we will use funds for the 2011-12 year to purchase all positions needed to ensure each small pilot school begins building the necessary culture of high expectations aligned to the vision of the small school. During the course of the 2011/12 school year we will search and create partnerships with community organizations and businesses to increase

outside funding, which will supplement and/or replace our current QEIA funds when it is no longer allocated to our school. To address the needs of all students, we will utilize various support services, which will be shared by all small schools. These support services will be coordinated with each small school to provide additional instructional support and/or intervention. In addition to our support services, our new focus on project-based learning will provide alternative routes to core instruction, which will foster the use of collaborative groups, the opportunity for real world lessons and the incorporation of technology to support success for our special education, Standard English learners, Gifted, and English Language learners. Students will be engaged through relevant activities guided by our teacher's new role as a coaching educator.

Network (Shared support services)	Small Schools (Individual support services) will have
1 Principal 6 Assistant Principals	1 Assistant Principal (1 of 6)
4 Instructional Coaches	1 Small School Coordinators (6)
English/Math	
2 Deans	
1 Title One Coordinator	English teacher(s) including ESL teachers to
1 Bilingual Coordinator	Support EL
1 Attendance Coordinator	Math teacher(s)
1 Nurse	Science teacher(s)
	Social science teacher(s)
6 Media Technicians	Elective teacher(s) content connected to theme
	Of Small School
1 Athletic Director	Physical education teacher(s)
	Foreign language teacher(s)
4 Community Reps	Fine arts teacher(s)
1 College Counselor	
2 Pupil Services and Attendance	Special education teacher(s) servicing CBI, OH, OHI,
1 Psychiatric Social Worker	MRM, SDC and RSP student's needs in their least
2 Psychologists	restrictive environment
Classified per norm by district	
1 Science lab technician	
Campus Aides	
1 Bridge Coordinator	
1 Librarian	
9 Counselors	
1 Community Partnership	
Coordinator	
1 Testing Coordinator	

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

Staffing autonomy provides the Network the opportunity to recruit and retain a stable and diverse teaching staff. Teachers are expected to be masters of their content in order to effectively challenge

students to master skills and enhance their learning experiences as well as differentiate instruction in order to support varying students learning modalities and abilities. Each teacher will need to possess required credentials and/or certificates.

Our teachers will support our vision in providing intervention and incorporate the instructional principles of 21st Century skills, interdisciplinary studies, project-based learning, Marzano's instructional strategies and technology integration. All staff is expected to take on multiple roles within the school to better meet the needs of the students such as but not limited to club sponsor, advisory teacher and community representative as outline in the elect to work agreement. Each teacher will be committed to develop a professional development portfolio of experiences throughout the year.

In order for the most qualified professionals to be selected, a resume screening process will identify individuals who posses the educational beliefs and skills for each prospective small school. Following the screening process, we will create a hiring panel for each small school consisting of an administrator, small school coordinator, teachers, counselor, parent(s) and student(s). The interview by committee will be guided by an interview rubric with questions and LAUSD guidelines. In addition to the interview, all candidates will also demonstrate collaborative skills through a group exercise. Lastly, candidates will model a lesson to demonstrate rigorous instruction, and use of SDAIE methodology and/or Marzano's strategies as well as the use of technology. The interview, group exercise and lesson demonstration will ensure an effective process that keeps the student's needs first. All staff at each small school must be comfortable with the use of technology in the classroom and agree to implement the selected school-wide strategies, and support the needs of our students. By requiring the fulfillment of duties and expectations listed in the Elect-to-Work Agreement, we can ensure a high level of learning for students and high levels of professional accountability.

Design team members committed to each pilot school are:

Huntington Park Institute of Applied Medicine

Scheila Borrego- Spanish teacher
Jon Chaikittirattana- Small Learning Community Coordinator/ Health teacher
Brenda Munoz-Science teacher
Natalie Nothern-English teacher
Arianna Pinto-English teacher
Karla Raygoza- Science teacher
Jenaro Torres-Data Coordinator/ Special Education teacher
Rick Valencia- Counselor

Huntington Park Technology, Entertainment and Design School

Nick Adolfo- Science Teacher/Video Production
Patricia Farley-Terry- Counselor/ Home Economics teacher
Seema Puri- Career and Technical Education Advisor/ Science teacher
Stephen Scanlan- CTE (Media Arts) Teacher/Spanish teacher
Audry Shipp- English teacher

Huntington Park School of Applied Mathematics and Science

Ruben Aburto, Attendance Coordinator/Social Science teacher Isidro Castillo, Mathematics teacher John Hernandez, Science teacher Patricia Matos, Mathematics teacher Ramiro Nevarez, History/Social Science teacher Karen Ramirez, School Librarian/English teacher Roberta Ross, Instructional Coach/ Math teacher Fabiola Salazar, Spanish teacher

Huntington Park Renaissance School of the Arts

Connie Aguillon- ELD Coordinator/ESL teacher
Lilly Arriaga- English teacher
Gina Cavazos – English teacher
Manuel Chavez-Math teacher
Saul Farias- Science teacher
Kerrie Fogel- Counselor
Fidel Fuentes-Physical Education teacher
Angeles Tristani –Spanish teacher

Huntington Park iSchool

Juan Alfaro-Bilingual Coordinator/ Spanish teacher
Warner Bonilla- Physical Education teacher
Christina Clark- English teacher
Salvador Contreras- Science teacher
Blanca Espinoza- Art teacher
Viorica Fericean- Science teacher
Andrew Figrade- English teacher
Rutilo Fragoso- Special Education teacher
Angel Gamino- Mathematics teacher
Martin Hernandez- New Teacher Advisor/Mathematics teacher
Yovani Miranda- Mathematics teacher
Nora Prado- Spanish teacher
Cynthia Ramirez-Gomez- Spanish teacher
Orlando Rodriguez- Mathematics teacher
Cynthia Tiscareno- Science teacher

Huntington Park School of Social Justice

Isagani Celzo-Math teacher
Pilar Diaz-Social Science teacher
Mercedes Felix-Hernandez-Math teacher
Melissa Kickert-Special Education teacher
Enedalia Toledo-English teacher
Jose Vara-PE teacher

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

The pilot status will allow the Network the ability to create a culture of shared leadership and decision-making. We will focus on providing a rigorous education that prepares every student to be

critical thinkers, collaborators, effective communicators, adaptable, initiative driven, and be able to access and analyze information while evoking curiosity and innovation (Wagner, 2008). We want to recruit teachers who feel as committed as the design team members to the achievement of our students. By requiring each member to fulfill the duties and maintain the culture of high expectations stated in the Election-to-Work Agreement, we can ensure a high level of accountability. The expectations for teacher performance described in the evaluation process, further encourages the atmosphere of high expectations and professional accountability.

The reason behind the additional evaluation is to ensure a fair, equitable and systematic evaluation of teacher's instruction and impact on student learning as well as to gauge teacher progress/growth. By using a set criterion for evaluating teachers, we will be able to better assist them in improving classroom practice and instruction. [See attachment: Election-to-Work Agreement]

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

The network will use an evaluation process that has an impact on student success and will follow recommendations as outlined by the District's Teacher Effectiveness Task Force to include multiple measures of effectiveness. The Network intends to use a broad based system of evaluating the performance of its professionals to optimize student performance and achieve strong results. Accordingly, multiple perspectives will be taken into consideration for performance evaluation. An evaluation portfolio will be maintained by every faculty member and will contain feedback based on the following parameters:

- Goal setting
- PD portfolio-self reflection
- Peer feedback
- Small school coordinator input
- Parent feedback
- Student feedback

Student, parent, peer, and coordinator feedback and input will be provided to teachers and be reviewed with the administrator. The purpose of the feedback and input is to highlight strengths of teacher, guide improvement in instruction, and adjust intervention/strategies to maximize student learning. We recognize that evaluations should serve as a development focus that will ultimately lead to improved teaching and learning. The evaluation will provide the teacher with detailed information that creates an awareness of strengths and areas in which they can grow as professionals and continue meeting our students' needs.

The Small School Coordinator will also sign an Elect-to-Work Agreement similar to teachers and will be evaluated by Assistant principal and Principal with feedback from teachers, parents and students. As a sign of solidarity with the teachers, the Assistant Principals will sign an Election-to-Work Agreement. Evaluations will be ongoing throughout the year to provide support for developing engaging and dynamic professionals and simultaneously aid in improving struggling teachers, coordinators, and assistant principals in our quest to provide the best possible education for our students.

13. FINANCES

"Don't tell me where your priorities are. Show me where you spend your money and I'll tell you what they are. The amount of money we spend on education is important, but not nearly as important as how the money is spent."

Bob Riley

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

Budgetary decisions at the Network will be directly driven by the school's vision of 21^{st} Century teaching and learning.

As an internal applicant, the Network will receive funding via LAUSD transparent budgeting process (based on student ADA). Currently Huntington Park High School receives four million dollars in QEIA funding. It is the intent of this PSC document to formally state that all categorical funds allocated to Huntington Park High School will be distributed fairly and equitably among all six schools of the Network including the 11th-12th grade school. The QEIA money is conditional on the school meeting several goals each year. Provided that we meet our goals, we will be entitled to this money for the next four years. The intent of this money is to be used to lower class size. We will focus this money on lowering class size at the ninth and tenth grade level as our data indicates that the highest percentage of student dropouts occur at the ninth and tenth grade levels. For the next year, the Network will focus the money on hiring teachers who will commit to the vision of the school and to build a culture that will sustain itself without any other additional funding other than what is provided by the Los Angeles Unified School District. We envision this money to provide us with only a kick-start to develop the collaborative culture of supporting one another to enhance our practice.

Thereafter District funding will be adequate to service The Network's vision and mission of high quality instruction at the school's inception. As a network of 21^{st} Century Schools we believe that the entrepreneurial spirit of students, parents, staff and partners, will emerge to initiate grants, or to seek out additional funding for specialized projects that promise to thrust The Network to a new level. An example of this spirit is the collaborative effort of staff to work in collaboration with LAUSD to write an E-Rate grant, which will provide all of our incoming freshmen and their teachers with Netbook laptop computers. Additionally the bandwidth of the school will be opened to allow expanded use of the Internet. This will allow for 21^{st} Century projects, networking, collaboration, and project-based learning supporting the achievement of the Expected School-wide Learning Results of students as effective communicators, critical thinkers and collaborative contributors.

The financial health of the Network will be served by the collective investment of the parents, staff, community and students. Twenty-first Century projects will be designed to impact the community in such a way that will merit a return on the students' investment through mentoring, job, shadowing, and internships. ESLR projects will be designed to assist students in seeing the connection of their work to how it can make a difference in their own community. Projects include the following:

- Designing a 21st Century neighborhood and presenting to City Council by the students of the *i*School
- Creating an on campus wellness center that would focus on mental health issues, diabetes, heart

disease and stress reduction by the students of IAM School.

- Designing and creating a community theater for younger students in the city to engage them in the theater arts by the students of the Renaissance School of the Arts
- Designing educational games for the less fortunate, the homeless, and preschoolers by the students of the Technology, Entertainment and Design School.
- Creating a study citing the statistics of the ratio of bars, bookstores, gun shops, and liquor stores, comparing Huntington Park to more affluent communities by the students of the School of Mathematics and Science to be presented to activist groups in the community.
- Researching how many students are affected by the Dream Act and writing a persuasive letter to a Senator or Representative by students of the School of Social Justice

Creating a school that serves the community will empower students to know that their work can impact the community; can make a difference in the lives of others; can influence policy and significantly enhance their community.

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

Huntington Park High School has already received and continues to receive additional funding. The QEIA money has provided the school with 4 million dollars for the upcoming year. We are eligible for continued funding provided that we meet the QEIA goals. We are also working on an E-Rate grant that will provide the Network with bandwidth expansion and Netbook laptop computers for all freshmen.

Additionally, we have received \$100,000.00 from the Perkins grant for any small school or small learning community that supports student in their career pathway. We believe that this money will help to push the school in the right direction in terms of achieving our vision of a 21st Century school.

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

The Network will become a more personalized environment in which we will create the conditions for students to innovate, create, and impact their community through meaningful work as they become involved in their core courses in each individual school of the Network. To this end we are committed to expending our money in the following manner:

YEAR 1

- Establishing a Professional Development Institute to begin our process of building team, instituting a theory for collaboration and setting the agenda for the rest of the year.
- Establishing the second part of our Professional Development Institute will focus on project-based learning and 21st Century skills.

- Financing the following positions to establish the culture of the Network:
 - Six Small School Coordinators
 - o Four instructional coaches in math and English
 - One Bridge Coordinator
 - One Science lab technician
 - Six media technicians
 - Additional staffing to support the vision of the Network
- Training of Small School Coordinators to prepare them for the principalship
- Supporting a coordinator who will oversee placement of students, testing, and data
- Supporting ongoing technology training
- Maintaining and distributing instructional supplies fairly and equitably to all schools
- Maintaining and distributing laptops, LCD projectors and other technology to all schools fairly and equitably.
- Aligning The Network goals to QEIA goals and the WASC process.
- Providing undergrad exhibition panels

YEAR 2

- Continuing to develop our Professional Development Institute.
- Professional Development Institute to focus on Technology, 21st Century skills, and Marzano's strategies
- Supporting the following positions:
 - Five Small School Coordinators
 - o Four instructional coaches in English and math
 - One Community Partnership Coordinator
 - Additional staffing to support the vision of The Network
- Training of Small School Coordinators to prepare them for the principalship
- Maintaining and distributing equipment, materials, and technology to all schools fairly and equitably
- Developing Mentors, opportunities for job shadowing, and internships for students
- Aligning the Network goals to QEIA goals and the WASC process.

YEAR 3

- Continuing to develop and enhance Professional Development Institute
- Professional Development Institute to focus on the creation of Interdisciplinary Units.
- Training of Small School Coordinators to prepare them for the principalship
- · Supporting a coordinator who will oversee placement of students, testing, and data
- Supporting ongoing technology training
- · Establishing senior project exhibition process

YEAR 4

- Collecting, reviewing and analyzing data to draw conclusions on adjustments needed for improvement
- Continuing with the development of the Professional Development Institute
- Continuing the development of interdisciplinary units
- Continuing the training for technology
- Continuing training of Small School Coordinators to prepare them for the principalship

YEAR 5

Collecting, reviewing and analyzing data to draw conclusions on adjustments needed for improvement

- Continuing with the development of the Professional Development Institute
- · Continuing the development of interdisciplinary units
- Continuing the training for technology
- Continuing training of Small School Coordinators to prepare them for the principalship
- **d. Budget Development:** Describe the process for developing the annual school budget, ensuring input from a broad cross-section of stakeholders.

Pilot school autonomy over funding will ensure that per pupil funds are spent towards the benefit of student learning. Teachers, parents and students, along with other members of the Governing Council, will adhere to the school's mission and vision in determining how resources are allocated to best meet instructional goals. Although the School Site Council will be responsible for authorizing the spending of money the Governing Council will have oversight of the budget and will review it on a regular basis to ensure financial stability and student success. The Governing Council will submit budget reports as a way of informing parents, teachers and other community members.

14. Implementation

"Action and reaction, ebb and flow, trial and error, change – this is the rhythm of living. Out of our over-confidence, fear; out of our fear, clearer vision, fresh hope. And out of hope, progress." –Bruce Barton

14.a. Implementation Plan

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

The Network will begin implementation immediately upon approval. Operational priorities will simultaneously be addressed with the academic priorities and include the following:

Operational Priorities

- Identify contiguous space for each 9th and 10^{th grade} small schools
- Train small school coordinators in the SIS system and the development of the master schedule
- Prepare recruitment process
- Recruit students for all small schools
- Hire all staff
- Create a year long master calendar
- Prepare a personnel roster and responsibilities matrix
- Align busing and services for all students
- Program students into appropriate classes
- Order textbooks for new courses offered as well as materials and resources
- Purchase and prepare technology
- Establish student and teacher handbooks

Academic Priorities

- Develop plan for two week PD Institute
- Develop year long professional development plan
- Review student data to determine student needs and establish smart goals
- Build culture of expectations in terms of collaboration
- Focus on ESLR project design as summative benchmark assessments
- Create formative assessments
- Create pacing plans and curriculum maps
- Begin understanding of 21st Century teaching and learning
- Learn and practice coaching model
- Develop advisory curriculum

Parent Priorities

- Establish parent leadership team
- Train leadership team in the vision, mission, and core values of the Network
- Establish parent volunteers for each small school
- Train teachers in assisting their children
- Provide training for parents in technology

The success of our efforts will be measured by student outcomes. Although we only have two months before school opens the team is focused on the priorities. After ensuring that the operational and logistic pieces are addressed our major priority is to work with each team to develop deep understanding of the mission, vision, and core values of the Network. This work will be embedded in the developing of a collaborative culture. The same training will be provided for leadership parents so that they can replicate, and practice their own leadership with other parents.

The Governing Council, and School Site Council need to be formally established and their organizational procedures determined. Advisories councils including CEAC and ELAC also need to be formally established and their organizational procedures determined. Once the operational and academic program reach a baseline in operability, community outreach activities will begin towards forming the Governing Council and various Advisories. It is in keeping with this criteria that Huntington Park High Network of 21st Century Schools are committed to working collaboratively with the six schools as we maintain a shared vision.

As we begin to build our school academic core with 9th and 10th grade, we will phase in 11th and 12th grades annually, moving towards capstone courses in career pathways. Current 11th and 12th grade students enrolled at Huntington Park High School will continue with current SLC's. A graphic of 4-year roll out plan is included in **appendix G**.

14.b. Waivers

If an internal applicant team intends to alter any existing rights of teachers provided under the Collective Bargaining Agreement (CBA) between LAUSD and UTLA, it must first secure a waiver of the Article and Section of the CBA that guarantee those rights. Typical examples of past plan elements that would require waivers are design team placement not according to seniority, staff selection and extension of on-site obligation. Note that the inclusion of a plan element requiring a waiver does not guarantee that the waiver will be secured, as such waivers are negotiable.

All internal applicant teams are encouraged to review the CBA between LAUSD and UTLA as well as consult with the UTLA Chapter Chair at your school site for more information. You may also contact LAUSD's staff Relations Department at 213.241.6056 for additional support.

Identify what, if any, waivers from LAUSD Collective Bargaining Agreements are needed to support and insure the successful implementation of your proposed school. Complete and attach the Waivers Request form to request waivers needed in the 2011-12 school year. The form will be available on the Public School Choice website in the coming weeks.

Not Applicable

APPENDICES

AND

ATTACHMENTS

Appendices are Required Sections of the RFP and
Attachments are Supplemental to Specific Sections of the Proposal

APPENDIX C

LOS ANGELES UNIFIED SCHOOL DISTRICT PUBLIC SCHOOLS OF CHOICE SERVICE PLAN FOR STUDENTS WITH DISABILITIES ASSURANCES

(To be reviewed by the assigned Confidential Administrator)

School Identi	fication i	#:	
School lacher	reacton		

I assure that $\underline{\ \ }$ The Huntington Park High Network of 21^{st} Century Schools , a Public School of Choice will maintain compliance with the following:

Number	Assurance	Signature
1	The Public School of Choice named above will comply with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.	A Carr
2	The Public School of Choice named above will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree.	ACaso
	As part of the agreement to abide by the conditions of the Chanda Smith Modified Consent Decree the Public School of Choice agrees:	A Con
3 <i>A</i>	To use the Welligent IEP Management System.	Acon
3B	To use the LAUSD Elementary or Secondary Student Information System. (Either ESIS, SSIS, or ISIS upon implementation)	Kan
3C	To operate a compliant Special Education Program using the LAUSD Special Education Policies and Procedures Manual.	Acol
3D	To complete and submit the "Schools Self Review Checklist" for programs serving students with disabilities annually.	Aton
4	The Public School of Choice agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements.	Alen
5	The Public School of Choice agrees to protect the rights of children with disabilities and their parents of guardians relative to 1) prior notice and consent, 2) access to records, 3) confidentiality, and 4) due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the polices regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.	Acus

Los Angeles Unified School District

Los Angeles Unified School District PUBLIC SCHOOL CHOICE 2.5 SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Huntington Park High Network of 21st Century Schools

MCD		
OUTCOME	COMPONENT	SCHOOL PLAN
Federal	Search and Serve	Huntington Park High Network of 21st Century Schools will ensure that federal, state and District
Requirement,		requirements are followed by all staff members.
District		 The Network will use LAUSD's Student Enrollment Form to identify whether or not special
and forms are		services are needed.
available		 If the student has an IEP from a previous LAUSD school, staff is able to access the document in
		the Welligent IEP system. If the student is from out of the district, office personnel will be
		trained to request a copy of the current IEP and contact the local special education unit for
		appropriate placement.
		 All staff members will be trained on the procedures for referring students who may require
		special services.
		 Any person who believes that a student has or may have a disability and requires special
		education and related services may make a formal request for a special education assessment.
		The request must be in writing and entered on the Request for a Special Education Assessment
		Form. Once a written request for special education assessment has been received, the Bridge
		Coordinator will, within 15 days, develop and provide the parents with a special education
		assessment plan and a copy of A Parents Guide to Special Education Services. Once the parent
		approves, signs and returns the assessment plan, the assessments are conducted, reports are
		prepared and an IEP meeting is scheduled within 50 days of receipt of the signed assessment
		plan. The school will translate documents prior to the scheduled IEP meeting. If the IEP team
		determines that the student has a disability and requires special education and related services
		the IEP will be implemented immediately.
		 The Network will display the "Complaint Response Unit/Parent Resource Network" poster.
		 The following publications will be available in the office upon request:
		- "Are You Puzzled by Your Child's Special Needs?" brochure

DIVISION OF SPECIAL EDUCATION

Los Angeles Unified School District

Los Angeles Unified School District PUBLIC SCHOOL CHOICE 2.5 SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Huntington Park High Network of 21st Century Schools

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		- Student Enrollment Form - Request for Special Education Assessment Form - A Parent's Guide to Special Education Services
Outcome 2	Intervention Programs	The Huntington Park High Network of 21st Century Schools will implement a tiered Response to Instruction and Intervention framework to ensure the academic, behavioral and social/emotional success of all students at our school. We will provide the necessary supports and interventions for students to achieve mastery of the content standards. Good first teaching practices rooted in a standards based curriculum are at the center of a successful instructional intervention program that works to improve overall student achievement and close the achievement gap between general and special education students. Using research proven approaches such as, differentiated instruction, cooperative learning, 21st Century skills, interdisciplinary studies, project-based learning, research-based instructional strategies, technology integration and Specially Designed Academic Instruction in English teachers will provide engaging learning experiences for all students. Assessments will be administered and data analyzed to inform instructional decisions, identify students' instructional needs and guide the design of tiered interventions to provide additional instruction as needed for students to achieve mastery of the standards. Student progress will be monitored on an on-going basis using formative and summative assessment data. Students who do not make appropriate progress will be identified and referred for appropriate

Los Angeles Unified School District PUBLIC SCHOOL CHOICE 2.5 SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

MCD		
OUTCOME	COMPONENT	SCHOOL PLAN
		intervention. Additionally, students who demonstrate low performance on standardized tests, have low grades, are absent frequently, have repeated behavior referrals, are identified through the IEP process, refer themselves, or are otherwise deemed to be "at risk" will be provided with intervention.
		Strategic interventions provide support to struggling learners. These interventions may include, but are not limited to extended time or practice, additional examples, small group instruction, distinct learning opportunities to engage core concepts and/or a narrower focus on the core curriculum.
		sufficient gains and intervention can be discontinued, if the student has made limited progress and needs continued strategic intervention or if the student has made little or no progress and needs more intensive intervention.
		Intensive intervention will be provided to students who, after strategic interventions, do not demonstrate appropriate progress and/or are the lowest performing students. Intensive interventions provide students more explicit instruction targeted to a specific instructional need. Diagnostic
		interventions are delivered in addition to strategic interventions and are more focused. As with other interventions, student progress is monitored frequently to determine the appropriateness and effectiveness of interventions provided.
		As appropriate, students with and without disabilities will be referred to the Learning Center for additional targeted intervention and instruction in strategies for accessing the core general education
		curriculum. The Learning Center will provide extended instruction and additional support which may include the use of supplemental materials targeted to specific identified student needs and/or deficiencies as determined by on-going progress monitoring. The programs we will utilize are still

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		under review, however, they may include the following District recommended programs:
		• ALEKS
		 Breaking the Code
		LANGUAGE!
		 Makes Sense Strategies
		• Read 180
		• REACH
		REWARDS
		Skills for School Success
		t
Outcomes 5,	Discipline	The Huntington Park High Network of 21°. Century Schools will implement a school-wide positive
17 and 18	Foundations Plan	behavior support and discipline plan. The plan will support the school vision and mission and be
LAUSD Board	and Behavior	founded on high expectations, a commitment to support student success and progressive discipline.
Policy	Support	We intend to explicitly teach positively stated rules as well as social-emotional skills, reinforce
		appropriate behavior, use effective classroom management strategies, provide early intervention for
		students not meeting behavioral expectations, monitor behavior and employ progressive discipline to
		correct misbehavior. The positive behavior support and discipline plan will be a collaborative effort
		between general and special education teachers, instructional support staff, administrators, and
		parents.
		· · · · · · · · · · · · · · · · · · ·
		The expectations for student behavior are:
		Be honest
		Be respectful
		Be responsible
		• Be safe

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		To ensure that all students are clear about what behavior is expected of them and that they know that those expectations are consistent throughout the school, rules will be posted in all classrooms, offices and other common areas and copies of the school rules will be provided to students and parents.
		On-going monitoring will ensure that school discipline practices are being implemented in a fair, equitable, non-discriminatory and culturally responsive manner. We will use interventions and positive, progressive means of correction in an effort to resolve disciplinary issues as an alternative to suspension, transfer or expulsion. Other alternatives may include teaching appropriate replacement behaviors or anger management strategies. Behavior Support Plans will be developed for students with disabilities as part of their IEP when their behavior impedes their own or others' ability to learn.
		For students with disabilities whose behavior significantly interferes with the implementation of their IEP goals and objectives or is self-injurious, assaultive or causes property damage a Functional Analysis Assessment will be conducted and, if appropriate, a Behavior Intervention Plan developed.
		To create an environment that is safe, secure and conducive to student learning, teachers will utilize effective classroom management strategies and the school will implement a tiered intervention framework that supports the success of all students in the general education setting.
		Tier I of the behavior intervention program will support students by: teaching school rules and expectations; providing social skills training; employing active supervision and monitoring; utilizing a positive reinforcement system; providing structured peer support; and applying firm, fair and corrective discipline. Data collected will inform the development of and modification of group support systems.

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Tier II includes all supports provided at Tier I plus individualized training in social and self management skills; behavior support plans; parent training; adult mentors and increased instructional support. Progress monitoring will include individualized data collection and observations to inform the development of individualized behavioral goals and behavior support plans.
Tier III will add intensive social skills training, individualized behavior intervention plans, continued parent training, as well as multi-agency collaboration services to the supports provided at Tiers I and II. In addition to continued individualized observations, interviews and data collection a Functional Analysis Assessment may be used to inform modification to a behavior support plan or creation of a Behavior Intervention Plan.
Description of Student Population Serve 9 th and 10 th grade students with disabilities of the Huntington Park High School complex. In the subsequent two years, we will service 11 th and 12 th grades students with disabilities as the Network grows to full capacity. The Network will have a Bridge Coordinator as well as a designated administrator that will be responsible for overseeing the special education program at each of the small schools.
Based on the current population of students with disabilities at the Huntington Park High School complex, we project that we will enroll approximately 200 students with disabilities during the 2011-2012 school year. We will service students with disabilities that include, but are not necessarily limited to: specific learning disabilities, autism, emotional disturbance, hard of hearing, mental retardation, orthopedic impairment, health impairment, and multiple disabilities.
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		 collaboratively with general education teachers to support students in general education classrooms. Each small school will also have a Special Day Class teacher who will serve students needing targeted instruction outside of the general education classroom for all or part of the instructional day. Appropriate classroom space will be set aside for these programs. Special Education paraprofessionals will be assigned to each small school. Additional personnel and support will be provided as needed by Support Unit South.
Outcome 2	Special Education Program Description	To the maximum extent appropriate, students with disabilities will be educated alongside students with disabilities. Whichout disabilities. Placement in special classes, separate schooling or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disabilities from that education in general education classes with support services cannot be achieved satisfactorily. That is to say, that decisions to place a student in a more restrictive environment will only be made after considering and determining that less restrictive environment with special education, related services and other supports cannot meet the student's needs. Students will not be placed in environments that are more restrictive than necessary to meet their educational needs. Placements for students with disabilities will be in Huntington Park High Network of 21st Century Schools or as close to the student's home as possible. Consistent with Federal and State policy, the continuum of placements offered from least restrictive to most restrictive environment by the District at Huntington Park High Network of 21st Century Schools includes: • General education classroom – whenever appropriate, students with disabilities will be educated in the general education classes

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		General education classroom with collaborative consultation – in order to meet the educational
		needs special education students, it may be necessary for the general education teacher to consult with special education personnel to receive guidance and support
		 General education classroom with designated instruction and services – in order for students
		with disabilities to fully benefit from general education program they may require designated
		Instruction or services like speech or occupational therapy • General education classroom and recourse specialist program — in order to enable students with
		disabilities to succeed in the general education classes they may require support services from
		the resource specialist program which provide instruction in, but not limited to: behavior
		strategies; basic academic skills; and organization and study skills
		• General education classroom and special day class – students with disabilities may be educated in
		general education classes for part of the school day and special day classes for the other part of
		the school day
		 Special day classes – serve students who, because of their disability, cannot participate in general
		education classes for a majority of the school day
		Special education services at the Network will aim to support student achievement in the general
		education curriculum in an integrated setting. Thus, to ensure that all students receive the support
		needed to succeed in the general education program we will implement a multi-tiered approach to
		instruction and intervention that is responsive to student needs and directed by student performance
		data derived from multiple measures. The multi-tiered instructional program is rooted in good first
		instruction, the consistent use of progress monitoring tools to inform instruction and identify students
		for targeted intervention, as well as the provision of increasing levels of support to assist students in
		achieving proficiency. This research-based approach supports the expectation that all students with
		disabilities will participate in rigorous standards-based curriculum. When special education services

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		are deemed necessary outside of the general education classroom, the content will continue to be based on grade level content standards and expectations.
		To further support students with disabilities in the general education classroom, general and special education teachers will engage in co-planning. This indirect service consists of general and special
		education teachers collaborating to plan, analyze, modify and evaluate the instruction and outcomes for students. In this model, special education teachers provide guidance in implementing appropriate accommodation and modification and may model instructional practices.
		Co-teaching is another strategy for supporting the needs of students with disabilities in the general education classroom. In this model, general and special education classroom. In this model, general and special education that have been assumed to be a star of the sta
		classroom to teach students with and without disabilities. Both teachers are responsible for the planning, delivery and evaluation of instruction as well as student progress monitoring and classroom
		discipline. Co-teaching may manifest itself in a variety of formats including:
		 Cooperative teaching – one teacher has primary responsibility for leading the instruction while the other supports instruction by modeling strategies, charting, adding questions, clarifying
		information, prompting of students, etc.
		• Station teaching – the teachers divide the instructional content and each takes responsibility for
		teaching part of it. Students move from station to station. • Parallel teaching – teachers each deliver instruction to half of the students in the class. Groups
		do not rotate.
		 Shadow teaching – one teacher provides intense instruction to a small select group of students
		based on assessed need.
		 Team teaching – both teachers share the instruction of all students.

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		Select students will receive special education services through the Resource Specialist Program in the Learning Center. The Learning Center will provide general education students and students with disabilities instruction in strategies for accessing the core curriculum as well as targeted intervention. Students will receive small group and one-on-one instruction that supports and builds on the general education curriculum using a combination of general education texts and additional research-based instructional resources.
		To the greatest extent appropriate, special education students will be mainstreamed with their general education peers. Consistent with the intent of MCD Outcomes 2, 6 and 7 special education students will be integrated to the greatest extent appropriate with their non-disabled peers during physical education, music, art, field trips, assemblies, performances and other non-curricular school-wide activities. As special educations students' skills permit, they will also participate in the core subjects with support provided by special education staff.
Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	 When a student transfers into the District with an out-of-District IEP, the school will develop an IEP within 30 calendar days of enrollment. The school will document requests for special education assessment on a Request for Special Education Assessment Form and maintain a copy in the students' green folder. The school will provide the parent with a Welligent generated Special Education Assessment. The school will provide the parent, within 15 days of the written request for assessment. Once the parent approves, signs and returns the assessment plan, the school will conduct the assessments and prepare reports for an IEP meeting. An IEP meeting will be convened within 50 days of receipt of parental consent to the assessment plan. The school will use the calendar in Wellignet to meet the timelines set by IDEA and to monitor

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OUTCOME COMPONENT	SCHOOL PLAN
	MCD Outcome 10 mandating timely completion of initial special education evaluations.
	• If parents consent to the IEP, it will be implemented immediately.
	If parents do not consent, an effort to resolve disagreements at the school site will be made by
	taking additional time to review options, clarifying portions of the IEP, having additional persons
	with special expertise join the IEP team and/or providing parents an opportunity to observe a
	class or program.
	The school will follow the appropriate timelines for conducting annual and three-year review
	IEPs.
	• The school will convene an IEP meeting within 30 calendar days of parent written request.
	If requested by the parent, the school will provide copies of assessment reports to the parent 4
	working days before the date of the IEP meeting. The reports will be translated into the parent's
	primary language, upon written request from the parent, unless clearly not feasible to do so, as
	required in MCD Outcome 15. The school will also provide special education related forms in the
	parent's primary language when requested.
	The school will set up a communication system to notify parents of IEP meetings. Parent
	attendance will be encouraged and accommodations provided, such as but not limited to,
	providing interpreters to increase participation as mandated by MCD Outcome 14.
	The Welligent system will be used to notify team members of upcoming IEPs, and to provide
	communication during assessment and to assign follow up activities.
	A room will be designated as the IEP Meeting room. The room will be supplied with all the
	needed forms and documents necessary, as well as, wireless access and a speaker phone.
	All staff will be responsible for implementing students' IEPs.
	Resource Specialist teachers and other support providers will use Welligent to document services
	provided as required in MCD Outcome 13.
	Children with active IEPs will be placed in their home school with appropriately identified
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		supports to the greatest extent possible. If an appropriate program is not available at the home school, the student will be placed in the school closest to their home school with transportation provided.
Outcome 10, 18	Procedures for Identification and Assessment of Students	The Huntington Park High Network of 21st Century Schools will follow LAUSD's <i>Multi-tiered Framework for Instruction, Intervention and Support</i> to guide its practices relating to instruction and intervention. The essential components of this framework are described below: In a multi-tiered approach to instruction and intervention, teachers provide instruction at each tier of service that is differentiated, culturally responsive, research-based and aligned to grade-level content standards. All students should have universal access to this high-quality instruction. Universal access refers to the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socioeconomic status, ethnicity, background, and/or disabilities. The District has identified four instructional methodologies and strategies to scaffold culturally and linguistically diverse students' universal access to core instruction. All students, including students with disabilities, benefit from the integration of key access methodologies such as cooperative learning, the use of advanced graphic organizers and targeted academic language development. These strategies are used across the three tiers.

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		Tier I: Core Instruction All students receive high quality, research-based, core general education curriculum and instruction. It
		is expected that 80-85% of students will achieve proficiency when good first instruction is delivered.
		Multiple assessment measures, such as, common and formative assessments, anecdotal observations, standardized tests, performance based assessments and behavior data (e.g., referrals and suspensions)
		are used to guide and inform instruction and intervention. Within Tier I, identified students received additional differentiated instruction and support to maximize their academic achievement. Instruction
		is matched to student needs based on levels of performance and rates of student progress.
		Differentiation can occur through modification to the content, process, product and/or resources
		to the curriculum, scaffold lessons, form flexible groupings, implement interest and/or learning
		centers, employ questioning strategies, and/or allow for independent study. On an on-going basis,
		curriculum-based formative assessments are used to measure growth, monitor progress and inform
		changes in instruction. When assessment results indicate that a student needs additional instruction to
		access the core curriculum, then Tier II intervention services are provided.
		Tier II: Strategic Intervention
		Strategic intervention is provided for 10-15% of students that need additional instruction to achieve
		students' instructional needs based on data. Tier II serves the needs of students not making adequate
		progress given good first instruction in Tier I. Strategic intervention may give students additional time
		to learn using research based instructional strategies utilized in the core instructional program or, if
		curriculum-based assessments.

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		Tier III: Intensive Intervention An estimated 1-5% of students will need individualized and/or very small group instruction that is
		highly focused in order to achieve proficiency. Intensive intervention in Tier III typically includes
		curricula, pedagogy and/or instruction different from Tier I and Tier II because despite well- implemented instruction and intervention academic progress is insufficient. Progress monitoring at
		Tier III is more frequent and may be diagnostic in nature in order to provide more specific information
		about the students' instructional needs and academic deficits. Tier III services are not synonymous
		with special education services, but rather an important step in providing intensive intervention so that
		students have an additional opportunity to succeed and learn.
		Within the District's tiered approach to instruction and intervention, the intensity, frequency and
		duration of support services increases and student-teacher ratio decreases as students move up the
		tiers. Student performance is monitored closely to evaluate progress and the effectiveness of
		instruction and intervention strategies.
		If a student does not demonstrated appropriate progress after targeted interventions,
		accommodations and modification have been provided in the general education program, he/she may
		be referred for assessment for special education services. Prior to referral to assessment, however, the
		Bridge Coordinator will determine whether the unique educational needs of the student are not
		primarily due to:
		 Environmental, cultural or economic factors
		 Lack of instruction in math and/or reading
		 Limited English proficiency
		Social maladjustment
		 Temporary physical disability

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		To determine if a special education referral is appropriate, the Bridge Coordinator will review the student's:
		academic records
		 language development history including program placement
		ELD Level CELDT results
		standardized tests results
		 progress in meeting content standards
		 progress in meeting literacy and mathematics standards
		work samples
		academic and behavioral intervention history
		teacher information/concerns
		 parent information/concerns
		Any person who believes that a student has or may have a disability and requires special education and
		related services may make a formal request for special education assessment. Parents, teachers, and
		other school personnel will be instructed on the process for referring student for special education
		assessment. Within fifteen days of the receipt of a referral for assessment, the referring party will
		receive a written response from the school. If the school determines that an assessment of the
		student is not appropriate, the referring party will receive written notice of this decision. If the school
		determines that an assessment is appropriate, the referring party will receive notice of this decision
		and the parents will receive a Welligent generated Special Education Assessment Plan.
		An assessment plan describes the types and purposes of the assessments, which may be used to
		determine the student's eligibility for special education and related services. Once the parent

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		approves, signs and returns the assessment plan, the school will, within 50 days of receipt of the signed
		assessment plan, execute the assessment, prepare reports and hold an IEP meeting. Assessments will
		be conducted by a qualified professional. Assessment instruments will be selected and administered
		so that they are not racially, sexually, or culturally discriminatory as mandated by MCD Outcome 18.
		No single measure or assessments will be used as the sole criterion for determining whether a student
		has a disability and for determining an appropriate educational program for the student. The
		assessment will cover all areas related to the student's suspected disability including if appropriate:
		 Health and development, including vision and hearing
		General ability
		Academic performance
		Language function
		 Motor abilities
		Social and emotional status
		 Self-help, including orientation and mobility
		 Career and vocation abilities and interests
		The school will strictly adhere to guidelines that have been developed by LAUSD to assure students
		meet eligibility criteria for special education placement.

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Outcome 2	Instructional Plan for students using grade level standards	The Huntington Park High Network of 21st Century Schools is committed to providing all students with a quality education in the least restrictive environment. To the maximum extent appropriate, students with disabilities will be educated alongside students without disabilities. We will follow LAUSD's Multitered Framework for Instruction, Intervention and Support in practices related to instruction and intervention. To ensure that all students, including students with disabilities, receive the support needed to succeed in the general education program and achieve a high school diploma, we will implement a multi-tiered approach to instruction and intervention that is driven by the California Content Standards for secondary students, responds to student needs and is directed by student performance data derived approach to instruction and intervention that is driven by the California Content Standards for secondary students, responds to student needs and is directed by student performance data derived from multiple measures. The multi-tiered instructional program is rooted in good first instruction, the consistent use of progress monitoring tools to inform instruction and identify students for targeted and timely intervention, as well as the provision of increasing levels of support to assist students in achievement in the core education services are provided in an integrated setting to support student achievement in the core
		The use of research-based instructional practices that support access to rigorous content curriculum is necessary to provide meaningful access for all students. In addition, instructional support through the use of co-planning and co-teaching provides a higher level of support to students. Timely and targeted intervention, based on on-going progress monitoring, that provides students with immediate, corrective feedback, remediation, and extended opportunities for learning also serves to support students with disabilities achieve mastery of grade-level standards.

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		Working in Professional Learning Communities (PLCs), general and special education teachers will
		utilize backwards design principles to design curriculum and instruction, guide assessment practices
		and evaluate and refine instruction based on observed outcomes. PLCs will:
		 review content standards by grade level to prioritize essential learnings
		 devise appropriate pacing plans for the school year
		 identify desired results and acceptable evidence of learning
		 design standards-based assessments that are aligned to expected outcomes
		• plan a sequence of learning experiences, using appropriate grade level resources, that scaffold
		the students' learning and strategically prepare students to demonstrate mastery of the
		standard(s)
		• collect and analyze student work to inform instructional decisions, guide modifications and
		determine intervention(s) needed
		 use assessment results to evaluate and refine instructional practices as well as long term
		planning of curriculum and instruction
		Multiple assessment strategies will be utilized to evaluate students' progress toward mastery of the
		standards and identify intervention needs. Teachers will use the data derived from the various
		assessment tools to inform instructional decisions, provide appropriate accommodations and
		modifications, and determine intervention needs. Effective use of assessment involves providing
		needed intervention to individual students as determined by the assessment data as well as evaluating
		trends in student performance. If several students are having difficulty it may signal a need to change
		the general instructional approach, provide differentiated learning opportunities or realign/revise
		assessment tools.
		Designing effective curriculum and instruction for multi-grade levels presents unique challenges. In

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		addition to having responsibility for more curriculum, teachers in multi-grade situation, must also account for a predictably broader range of student abilities and need without the benefit of additional
		instructional time. These conditions demand that teachers become skilled at simultaneously managing
		multiple learning experiences for individual students and/or small groups. In order to do this, teachers
		must carefully monitor each student's progress and continuously respond to the student's learning
		leeds. Trowever, by simining the focus main glade-specific standards to common themes across grade levels, teachers can design interdisciplinary learning experiences for groups of mixed grade level
		students. This strategy takes advantage of the inherent opportunity for mixed ability groupings and
		makes peer support and mentoring possible.
		In order to ensure access to high-quality, grade-level content and instruction, some special education
		students, may require specific accommodations and/or modifications be provided in the general
		education classroom. Although, specific accommodations will be dictated by student need, they may
		include: differentiating the pacing of instruction, varying activities, allowing extended time, providing
		assistive technology, and/or teaching to the student's strengths. Similarly, modifications will be
		determined by student needs, but may include: shortening assignments, simplifying task directions,
		providing alternate assignments, giving additional cues or prompts, or utilizing specialized curriculum.

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OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 7A,	Instructional Plan for	The Huntington Park High Network of 21st Century Schools is committed to supporting students with
7B	students using Alternate Standards	disabilities in the general education program, so that to the maximum extent appropriate, students with disabilities are educated alongside students without disabilities. However, if the IEP team
		determines that the nature or severity of a students' disabilities are such that education in the general
		education program with the use of supplementary aids and services can not meet the student's needs,
		they will be taught using alternate standards. The alternate instructional program will mirror the
		general education program, in that we will, provide students the necessary support to ensure successful completion of the program; use research-based instructional practices to support access to a
		rigorous curriculum; implement a multi-tiered approach to instruction and intervention; use progress
		monitoring tools to inform instruction and identify needed interventions; and provide accommodations
		and modifications as needed.
		In collaboration with the IEP team, teachers in the alternate education program will utilize backwards
		design principles to design curriculum and instruction, guide assessment practices and evaluate and
		refine instruction based on observed outcomes. Teachers will:
		 review alternate achievement standards at the student's level of functioning to identify essential
		learnings and develop functional goals
		 devise an appropriate pacing plan for the school year
		 identify desired results and acceptable evidence of learning
		 design assessments that are aligned to expected outcomes and alternate achievement standards
		• plan a sequence of learning experiences, using appropriate resources, that scaffold the students'
		learning and strategically prepare students to demonstrate mastery of the standard(s)
		 collect and analyze student work to inform instructional decisions, guide modifications and
		determine intervention(s) needed
		 use assessment results to evaluate and refine instructional practices as well as long term

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		planning of curriculum and instruction
		Multiple assessment strategies will be used to evaluate students' progress toward mastery of the alternate standards and identify intervention needs. Teachers will use the data derived from student work samples formative assessments observations group work student portfolios and the California
		Alternate Performance Assessments, Observations, group work, student portions and the camorina and provide appropriate accommodations and modifications. Like in the general education program,
		accommodations and modifications will be provided based on student needs.
		In classrooms with multi-age groups of students, teachers will focus on developing interdisciplinary instructional experiences that address common themes across grade levels.
Outcome 13	Plan to provide	Once an IEP team determines that a student is eligible for and needs special education and related
	supports & Services	services and the parent consents to the offer of a free appropriate public education the Huntington Park High Network of 21st Century Schools will implement the IFD immediately. To the maximum
		degree appropriate, special education and related services will be provided within the general
		education classroom in compliance with least restrictive environment mandates. The Bridge Coordinator will be responsible for distributing copies of the IEP to all staff who will be implementing.
		clarifying roles and responsibilities for implementation of the IEP and supervising and supporting
		school staff in the implementation of the IEP.
		Resource Specialist teachers are required to document provision of special education and related
		services using the Welligent Service Tracking System as required by MCD Outcome 13. The Bridge
		Coordinator will ensure that all service providers maintain logs in Welligent that document the
		frequency of contact and total number of minutes of service provided per week and month.

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OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 9	Transition Planning	As mandated by Federal and state law for students with disabilities, beginning at age 14, the school will
(for programs	Strategies	develop an Individual Transition Plan as part of students' IEPs. Transition services are a collaborative
with students 14 and older)		effort between the student, school staff, parents and appropriate community agencies to plan the students' educational program so as to support the successful transition to adult living, which may
		include postsecondary education, vocational training, employment, continuing and adult education as
		well as independent living. Transition services are based on students' strengths, interests, and
		preferences as determined through student interviews and age appropriate assessments.
		Beginning at age 14, and updated annually, each student's IEP will include a statement of the transition
		service needs of the student that focus on the student's course of study. Transition services will
		provide exploratory activities for students aligned to education, training, and employment goals as well
		as daily living skill needs. Activities will support students in developing self-awareness and self-
		determination as well as identifying interests, strengths and preferences through the use of interest
		assessments, learning style preferences and strengths inventories and transition planning profiles.
		Before their 16 th birthday, students will have evidence of completion of a commercially produced
		transition assessment in their IEP.
		Beginning at age 16 each student's IFP will include a statement of the transition services needed
		isoluding if analyses is a statement of the international vectors of an analysis of an analysis of an analysis
		micianing, il appropriate, a statement of the interagently responsibilities of medical community
		linkages, for the successful transition from school to post-school activities. Activities may include
		instruction, classroom role-play of social and employment related interactions, community
		experiences, supported work experiences and acquisition of daily living skills.
		All students with disabilities graduating with a diploma, certificate of completion, or aging out of the
		system will receive a Summary of Performance that summarizes the student's academic achievement

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secure and inclusive environment for all students. The small school environment we create will ensure Students with disabilities will have access to all elective available to the general education populations. and functional performance. At the student's exit IEP, the student will be interviewed using the Senior recruited and encouraged to participate in all extra-curricular and non-academic activities available to competitions, and internships will be open to all students. Special education students will be actively opportunities for students with disabilities to develop personal connections with adults and peers by curricular and non-academic activities including clubs, sports, band, student government, field trips, classes, elective course and special education teachers will collaborate to provide a range of service Students will receive support in elective classes, as determined by their IEPs. As in core academic The Huntington Park High Network of 21st Century Schools is committed to creating a small, safe, structuring mentorships, implementing advisories and providing accommodations, as needed, to ensure students with disabilities have full access to all extra-curricular activities. Access to extrathat support is provided for students' academic, social and emotional needs. We will create delivery models that are determined by students' needs. Applicant Team Name: Huntington Park High Network of 21st Century Schools general education students. Transition Inventory form. **SCHOOL PLAN** academic activities: Access to Extra-Curricular/Non COMPONENT Requirement OUTCOME MCD **Federal**

Los Angeles Unified School District PUBLIC SCHOOL CHOICE 2.5 SERVICE PLAN FOR SPECIAL EDUCATION

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MCD		
OUTCOME	COMPONENT	SCHOOL PLAN
Federal	Providing Extended	The Huntington Park Network of 21st Century Schools will provide Extended School Year (ESY) services
Requirement	School Year	to students with disabilities whose unique needs require special education and related services beyond the regular academic year. These services will be provided to ensure the continued provision of a free appropriate public education by maintaining skills and behaviors that might otherwise be lost during the periods that school is not in session.
		All students eligible for special education and related services will be considered for ESY services. The decision whether or not to provide ESY services will be based on student need as indicated by the IEP
		severity of the disabling condition; areas of learning critical to maintaining IEP identified goals and skills; likely extent of regression caused by interruption in educational programming; rate of
		recoupment following interruption of instruction; and the availability of alternate resources, such as general education intersession school.
		Once it is determined that a student requires ESY services, the school will continue to provide these and related services in the least restrictive environment. As in the regular school year setting, general and special education teachers will collaborate to provide a range of service delivery models that are
		determined by students' needs. Services may be provided through co-planning and/or co-teaching in a general education classroom or, if necessary, through a pull out model where individual and small
		group support is provided. Appropriate monies will be allocated from the Title I budget to fund personnel and resources required
		to provide ESY services.

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MCD		
OUTCOME COI	COMPONENT	SCHOOL PLAN
Federal Court MC	MCD Outcomes (to	The Huntington Park High Network of 21st Century Schools is committed to implementing a
Requirement be oth	be woven among others)	comprehensive special education program that complies with all Federal, State and District mandates including the Modified Consent Decree.
De	Development	both general and special education teachers will receive ongoing professional development in such areas as differentiated instruction, research-based instructional strategies, engagement strategies, brain research, tiered instruction, universal design, cooperative learning, interdisciplinary projects and project-based learning as well as behavior and social skills.
		To enable teachers to better implement the strategies and skills learned during professional development and provide a vehicle for teachers to develop effective instructional practices, integrated teams of general and special education teachers will work collaboratively in Professional Learning Communities. PLC teams will engage in a reflective cycle to identify the instructional needs of students, develop strategies to meet those needs, design standards-based learning experiences that are responsive to identified student needs, create common formative and summative assessments, collect and analyze student performance data, and use assessment results to refine instructional practices.
		collect and analyze student performance data, and use assessment results to refine instructional practices. General and special education teachers will also collaborate to co-teach students with and without disabilities in the general education classroom. Co-teaching may involve one teacher providing intense

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MCD OUTCOME	COMPONENT	SCHOOL PLAN
		instruction to a small select group of students based on assessed need, both teachers sharing the instruction while instruction of all students or one teacher taking primary responsibility for leading the instruction while the other supports by modeling strategies, charting, adding questions, clarifying information and prompting students.
Outcomes 6, 8, 16	Staffing/Operations	The Huntington Park High Network of 21 st Century Schools will seek out and recruit highly qualified teachers who are committed to the vision and mission of providing a high quality education to all students. Selected teachers will have high expectations for all students, demonstrate a commitment to use data to inform instructional decisions, exhibit an ability to modify instruction to match student needs, embrace our Election to Work Agreement and have a genuine interest in improving the achievement of all students. The principal will be responsible for working with the LAUSD Human Resources Division and the California Commission on Teacher Credentialing to verify teacher credentials, certifications and authorizations to work with general and special populations, including English Language Learners, gifted students and students with disabilities. Content teachers will have meet qualifications to teach in their respective subject areas. General and special education staff will be hired according to LAUSD norms. We will comply with District service norms, of 28 (up to 32) to 1. Whenever possible, we will work to reduce teacherstudent ratios in order to provide optimal learning circumstances and opportunities for personalization as well as better meet the individual needs of all students.

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MCD		
OUTCOME	COMPONENT	SCHOOL PLAN
		support to appropriately monitor and service student needs.
		We will utilize LAUSD Nursing Services to provide appropriate health services to students with chronic illnesses as identified in their IEP or Section 504 plans in coordination with their primary care physician.
		In order to provide a free appropriate public education, specialized equipment such as assistive technology devices will be made available to students with disabilities at no charge to the family of the student, if required as part of the students special education program and/or related services as
		specified in fils/filer fer. Specialized equipment can be provided through a variety of funding sources, including Title I, Bilingual and Low Incidence funds. An inventory of specialized equipment will be maintained.
	Fiscal	Not applicable.

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MCD		
OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 14	Parent Participation	The Huntington Park High Network of 21st Century Schools intends to be the catalyst that reinvigorates
		and reengages our community to create a highly effective school. Our parent engagement plan seeks
		to help families establish an environment to support their children as students; provide timely and
		accurate information regarding school programs and student progress; develop programs to utilize
		parents as volunteers; create an open classroom environment; involve parents in the decision-making
		process; and nurture a partnership that serves to advocate for the educational needs of students.
		Parents of students with disabilities will be included in all phases of the school-wide parent
		engagement plan. To provide parents of students with disabilities full information about their child's
		identification, evaluation, placement, instruction and reevaluation for special education and related
		services we will utilize ConnectEd, Family Module, bulletin boards, the school website, a monthly
		newsletter and counselor-led home visits to provide parents with timely and accurate information. To
		the extent possible, we will make accommodations to encourage and enable parents' participation in
		their child's educational decision making, including, but not limited to providing translation services,
		scheduling IEP meetings at times that are convenient for parents, and making support services
		available. The Bridge Coordinator will be responsible for communicating with parents regarding
		special education and related services, educating parents about the important role they play in their
		child's education, responding to parent concerns and complaints, and working collaboratively with
		parents to advocate for the educational needs of students with disabilities.

PUBLIC SCHOOL CHOICE 2.5. REQUEST FOR PROPOSALS

IMPLEMENTATION PLAN

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post- implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
STAFFING					
Job descriptions for teachers and counselor will be developed and advertised for open positions.	April and May 2011	Network Design Team	-Ability to advertise positions in LAUSD's job postings.	Applications are submitted for open positions.	Monitor the number of qualified applicants.
Small School Coordinator Interview Rubric, Teacher Interview Rubric and Counselor Interview Rubric will be developed, both aligned to the Election to Work Agreements.	April 2011	Network Design Team	Job Descriptions -Network and small school mission and vision	Positions are filled with qualified personnel committed to vision/mission.	Monitor teacher retention
Interviews for open positions will be conducted.	Beginning in April 2011 until all positions	Small School Interview Panels	-Coordinator, Teacher, and Counselor Interview Rubrics	Positions are filled with qualified personnel	Monitor teacher retention

EVIDENCE OF SUCCESS EVALUATION PROCESS How will you know you are making progress post- implementation?	committed to vision/mission
How yo pr	comn
RESOURCES What resources are needed for a successful implementation?	-Election to Work Agreement
RESPONSIBILITY Who will lead the implementation of this element?	
TIMELINE In what year will you implement this element of your	have been filled and as needed.
PROPOSAL ELEMENT What element of your proposal program will be implemented?	

PUBLIC SCHOOL CHOICE 2.5. REQUEST FOR PROPOSALS

IMPLEMENTATION PLAN

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post- implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
STUDENT RECRUITMENT					
Student recruitment materials (brochure, powerpoint, video, website) will be developed.	March 2011	Small School Design Team Members	-Brochure printing -Video Equipment	Effective recruitment material is developed.	Observation of student reaction to recruitment material. Analysis of student selections and parent feedback.
Student Selection Sheet and Small School Description Sheet will be developed. These sheets will be posted on the school website and distributed to parents.	March 2011	Network Design Team Members	-Descriptions provided by members from each small school.	Student Selection Sheet and Small School Description Sheet is developed.	Observation of student reaction to recruitment material. Analysis of student selections and parent feedback.

In Imp	TIMELINE In what year will you implement this element of your proposal?	RESPONSIBILITY Who will lead the implementation of this element? Network Design Team	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress? Observation of student
2011 and of each following year		Members	personnel at feeder schools to determine logistics -Video and powerpoint presentations -Small School Brochures -Student Selection Sheet	completed Student Selection Sheets.	reaction to recruitment material. Analysis of student selections.
May and June Admir 2011 Coorc and of each article following year.	Admir Coorc artici pl	Administrator and Coordinator over articulation and placement	-Completed Student Selection Sheets -Distribution numbers of all subgroups.	Majority of students are placed in one of their top school choices.	Percentage of students placed in their 1 st , 2 nd , 3 rd , 4 th , and 5 th choices is tracked.
Ongoing Admini Coordi articu	Admini Coordi articu	Administrator and Coordinator over articulation and	-Completed Student Selection Sheets	Majority of students are placed in one of their top school	Percentage of students placed in their 1 st , 2 nd , 3 rd , 4 th , and 5 th choices is

tracked.	choices.		placement		Sheet upon enrollment.
EVALUATION PROCESS What mechanisms will you use to measure progress?	EVIDENCE OF SUCCESS How will you know you are making progress post- implementation?	RESOURCES What resources are needed for a successful implementation?	RESPONSIBILITY Who will lead the implementation of this element?	TIMELINE In what year will you implement this element of your	PROPOSAL ELEMENT What element of your proposal program will be implemented?

PUBLIC SCHOOL CHOICE 2.5: REQUEST FOR PROPOSALS IMPLEMENTATION PLAN

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress postimplementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
CURRICULUM AND INSTRUCTION					
Teachers will develop Project- Based learning experiences with rubrics.	June 2011, ongoing	Small School Teachers	-California State Content StandardsEssential Learnings -Curriculum Maps -Meeting Time -Access to online Project-Based Learning resources -Support from professional development organizations	Teachers plan, assign, and analyze learning outcomes of projects.	Analysis of learning outcomes based on projec scores according to the rubric and data from benchmark assessments.
In Professional Learning	Beginning June	Small School Teachers	-Access to technologies	Teachers	Teacher survey, student

EVALUATION PROCESS What mechanisms will you use to measure progress?	survey, peer observations.	Analysis of learning outcomes based on unit assessments and data fron benchmark assessments.
EVIDENCE OF SUCCESS How will you know you are making progress postimplementation?	incorporate Marzano's instructional strategies and technology into lessons and plan lessons that assist students in developing 21st Century skills.	Interdisciplinary units are designed, implemented, and learning outcomes are evaluated.
RESOURCES What resources are needed for a successful implementation?	that can be incorporated into the classroomAccess to technologies that can be utilized to extend learning beyond the school daySupport materials for 21st Century skills and Marzano's instructional strategies -SDAIE support materials -ESLRs -Meeting time	-California State Content Standards -Support from a professional development organization -Access to online
RESPONSIBILITY Who will lead the implementation of this element?		Small School Teachers
TIMELINE In what year will you implement this element of your	2011, ongoing	Beginning September 2013
PROPOSAL ELEMENT What element of your proposal program will be implemented?	Communities, teachers will develop lessons that incorporate technology, SDAIE methodology and Marzano's instructional strategies as well as develop 21st Century skills and ESLRs.	Teachers develop and implement interdisciplinary units.

EVALUATION PROCESS What mechanisms will you use to measure progress?		Learning experiences in pathway courses result in pre-determined learning outcomes as measured by Small School Teachers.	Community Partnership Coordinator and Small School Counselors will track the percentage of students placed in an internship and the percentage of students that successfully complete the terms of the internships.
EVIDENCE OF SUCCESS How will you know you are making progress postimplementation?		Curriculum for pathway courses are developed and Small School Teachers are prepared to teach courses.	Students participate in internships related to the career pathway they have chosen.
RESOURCES What resources are needed for a successful implementation?	interdisciplinary support material	-Development/Review time	-Descriptions of career pathways -Time to meet with partners
RESPONSIBILITY Who will lead the implementation of this element?		Small School Teachers, Small School Coordinators, Partners	Small School Coordinators, Assistant Principals, Community Partnership Coordinator, and Small School Counselors
TIMELINE In what year will you implement this element of your		Beginning April 2012, ongoing	Beginning May 2012, ongoing
PROPOSAL ELEMENT What element of your proposal program will be implemented?		Curriculum will be developed for pathway courses.	Internships will be set up that align to pathways.

EVALUATION PROCESS What mechanisms will you use to measure progress?	Small School Coordinators will keep records of the cocurricular activities made available to students.	Small School Counselors will regularly review student cumulative record to determine whether students are completing A. G requirements and pathway course sequences under the current 4 year plan.	Alumni feedback.
EVIDENCE OF SUCCESS How will you know you are making progress postimplementation?	Students from all small schools are provided with opportunities to participate in cocurricular activities.	Students complete A-G requirements and are able to complete a sequence of pathway courses prior to graduation.	Students successfully enter majors and careers related to the Career Pathway they studied.
RESOURCES What resources are needed for a successful implementation?	-Descriptions of career pathways	-4 year plans -A-G requirements	-Career Pathway descriptions -Alumni contact information
RESPONSIBILITY Who will lead the implementation of this element?	Small School Coordinators, Assistant Principals, Small School Counselors, and Small	Small School Coordinators, Small School Counselor, Network College Counselor	Small School Coordinators, Small School Counselors
TIMELINE In what year will you implement this element of your	Beginning August 2011, ongoing	Annually	July 2013, annual evaluation
PROPOSAL ELEMENT What element of your proposal program will be implemented?	Co-curricular opportunities such as contests, field trips, and forums that enrich learning experiences will be sought.	The 4 year plan will be reviewed annually to ensure that all students are provided with an A-G curriculum and pathway courses in an effective manner.	A system for evaluating the effectiveness of the Career Pathways will be developed and utilized.

EVALUATION PROCESS What mechanisms will you use to measure progress?	Analysis of student achievement data (benchmark assessments, summative assessments, CAHSEE, and CST) disaggregated by subgroup.	Small School Counselors and teachers will monitor academic/behavioral progress. Indicators may include benchmark assessment scores, academic marks, attendance, and teacher observations.
EVIDENCE OF SUCCESS How will you know you are making progress postimplementation?	High student achievement across all subgroups.	Struggling students are promptly identified and academic/behavioral interventions are provided. Progress is monitored to ensure the effectiveness of interventions.
RESOURCES What resources are needed for a successful implementation?	-SDAIE support material -Access to student IEPs -Support from Bilingual Coordinator and Bridge Coordinators -Meeting time to coplan with colleagues	-Intervention resources -Meeting time -Secure system for sharing information -Access to student information and data on SIS and MyDataAccess to student IEPs
RESPONSIBILITY Who will lead the implementation of this element?	Small School Teachers	Assistant Principals, Small School Coordinators, Small School Counselors, Small School Teachers, Bilingual Coordinator, Bridge Coordinator, Psychiatric Social Worker, and Pupil Services and Attendance Counselor
TIMELINE In what year will you implement this element of your	June 2011, ongoing	Beginning June 2011, reviewed annually
PROPOSAL ELEMENT What element of your proposal program will be implemented?	Teachers will plan instruction designed to meet the individual learning needs of all students, including English Learners and Students with Disabilities.	A pyramid of intervention will be developed. • Strategies for tier I (core instruction), tier II (strategic intervention), and tier III (intensive intervention) will be determined. • A referral and progress monitoring system will be developed. • All staff will be trained on intervention model.

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your proposal?	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress postimplementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
		Small School Coordinators, and Network Bridge Coordinator, Special Education Staff	-Supplemental instructional materials -Desks, chairs, whiteboards	established.	the Learning Center are not used for other purposes as monitored by Small School Coordinators.
	Begin in August 2011, Annually reviewed and updated	Small School Coordinators, English and Mathematics teachers	-Student achievement data in English and Math -CAHSEE diagnostic information -Preparatory material for CAHSEE -CAHSEE clueprints -Released CAHSEE questions	A large percentage of students pass the CAHSEE from the census administration and students who are given CAHSEE intervention are successful during the following administration.	CAHSEE pass and proficien rates are analyzed.
	June 2011, ongoing	Small School Coordinators, Small School Teachers, Small School Counselors	-ESLRs -Career pathway information -Info on high school	An engaging, informative curriculum is provided for	Feedback from Small School Teachers, Small School Counselors, and students.

EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	S.	Students enroll in Small School Counselors remedial and will track student courses. completion of courses offered outside the regular daytime program.
EVI S How v you , prog	students.	Students enro remedial and enrichment c
RESOURCES What resources are needed for a successful implementation?	graduation requirements -Info on college application and entrance requirements	-Contact with local community colleges -Computers available for students to take online courses
RESPONSIBILITY Who will lead the implementation of this element?		Small School Coordinators, Small School Counselors, Network College Counselor
TIMELINE In what year will you implement this element of your		October 2011, ongoing
PROPOSAL ELEMENT What element of your proposal program will be implemented?		Alternate means for students to take courses will be researched (i.e. online courses, community college courses, adult school courses, etc.). Alternatives will be offered to students.

EVALUATION PROCESS What mechanisms will you use to measure progress?		Student, parent, and Small School Teacher feedback.	Small School Teacher and Small School Coordinator feedback.
EVIDENCE OF SUCCESS How will you know you are making progress postimplementation?		The Handbook is used to support students.	The Handbook is used to support teachers.
RESOURCES What resources are needed for a successful implementation?		-LAUSD policies and bulletins -Network and small school information and policies -Printing	-LAUSD policies and bulletins -Network and small school information and policies -Election to Work Agreement
RESPONSIBILITY Who will lead the implementation of this element?		Network and Small School Design Team Members	Network Design Team Members
TIMELINE In what year will you implement this element of your		April 2011 to June 2011	April 2011 to June 2011
PROPOSAL ELEMENT What element of your proposal program will be implemented?	SCHOOL CULTURE	A Student Handbook is developed and printed.	A Teacher Handbook is developed and printed.

EVALUATION PROCESS What mechanisms will you use to measure progress?		Small School Coordinator and Small School Counselor will analyze behavioral trends and teacher feedback.	Coordinator and counselor will analyze behavioral trends and teacher feedback.
EVIDENCE OF SUCCESS How will you know you are making progress postimplementation?		The Positive Behavior Support plan is revised prior to the start of the new school year. Materials are developed and printed by the beginning of the school year.	Reduction in the number of behavioral referrals to Counselors and Coordinators, suspensions, and expulsions
RESOURCES What resources are needed for a successful implementation?	Evaluation process and supporting documents -Printing	-Current Positive Behavior Support plan -Meeting time -Rewards	-Current Positive Behavior Support plan -Feedback from Small School Coordinator, Small School Counselors, Small School Teachers, students, and parents
RESPONSIBILITY Who will lead the implementation of this element?		Network Design Team	Governing Council, Positive Behavior Support Subcommittee
TIMELINE In what year will you implement this element of your		April, May, and June 2011	July 2012 and July of each following year
PROPOSAL ELEMENT What element of your proposal program will be implemented?		The Positive Behavior Support plan will be revised and materials will be developed/procured.	The Positive Behavior Support plan will be evaluated for its effectiveness and revised on a yearly basis.

EVALUATION PROCESS What mechanisms will you use to measure progress?		Percentage of students participating in extra- curricular activities will be monitored.	Student and parent feedback along with data regarding college application and attendance rates will indicate effectiveness.
EVIDENCE OF SUCCESS How will you know you are making progress postimplementation?		A comprehensive list of offerings is compiled and distributed to students and parents.	A complete College Awareness plan is completed.
RESOURCES What resources are needed for a successful implementation?	-Data on attendance, behavioral referrals to Small School Counselors and Small School Coordinators, suspensions, expulsions	-List of Network sports being offered -List of Network clubs being offered -Extra-curricular activities offered at each small school	-A-G requirements -College admissions requirements -College entrance data
RESPONSIBILITY Who will lead the implementation of this element?		Network Design Team and Governing Council	Governing Council, Small School Coordinators, Network College Counselor, and Small School Counselors
TIMELINE In what year will you implement this element of your		July 2012 and July of each following year	July and August 2011
PROPOSAL ELEMENT What element of your proposal program will be implemented?		A comprehensive list of extra- curricular offerings will be compiled along with meeting times and sponsors.	A College Awareness plan will be developed. The plan will be developed using the backwards planning model and will be delineated by grade level.

EVALUATION PROCESS What mechanisms will you use to measure progress?	Student and parent feedback along with data regarding college application and attendance rates will indicate effectiveness.	Student and parent feedback along with data regarding college application and attendance rates will indicate effectiveness.	The number of College Representatives that visit campus, the number of students being serviced by the College Representatives, and other support services provided
EVIDENCE OF SUCCESS How will you know you are making progress post- implementation?	Increase in the number of students applying to and attending colleges and universities.	High attendance at College Awareness activities and an increase in the number of students applying to and attending colleges and universities.	College representatives meet with students and parents to improve with college awareness and assist with
RESOURCES What resources are needed for a successful implementation?	-Current College Awareness plan -A-G requirements -College admissions requirements	-College Awareness plan -District and Network calendars	-Information about local colleges and universities
RESPONSIBILITY Who will lead the implementation of this element?	Governing Council, Small School Coordinators, Network College Counselor, and Small School Counselors	Governing Council, Small School Coordinators, Network College Counselor, and Small School Counselors	Network College Counselor, Small School Coordinators, Small School Counselors
TIMELINE In what year will you implement this element of your	July 2012 and July each following year	July and August 2012 and July of each following year	Beginning January 2012, ongoing
PROPOSAL ELEMENT What element of your proposal program will be implemented?	The College Awareness plan will be evaluated and revised on a yearly basis.	College Awareness activities will be planned for the year, calendared and communicated to students and parents.	The network will establish and maintain relationships with local colleges and universities.

EVIDENCE OF SUCCESS How will you know you are making progress post- implementation?		Parents are Informed of school Coordinator, Small School Counselor, and Small School Teacher feedback.
EV How you pro		Parents are informed of events.
RESOURCES What resources are needed for a successful implementation?		-Parent contact information such as addresses, phone numbers, and email addresses -Ability to set up a website -Access to ConnectEd and ISIS Parent Module
RESPONSIBILITY Who will lead the implementation of this element?	Teachers	School Coordinators, Office Technicians
TIMELINE In what year will you implement this element of your		July 2011
PROPOSAL ELEMENT What element of your proposal program will be implemented?	planned for the school year, calendared and communicated to students, parents, and feeder schools.	Vehicles for communicating with parents are set up and utilized. • Websites • Internet forums • ISIS Family Module • Email • Mailers • ConnectEd • Direct Phone Calls • Newsletters • Meetings

PUBLIC SCHOOL CHOICE 2.5: REQUEST FOR PROPOSALS IMPLEMENTATION PLAN

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post- implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
ASSESSMENT					
Teachers will develop and assign standards-based summative ESLR projects and rubrics. Students will present these at showcases and exhibition nights.	Beginning June 2011 and ongoing during Professional Development	Small School Teachers	-California State Content Standards -CST and CAHSEE blueprints -Small School Mission and Vision -Supporting pathway materials -ESLRs -Curriculum Maps	Summative ESLR projects and rubrics are developed for each grade level.	Review panels consisting o members from various stakeholder groups will evaluate based on rubrics.
A set of guidelines and a rubric will be developed for the Student Portfolio.	August 2011, reviewed and updated	Small School Teachers and Small School Coordinators	-California State Content Standards -Curriculum Maps	Students are able to develop a comprehensive	Small School Teachers and Small School Counselors will score according to

EVALUATION PROCESS What mechanisms will you use to measure progress?	rubric.	Student and parent feedback.	Student and parent feedback.	Data from benchmark assessments are analyzed to determine effectiveness of assessment.
EVIDENCE OF SUCCESS How will you know you are making progress post- implementation?	Student Portfolio.	Authentic assessments are developed for each course.	Guidelines are collaboratively developed that enable students to create an authentic assessment.	Appropriate benchmark assessments are developed that
RESOURCES What resources are needed for a successful implementation?	-ESLRs -Meeting time	-California State Content Standards -Supporting pathway materials -ESLRs -Curriculum Maps	-California State Content Standards -CST and CAHSEE blueprints -Supporting pathway materials -ESLRs	-California State Content Standards -CST and CAHSEE blueprints
RESPONSIBILITY Who will lead the implementation of this element?		Small School Teachers	Small School Teachers and students	Small School Teachers
TIMELINE In what year will you implement this element of your	annually	Beginning June 2011 and ongoing during Professional Development	Beginning June 2011 and ongoing during Professional Development	Beginning June 2011 and ongoing during
PROPOSAL ELEMENT What element of your proposal program will be implemented?		Teachers will develop authentic assessments that give students choices about how they can demonstrate understanding.	Teachers will collaboratively develop guidelines for students to follow as they develop selfdetermined authentic assessments.	Teachers will develop benchmark assessments for each core content course.

EVALUATION PROCESS What mechanisms will you use to measure progress?		CELDT scores and redesignation rate.	Student work and assessments within the English Language Development Portfolios is analyzed to gauge student progress.	Common Formative Assessment data,
EVIDENCE OF SUCCESS How will you know you are making progress postimplementation?	enable monitoring of student progress.	CELDT is successfully administered to all English Learners and the redesignation rate increases.	English Language Development Portfolios are created for all ESL students.	Common Formative Assessment data is
RESOURCES What resources are needed for a successful implementation?	-Small School Mission and Vision -Supporting pathway materials -ESLRs -Curriculum Maps	-Assessment Materials -Proctors trained to administer CELDT	-English Language Development Portfolio	-California State Content Standards
RESPONSIBILITY Who will lead the implementation of this element?		Bilingual Coordinator, Testing Coordinator, and Assistant Principal	Bilingual Coordinator and ESL Teachers	Small School Teachers
TIMELINE In what year will you implement this element of your	Professional Development	Annually and as required	Beginning July 2011, ongoing	Beginning June 2011
PROPOSAL ELEMENT What element of your proposal program will be implemented?		California English Language Development Test will be given annually according to State- determined assessment windows and as required for incoming students.	English Language Development Portfolios will be created and monitored for each ESL student.	Teachers will develop Common Formative Assessments for

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year V will you implement this element of your	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
and o du Profe	and ongoing during Professional Development		-Teacher-determined essential learnings -Curriculum Maps	used to inform instruction.	Summative Benchmark, and CST data will be analyzed to determine effectiveness of Common Formative Assessments.

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your proposal?	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post- implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
PROFESSIONAL DEVELOPMENT					
The 10-day Teacher Institute (professional development) will be planned.	April and May 2011 and July of each following year	Principal, Assistant Principals, and the Network Design Team	-Description of 10 day Teacher Institute, culture, and curriculum and instruction from proposal	Agendas and supporting materials are created and facilitators are prepared.	Small School Coordinator and Small School Teacher Feedback.
A 10-day Teacher Institute will be provided to teachers to prepare them for their work in the small schools.	June 2011 and August of each following year	Principal, Assistant Principals, and Network Design Team	-Contracts with possible Professional Development companies -Meeting time and space -Funding to pay for	Teachers are prepared to begin the school year. They have begun to develop lessons, projects, and assessments for the	Small School Coordinator and Small School Teacher Feedback.

EVALUATION PROCESS What mechanisms will you use to measure progress?		Teacher feedback regarding effectiveness of the Professional Learning Communities.	Student achievement data from benchmark assessments and CSTs.
EVIDENCE OF SUCCESS How will you know you are making progress postimplementation?	beginning of the school year. They have a strong understanding of how to work toward the mission and vision.	Teachers in small schools work effectively in Professional Learning Communities.	Essential Learnings for each course are identified, Curriculum Maps for each unit are developed, and S.M.A.R.T. Goals are set.
RESOURCES What resources are needed for a successful implementation?	teacher participation	-Learning by Doing (Dufour, Dufour, Eaker, and Many, 2006) -The Five Dysfunctions of a Team (Lencioni, 2002)	-California State Content Standards -CST and CAHSEE blueprints -Small School Mission and Vision -Supporting pathway materials
RESPONSIBILITY Who will lead the implementation of this element?		Small School Coordinators	Small School Teachers
TIMELINE In what year will you implement this element of your		Begin in July 2011 and ongoing	Beginning June 2011 and ongoing during Professional Development
PROPOSAL ELEMENT What element of your proposal program will be implemented?		Establish and work in Professional Learning Communities.	Teachers will work within Professional Learning Communities to identify Essential Learnings, develop Curriculum Maps, and set S.M.A.R.T. Goals.

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post- implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
			-ESLRs		
Teachers will work within Professional Learning Communities to develop the following types of authentic assessments: • ESLR Projects • Summative Assessments • Common Formative Assessments • Student Portfolios	Begin June 2011, ongoing	Small School Teachers and Small School Coordinators	-Meeting time -ESLRs -California State Content Standards -Curriculum Maps -Essential Learnings for each course -Assessment development support material	Assessments provide student achievement data that accurately depicts student progress in meeting standards.	Teacher analysis of assessment effectiveness.
Teachers will work within Professional Learning Communities to develop lessons that incorporate technology and Marzano's instructional strategies into their lessons.	Begin June 2011, ongoing	Small School Teachers	-Technology -Classroom Instruction that Works (Marzano, 2004)	Teachers implement lessons that incorporate technology and Marzano's instructional stategies.	Observations and Small School Teacher feedback.

EVALUATION PROCESS What mechanisms will you use to measure progress?	Staff feedback.	Small School Teacher and student feedback.	Feedback from Small School Coordinator, Small School Counselor, and Small School Teachers regarding how realistic anc appropriate the timeline is	Feedback from WASC visiting team.
EVIDENCE OF SUCCESS How will you know you are making progress post- implementation?	Teachers are trained in Action Research and use the model to improve student achievement.	Teachers will develop and assign projects.	A self-study timeline is developed.	The staff completes the self-study process, the self- study report is
RESOURCES What resources are needed for a successful implementation?	-Support materials in Action Research	-Professional development company specializing in Project- Based Learning -Meeting Time	-WASC Self-Study handbook	-WASC Self-Study handbook -Meeting time
RESPONSIBILITY Who will lead the implementation of this element?	Small School Coordinators, Small School Counselors, and Small School Teachers	Small School Coordinator and Small School Teachers	Assistant Principal and WASC Coordinator	WASC Coordinator, Assistant Principals, and Small School Coordinators
TIMELINE In what year will you implement this element of your	Begin June 2011	June 2011	June and July 2011	July 2011 through Fall 2012
PROPOSAL ELEMENT What element of your proposal program will be implemented?	Staff will be trained in Action Research and will begin using the model.	Teachers will be trained in Project-Based Learning and will begin developing projects.	A timeline for the self-study process (WASC) will be developed using the backwards planning model.	Staff will undergo the self- study process and a self-study report will be completed.

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress postimplementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
				written, and the network is visited by the WASC team.	
An observation protocol will be developed for peer observations. All staff will be trained in this protocol.	August 2011	Small School Coordinators	-Instructional observation support material	Staff members will all follow the same protocol when doing observations.	Staff feedback.
Small School Coordinators will receive leadership training.	May 2011	Principal and Assistant Principals	-Leadership literature -Meeting time	Small School Coordinators will effectively oversee the small schools.	Feedback from Small School Coordinators.
Small School Coordinators and Small School Counselors will be trained in the SIS system and in creating a master schedule.	April 2011	Principal	-Access to the SIS system. -Meeting time	-Small School Coordinators and Small School Counselors are able to create a master schedule.	Feedback from teachers and students.
Small School Staff Members will be trained in a data	Beginning 2011, monthly	Small School Coordinators, Small	-Training time -Access to SIS, and	Teachers will regularly use data to	Student achievement data such as benchmark

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress postimplementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
analysis protocol and will analyze student achievement data on a regular basis.		School Counselors, and Small School Teachers	MyData -Student work	make instructional decisions.	assessments and CST.

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post- implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
COMMUNITY ENGAGEMENT					
A survey will be given to parents to determine their interests and talents.	July 2011 and September of each following year	Small School Coordinators	-Parent contact information	Parents provide feedback that can be used to plan workshops.	Parent feedback.
A list of parent workshop topics and dates will be developed.	August 2011 and August of each following year	Small School Coordinators, Small School Counselors, Network College Counselor	-Master calendar -Meeting time -Parent interest survey	A complete list of parent workshops is compiled and distributed to parents.	Parent feedback.
Parent workshops will be made available on-line for parents to	Within 5 days of each	Small School Coordinator	-Camera -Computer with internet	Parents access workshops online.	Parent feedback.

EVALUATION PROCESS www What mechanisms will you use to measure progress?		Parent feedback.	Feedback from partners and Community Partnership Coordinator.
EVIDENCE OF SUCCESS How will you know you are making progress postimplementation?		Parents attend trainings and are prepared to fulfill roles on campus.	A Partnership Advisory Committee is established.
RESOURCES What resources are needed for a successful implementation?	access. -Translator	-Meeting space -Meeting time	-Meeting time -Meeting space
RESPONSIBILITY Who will lead the implementation of this element?		Small School Coordinators, Small School Counselors, Small School Teachers, Partners	Assistant Principals, Small School Coordinators, Community Partnership
TIMELINE In what year will you implement this element of your	workshop date	Beginning August 2011 and when appropriate	Beginning January 2012
PROPOSAL ELEMENT What element of your proposal program will be implemented?	view at their convenience.	Parents will be trained to fulfill the following roles: • Campus volunteer • Project panel judge • A member of the hiring panel • Supervision of extracurricular activities • School-community liason	A Partnership Advisory Committee will be established.

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post- implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
LOGISTICS					
Personnel roster and responsibilities matrix will be compiled.	June 2011 and Summer of each following year	Network Design Team Members	-Network Design Team meeting time	Complete personnel roster and responsibilities network.	Staff member feedback.
Elections will be held for: Governing Council Compulsory Education Advisory Council English Learner Advisory Council	April and May 2011 and June of each following year	Principal, UTLA Representative, and Election Committee	-Ballot box -Printed ballots	Completion of election process and participation in elected positions.	Staff member feedback.

EVIDENCE OF SUCCESS How will you know you are making progress post-implementation?	d, and to all bers.
EVIDEN SUCC How will , you are progres	A master calendar is developed, reproduced, and distributed to all staff members.
RESOURCES What resources are needed for a successful implementation?	-Professional Development dates -State, district, and small school testing calendars -Marking periods -Parent Conference, Back to School Night, Open House, Family Night, Student Showcase and Exhibition night, Parent Workshops, and Open Classroom dates -Articulation and Middle School event dates -Common planning time schedule -College Awareness workshop dates
RESPONSIBILITY Who will lead the implementation of this element?	Assistant Principals and Small School Coordinators
TIMELINE In what year will you implement this element of your	May and June 2011 and Summer of each following year
PROPOSAL ELEMENT What element of your proposal program will be implemented?	A master calendar for the network and within each school will be developed.

EVIDENCE OF SUCCESS How will you know you are making use to measure progress? progress post-implementation?	A master schedule is completed by the middle of June 2011 and the middle of August of each following year to enable counselors to schedule students into classes.	Every student has a Staff member feedback. complete schedule on the first day of the mester.	Staff member feedback. d to small ff and s used to tudent utcomes
EVIDE SUC How will you are progre impleme	A master schedule completed by the middle of June 203 and the middle of August of each following year to enable counselors schedule students into classes.	Every student has a complete schedule on the first day of the mester.	Books are distributed to small school staff members and material is used to improve student learning outcomes
RESOURCES What resources are needed for a successful implementation?	-A roster of students enrolling in each small school -Access to student information on SIS and MyData -4 year plans	-A completed master schedule -Access to student information on SIS and MyData	-Funding
RESPONSIBILITY Who will lead the implementation of this element?	Assistant Principals, Small School Coordinators, and Small School Counselors	Small School Coordinators, Small School Counselors	Assistant Principals, Network Design Team, and Small School Coordinators
TIMELINE In what year will you implement this element of your proposal?	May and June 2011 and August of each following year	June 2011 and each new mester	Beginning June 2011, ongoing
PROPOSAL ELEMENT What element of your proposal program will be implemented?	A master schedule for each small school will be developed.	Students will be programmed into classes each new mester.	Professional reading books will be bought and distributed to staff members and parents.

TIMELINE In what year will you implement this element of your	INE : year ou nt this of your sal?	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress postimplementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
Мау	May 2011	Principal, Network Design Team	-School map -Master schedule	and effectiveness of collaboration. The school grounds are equitably	Feedback from students and staff members.
June 2011, annually	11, ly	Principal, Assistant Principals, Coordinators, and School Site Council Members	-Budget approved by district in March 2011 -Finance section of PSC 2.5 proposal (Section 13)	distributed among the small schools. The revised budget is aligned to the school priorities identified in the proposal.	Feedback from Small School Coordinators and staff members.
April 2011, annually	2011, Ially	Small School Coordinators	-Textbook inventories -4 year plans -Williams Textbook Compliance List	Every course has appropriate textbooks and support materials.	Small School Teacher and student feedback.
April 2011, annually	011, ally	Small School Coordinators	-Meeting time	A year-long Professional	Small School Teacher feedback.

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your proposal?	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress postimplementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
A system will be developed for evaluating programs. Programs will be evaluated annually.	Beginning September 2011, evaluation annually	Small School Coordinators, Small School Counselors, and Small School Teachers	-Meeting Time -A means for collecting data and feedback.	Development plan is followed. Programs will be improved yearly based on the evaluation process.	Staff member feedback.

PROPOSAL ELEMENT What element of your proposal program will be implemented?	TIMELINE In what year will you implement this element of your	RESPONSIBILITY Who will lead the implementation of this element?	RESOURCES What resources are needed for a successful implementation?	EVIDENCE OF SUCCESS How will you know you are making progress post- implementation?	EVALUATION PROCESS What mechanisms will you use to measure progress?
STAFF EVALUATION					
For teacher evaluation, the following will be developed: • Teacher Assessment rubric used by the Small School Coordinator • Student Feedback form • Parent Feedback form • Peer Feedback form	May and June 2011	Network Design Team and Small School Teachers	-Elect to Work Agreement -Teacher Job Description	Feedback forms and rubrics are completed prior to the beginning of the new school year.	Small School Teacher feedback.
For counselor evaluation, the following will be developed: Counselor Assessment rubric used by Small	May and June 2011	Network Design Team and Small School Counselors	-Elect to Work Agreement -Counselor Job Description	Feedback forms and rubrics are completed prior to the beginning of the	Small School Counselor feedback.

EVALUATION PROCESS What mechanisms will you use to measure progress?		Small School Coordinator Feedback.	Feedback from Small School Coordinators, Small
EVIDENCE OF SUCCESS How will you know you are making progress postimplementation?	new school year.	Feedback forms and rubrics are completed prior to the beginning of the new school year.	Teachers are able to reflect on yearly
RESOURCES What resources are needed for a successful implementation?		-Elect to Work Agreement -Coordinator Job Description	-Elect to Work Agreement
RESPONSIBILITY Who will lead the implementation of this element?		Network Design Team	Network Design Team
TIMELINE In what year will you implement this element of your		May and June 2011	June 2011
PROPOSAL ELEMENT What element of your proposal program will be implemented?	School Coordinator • Student Feedback form • Parent Feedback form • Teacher Feedback form • PD Portfolio rubric • Coordinator Assessment rubric	For coordinator evaluation, the following will be developed: • Coordinator Assessment Rubric used by Assistant Principal • Student Feedback form • Parent Feedback form • Pacher and Counselor Feedback form • Teacher and Counselor Feedback form • PD Portfolio rubric	Guidelines for the Professional Development Portfolio will be

PROPOSAL ELEMENT	TIMELINE	RESPONSIBILITY	RESOURCES	EVIDENCE OF	
What element of your proposal	In what year	Who will lead the	What resources are	SUCCESS	EVALUATION PROCESS
program will be implemented?	will you	implementation of this	needed for a successful	How will you know	What mechanisms will you
	implement this	element?	implementation?	you are making	use to measure progress?
	element of your			progress post-	
	proposal?			implementation?	
developed.				professional growth.	School Counselors, and Small School Teachers.

Please check the school model that you have selected for your proposal: ☐ Traditional ⊠ Pilot ☐ Network Partner ☐ ESBMM ☐ Independent Charter ☐ Affiliated Charter Name of School Huntington Park High Network of 21st Century Schools Name of Applicant Group/Applicant Team The Network Design Team Lead Applicant Al Castillo Title of Lead Applicant Principal Mailing Address 6020 Miles Ave Huntington Park, CA 90255 Phone Number (323) 826-2300 Fax Number (323) 853-0463 albert.castillo@lausd.net Email Address Website (if available) www.hpspartans.org By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances: 1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity Please check one of the following statements. ☐ The Applicant Organization/Applicant Team listed above is comprised of a FOR-PROFIT ENTITY. The Applicant Organization/Applicant Team listed above is a NOT-FOR-PROFIT entity. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal. The Applicant Organization/Applicant Team listed above is ONLY comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts). ☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) /N PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal. 2. Assurance that an Applicant Organization is Solvent (For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency. 3. Assurance of Enrollment Composition Compliance The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care placement), with ongoing review

REQUEST FOR PROPOSALS

mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

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

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the LAUSD Special Education Policies and Procedures Manual, and the annual completion and submission of the "School Self Review Checklist" for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671. Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

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

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

6. Resident Enrollment and Attendance Boundary Compliance

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

ILL GOLDT I CITT INOT COALS

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

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

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

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

By signing this Assurance Form, you agree that you will complete information for the above assurances:	ly with and/or provide supporting
Name of Lead Applicant <u>Al Castillo</u>	
Title of Lead Applicant Principal	Date 3/6/2011
Signature of Lead Applicant	Date 3/6/2011
Name of Board President* Monica Garcia	
Signature of Board President*	Date
*The additional name and signature of the Board President is	only applicable to organizations with

PUBLIC SCHOOL CHOICE 2.5: REQUEST FOR SCHOOL PLAN OUTLINES

LETTER OF INTENT and SCHOOL PLAN OUTLINE

The Letter of Intent and School Plan Outline will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school at Huntington Park High School beginning in the fall of 2011.

Applicants must submit this Letter of Intent and School Plan Outline no later than **6:00pm on Wednesday, December 1, 2010.** If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.2547. Letters of Intent along with School Plan Outlines must be submitted to psc@lausd.net.

APPLICANT TEAM INFORMATION						
Name of Applicant Tear						
Huntington Park iSchoo						
Primary Contact: Martir	n Hernandez		Τ			
Address:			Phone Number:			
6020 Miles Avenue Huntington Park, CA 903	255		(323) 826-2300			
Website (if applicable)	233		Email Address:			
website (ij applicable)			martin.hernandez@la	usd.net		
			jfa6103@lausd.net			
School site for which yo	ur team is submittin	ng a	Huntington Park High	School		
Letter of Intent						
School type for which ye	our team is applying	;	Small School			
,, , , , , , , , , , , , , , , , , , , ,						
List the name and conta	List the name and contact information of your design team members below:					
Name:	Phone:	Email address:		School/Affiliation		
1. Martin Hernandez	•	martin.	hernandez@lausd.net	HPHS/Teacher-Coord.		
2. Juan Alfaro	•	jfa6103@lausd.net		HPHS/EL Coordinator		
3. Cynthia Tiscareno		cynthia.tiscareno@lausd.net		HPHS/Teacher		
4. Christina Clark		christina.clark@lausd.net		HPHS/Teacher		
5.				HPHS/Parent		
6. Cynthia Ramirez-		cramir2@lausd.net		HPHS/Teacher		
Gomez 7.		cranin 2@ iausu.net		HPHS/Parent		
8.				HPHS/Parent		
9. Orlando Rodriguez		oxr4668		HPHS/Teacher		
10. Yovani Miranda		oxr4668@lausd.net yfm9946@lausd.net		HPHS/Teacher		
11. Andrew Figrade		-	L5@lausd.net	HPHS/Teacher		
12.				HPHS/Parent		
13.				HPHS/Parent		
14. Albert Castillo		albert.c	astillo@lausd.net	HPHS/Principal		

PUBLIC SCHOOL CHOICE 2.5: REQUEST FOR SCHOOL PLAN OUTLINES

SCHOOL PLAN OUTLINE

Mission and Vision.

The mission of Huntington Park *i*School is to foster each student's innate curiosity and joy of discovery. We prepare students who are well educated, socially aware, communicate effectively, scientifically and technologically literate, respectful, and responsible leaders in the global community.

The vision for STEM education in HP iSchool is to integrate the content, processes, skills, and language of science, technology, engineering, and mathematics through authentic, problem-based curricular experiences. As a result, all students are prepared to pursue post secondary education in STEM-related fields in order to maximize their potential and to be contributing members of the 21st century global community.

Instructional Program.

The data demonstrates a need to focus on Literacy and Mathematics school-wide. The data shows that little progress has been made with our major sub-groups, especially our English Language Learners and Special Education students. To address these deficiencies we are proposing a new small school that addresses the needs of our student with research-based data-driven instructional practices.

Our curriculum and instruction will be centered on purposefully teaching 21st century skills in the context of the core subjects and 21st century interdisciplinary themes. The focus will be on providing opportunities for applying 21st century learning skills across content areas and for a competency-based approach to learning. Implementing research-based innovative learning methods that integrate the use of supportive technologies, inquiry and problem based approaches and higher order thinking skills. We will encourage the integration of community resources beyond the school perimeter.

The curriculum will be centered on the A-G requirements and 21st century themes. Our curriculum and instruction will promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into the core subjects:

INTERDISCIPLINARY THEMES

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

LEARNING AND INNOVATION SKILLS

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

<u>PUBLIC SCHOOL CHOICE 2.5:</u> REQUEST FOR SCHOOL PLAN OUTLINES

CREATIVITY AND INNOVATION

Think Creatively
Work Creatively with Others
Implement Innovations

CRITICAL THINKING AND PROBLEM SOLVING

Reason Effectively
Use Systems Thinking
Make Judgments and Decisions
Solve Problems

COMMUNICATION AND COLLABORATION

Communicate Clearly Collaborate with Others

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

INFORMATION LITERACY

Access and Evaluate Information Use and Manage Information

MEDIA LITERACY

Analyze Media
Create Media Products

ICT (Information, Communications and Technology) LITERACY

Apply Technology Effectively

LIFE AND CAREER SKILLS

FLEXIBILITY AND ADAPTABILITY

Adapt to Change Be Flexible

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time Work Independently Be Self-directed Learners

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others Work Effectively in Diverse Teams Manage Projects Produce Results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others
Be Responsible to Others

Our school will emphasize ways in which teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice. Balance direct instruction with project-oriented teaching methods, and focus on deeper understanding of subject matter to enhance problem-solving, critical thinking, and other 21st century skills. We will create professional learning communities that model the kinds of classroom learning that best promotes 21st century skills for students. We will identify students' particular learning styles, intelligences, strengths and weaknesses and prepare to use various strategies to reach diverse students and create environments that support differentiated teaching and learning. Also, we will focus on developing assessments that support the continuous evaluation of students' 21st century skills development. We will encourage knowledge sharing among practitioners by using face-to-face, virtual, as well as blended communication. We will encourage and expose students to relevant learning, real world 21st century contexts through project-based and other applied work. Allow equitable access to quality learning tools, technologies and resources that provide the 21st century architectural and interior designs for group, team and individual learning. We will support expanded community and international involvement in learning, both face-to-face and online.

Our work will center on the research-based instructional practices proposed by Dr. Robert Marzano in <u>Classroom Strategies that Work</u>. Our professional learning communities will be based on the work by Solution Tree and integrate "Understanding by Design" elements. In addition, our planning framework will be based on the work of the Partnership for 21st Century Skills. It is our belief that our plan will create a sustainable and viable expanded school community.

PUBLIC SCHOOL CHOICE 2.5: REQUEST FOR SCHOOL PLAN OUTLINES

Vertical Articulation.

In order to facilitate the transition between the various levels from pre-Kindergarten to post-secondary education we will develop partnerships with our family of schools as well as local post-secondary institutions. We will provide opportunities for our students to engage with elementary and middle school students in a structured manner, such as mentoring programs, work experience, service learning, performing arts productions, academic competitions, and tutoring programs. Additionally, our students will be able to recover credits as well as receive enrichment through the adult school and community colleges. Our campus will extend invitations to students and community members to both observe and participate in academic, performing arts and athletic events. Another means by which we will facilitate the transition between grade levels is to collaborate with elementary and middle school teachers to ensure a cohesive curricular plan. Similarly counselors will articulate with their counterparts at the elementary and middle school levels to address the social, emotional and academic needs of students. Programs designed to address the social, academic, and emotional needs of students will be implemented to promote successful transition into high school, through high school, into post-secondary education and into the workplace.

Performance Data.

	Englis	sh Languag	e Arts	M	athematics	5
	2008- 09	2009-10	Change	2008-09	2009-10	Change
CAHSEE Census – All students	60%	68%	+8%	58%	65%	+7%
CAHSEE Census – English Learners	20%	31%	+11%	31%	37%	+6%
CAHSEE Census – Special Education	9%	8%	-1%	12%	9%	-3%
CST – All students	20.3%	23.8%	+3.5%	3.6%	4.8%	+1.2%
CST – English Learners	1.9%	1.5%	-0.4%	0%	1.5%	+1.5%
CST – Special Education	0%	0.8%	+0.8%	0%	0%	0%

School Wide Results

Performance data from 2008-09 and 2009-10 school years show slight growth overall in both English Language Arts and Mathematics. The CAHSEE census pass rate in English Language Arts improved by 8% and by 7% in Mathematics. Overall, CST results improved by 3.5% in English Language Arts and by 1.2% in Mathematics. Although there has been improvement, school-wide 96.2% of students tested are not meeting benchmark in Mathematics. Diverse Populations

English Learners - Results on the CAHSEE for English Learners improved by 11% in English Language Arts and by 6% in Mathematics. However CST data for English Learners, which comprise 1/3 of students tested and are predominantly PRP, dropped 0.4% in English Language Arts and increased by 1.5% in Mathematics. Be it English Language Arts or Mathematics, more than 98% of this subgroup is not meeting benchmark.

Special Education - Results on the CAHSEE for Special Education students showed drops in both English Language Arts and Mathematics of 1% and 3%, respectively. CST data for Special Education students shows a minimal improvement of 0.8% in English Language Arts and remained at 0% in Mathematics.

LETTER OF INTENT

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

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

	APPL	ICANT TEAM INFO	DRMATION	
Name of Applicant Team (If applicant team, please list the nar Huntington Park Institute of Jonathan Chaikittirattana	me of the primary co	ntact person.)	legal name of the organizatio	on. If you are an internal
Address:			Phone Number:	
6020 Miles Avenue			323-826-2300 x2344	
Huntington Park, CA 90255				
Website (if applicable)			Email Address: Jxc3832@lausd.net	
School site for which your t	team is submittii	ng a Letter of	Huntington Park Hig	h School
School type for which your	team is applying	3	Small School	
List the name and contact i	nformation of w	nur design team me	mhers helow:	
Name:	Phone:	Email ad		School/Affiliation
1.	•			HPHS Parent
2.				HPHS Parent
3.				HPHS Parent
4.				HPHS Parent
5.				HPHS Parent
6.				HPHS Parent
7. Jonathan Chaikittirattana		jxc3832@	<u>Plausd.net</u>	Huntington Park HS
8. Jenaro Torres		jtorre20	@lausd.net	Huntington Park HS
9. Ariana Pinto		<u>axf9719(</u>	@lausd.net	Huntington Park HS
10. Karla Raygoza		<u>karla ra</u>	ygoza@sbscglobal.net	Huntington Park HS
11. Rick Valencia		rvalens5	@lausd.net	Huntington Park HS
12. Natalie Nothern		n nothe	rn@hotmail.com	Huntington Park HS

13. Gustavo Loera	gustavoloera@gmail.com	MHALA
14. Rosalia Arellano	rarellano@mednet.ucla.edu	UCLA
15. Albert Castillo	albert.castillo@lausd.net	Huntington Park HS

Huntington Park Institute of Applied Medicine (HPIAM)

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.

Mission and Vision

The Huntington Park Institute of Applied Medicine (HPIAM) is a small college-prep school committed to providing students with opportunities to explore health related careers and professions. It is our intent that the graduates of the HPIAM will contribute to the strength of our local communities and global economy by producing graduates who will be equipped with the necessary 21st century life skills to better understand the concepts and roles of wellness and utilizing that knowledge to inform and influence their communities and each other. At the Huntington Park Institute of Applied Medicine (HPIAM), it is our belief that ALL students will learn, graduate, and pursue post-secondary education.

As we look to the future, it is these core fundamental beliefs that will guide our future proceedings.

- 1. All teaching will be driven by the 21st century learner skills that are vital to surviving and competing at the global level (Survival Skills, Critical Thinking and Problem-Solving, Collaboration across Networks and Leading by Influence, Agility and Adaptability, Effective Oral and Written Communication, Accessing and Analyzing Information, Curiosity and Imagination).
- 2. The HPIAM staff will concentrate on academic and personal growth of students by providing meaningful learning experiences that are rigorous, standards-based, concentrate on first good teaching, reflection of practice, intervention and a continuous cycle of instructional improvement.
- 3. All students have the potential to learn.
- 4. Through personalization activities and the pairing of a mentor to each student, we will ensure that all students will graduate.
- 5. The school will be a safe learning environment that will embrace diversity and respect all students, parents and staff.

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 design team for the HPIAM is aware of the current politically correct educational hyperbole and buzzwords, but we intend to be more that just words on a piece of paper. Our fundamental core belief is that ALL students will learn. It is our pledge to the students that all of our instructional practices will be research and data driven to ensure that the students will "get it." Our instructional program will be driven by the importance of our students becoming equipped with the 21st Century survival skills such as critical thinking, problem-solving curiosity and imagination. By taking a heuristic approach to learning we believe that students creativity and innovation will prosper and thrive because solutions will need to be discovered versus an algorithmic approach to learning where a set of instructions

<u>PUBLIC SCHOOL CHOICE 2.0:</u> REQUEST FOR PROPOSALS

are given and a students come up with the one solution. The utilization of 21st Century technologies such as Skype, OOVOO, DropIO will also be utilized to provide students with opportunities to collaborate across different networks of schools, businesses, and countries.

Standards-based instruction and data-driven decisions will be at the root of our instructional plan, but how we approach instruction practice is what will differentiate us. We intend to utilize a thematic and interdisciplinary approach that will make use of essential questions to guide student learning. It is our belief that creating relevant themes that are meaningful and topical to our students' lives will stir debate and critical analysis of differing points of view. The theme will be the unifying force across all academic disciplines. All teachers will be expected to effectively teach the theme within their subject through the utilization of researched-based strategies such as Marzano's Essential Nine, differentiated instruction, SDAIE, and project-based learning.

The utilization of Linked Learning and career pathways will connect students with authentic and challenging real-world prospects through job shadowing, internships, and work-based learning opportunities. Partnerships with local community colleges, 4-year colleges, community agencies, and business have already been forged. The community partners have pledged to provide job shadowing and work-based-learning opportunities, internships, guest speakers, and in-kind funding.

We are aware that our program will have to address the needs of all of our students and it's conceivable that some of our students will struggle and fall behind. We intend to create an intervention program that is systematic, timely and directive. We intend to regularly measure progress of our students by providing progress reports every three weeks. From the progress reports, we will tailor the intervention based on the students' needs and provide assistance as soon as possible. We also expect to employ a directive approach with struggling students and require them to devote extra time on their studies to master the concepts. We will also utilize various formative assessments (i.e. interdisciplinary essay and projects) created by the HPIAM teaching staff to measure how students are progressing throughout the school year. HPIAM will also utilize the current CST standardized tests and CAHSEE as our summative assessments. The HPIAM staff to measure student and school-wide progress will create SMART goals. SMART goals will be analyzed and evaluated throughout the school year. SMART goals will be reexamined and rewritten at the end of every school year.

Vertical Articulation. Please discuss how you will partner with the family of schools in the Huntington Park community from early childhood through adult education to ensure the smooth and seamless transition from one grade level to the next.

In order to facilitate the transition between the various levels from pre-Kindergarten to post-secondary education we will develop partnerships with our family of schools as well as local post-secondary institutions. We will provide opportunities for our students to engage with elementary and middle school students in a structured manner, such as mentoring programs, work experience, service learning, performing arts productions, academic competitions, and tutoring programs. Additionally, our students will be able to recover credits as well as receive enrichment through the adult school and community colleges. Our campus will extend invitations to students and community members to both observe and participate in academic, performing arts and athletic events. Another means by which we will facilitate the transition between grade levels is to collaborate with elementary and middle school teachers to ensure a cohesive curricular plan. Similarly counselors will articulate with their counterparts at the elementary and middle school levels to address the social, emotional and academic needs of students. Programs designed to address the social, academic, and emotional needs of students will be implemented to promote successful transition into high school, through high school, into post-secondary education and into the workplace. Performance Data. Provide evidence of the team's/organization's track record of academic success with the population of students in the Huntington Park community or a similar population of students. Please include evidence from performance data assessments that measure student growth and achievement in math and English Language Arts.

Performance data from 2008-09 and 2009-10 school years show slight growth overall in both English Language Arts and Mathematics. The CAHSEE census pass rate in English Language Arts improved by 8% and by 7% in Mathematics. Overall CST results improved by 3.5% in English Language Arts and by 1.2% in Mathematics. Results on the CAHSEE for English Learners improved by 11% in English Language Arts and by 6% in Mathematics. CST data for English Learners showed a slight drop of 0.4% in English Language Arts and a slight increase of 1.5% in Mathematics. Results on the CAHSEE for Special Education students showed drops in both

<u>PUBLIC SCHOOL CHOICE 2.0:</u> REQUEST FOR PROPOSALS

English Language Arts and Mathematics of 1% and 3%, respectively. CST data for Special Education students shows a minimal improvement of 0.8% in English Language Arts and remained at 0% in Mathematics. The data clearly shows a critical need for systematic change in our approach to teaching. We intend to focus our energies and focus on instruction as specified in our plan. We believe that the utilization of thematic teaching and interdisciplinary units will narrow the achievement gap that exists in Huntington Park by providing our students with meaningful and authentic experiences.

	L	anguage Ar	ts	N	Iathematic	S
	(1	Passing Rate	e)	(F	Passing Rate	e)
	2008-09	2009-10	Difference	2008-09	2009-10	Difference
CAHSEE Census – All	60%			58%	65%	+7%
students						
CAHSEE Census –	20%	31%	+11%	31%	37%	+6%
English Learners						
CAHSEE Census –	9%	8%	-1%	12%	9%	-3%
Special Education						
students						
	L	anguage Ar	ts	N	Tathematic	S
	(Pr	oficiency Ra	ate)	(Pro	oficiency Ra	ate)
CST – All students	20.3%	23.8%	+3.5%	3.6%	4.8%	+1.2%
CST – English Learners	1.9%	1.5%	-0.4%	0%	1.5%	+1.5%
CST – Special	0%	0.8%	+0.8%	0%	0%	0%
Education students						

LETTER OF INTENT and SCHOOL PLAN OUTLINE

The Letter of Intent and School Plan Outline will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school at Huntington Park High School beginning in the fall of 2011.

Applicants must submit this Letter of Intent and School Plan Outline no later than **6:00pm on Wednesday, December 1, 2010.** If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.2547. Letters of Intent along with School Plan Outlines must be submitted to psc@lausd.net.

	APPLICANT TE	AM INFO	RMATION	
Name of Applicant Team (organization. If you are an
internal applicant team, please l		ontact perso	on.)	
Huntington Park Renaissar	ice School of the Arts			
Maricella Garcia			T	
Address:			Phone Number:	
6020 Miles Ave				
Huntington Park, CA 9025	5			
Website (if applicable)			Email Address:	
			Mcg4813@lausd	l.net
School site for which your	team is submitting a Lo	etter of	Huntington Park	High School
Intent				
School type for which you	r team is applying		Small School	
List the name and contact	information of your de	esign team	n members below:	
Name:	Phone:	Email a	ddress:	School/Affiliation
1. Maricella Garcia		Mcg481	L3@lausd.net	Huntington Park H.S.
2. Connie Aguillon		Mca748	39@lausd.net	Huntington Park H.S.
3. Kerrie Fogel		Kerrie.f	ogel@lausd.net	Huntington Park H.S.
4.				
5.				
6.				
7.				
8.				
9.				
10.				

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.

The mission and vision of the Renaissance School of the Arts is to provide a rigorous standards-based program that awakens students' minds and hearts. The educational environment fosters students' artistic, intellectual, and personal growth so that they may achieve their fullest potential as artists, leaders, and global citizens.

We strongly believe that all our students will become 21st century learners who will have the ability to:

- Explore Curiosity and Creativity through the Arts
- Think Critically and Problem Solve
- Obtain Digital Age Literacy
- Collaborate across Networks with Transferable Skills
- Embrace Diversity and Inclusion
- Be Effective Oral and Written Communicators
- Access and Analyze Information
- Be Innovative Thinkers

We will accomplish this through:

- Personalization- Providing meaningful and sustained relationships among students and staff that support learning, and a sense of belonging and shared responsibility.
- High standards & Performance Based Learning- A standards-based curriculum, with emphasis on in-depth knowledge and application of essential, enduring concepts that can be applied across curricular areas and in real life.
- Authentic Curriculum & Internships/Partnerships A curriculum that weaves together rigorous academics with drama, music, dance, and communication. It also engages students and challenges them to understand concepts deeply, and provides opportunities for real life application in local artistic venues such as theater, music halls, and museums; local businesses, non-profit organizations, and universities.
- Adaptive pedagogy Differentiated instruction will be utilized to meet needs of English Learners, Special Education students, and GATE students.
- Collaboration, Planning & Professional Development A systemic curriculum, based on essential standards, planned by Professional Learning Communities. Learning will be a constant, time and pedagogy will be the flexible variables. As a result, planning will include benchmarks, progress monitoring and analyzing data to determine areas of intervention and enrichment.
- Family as Partners A concerted effort and plan to welcome parents and families as experts and partners in their child's education.
- Safe environment- Establish rules and procedures for general behavior in order for students and staff to have a conducive learning environment.

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.

Our school's core belief is that all students can learn. To achieve this, teachers will collaborate in Professional Learning Communities, utilize a variety of research-based instructional strategies, and engage in Interdisciplinary Project-Based Learning.

Professional Learning Communities will collaborate to address three crucial questions:

- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning?

Teachers will create a standards-based curriculum focusing on essential learnings and design common formative assessments that monitor each student's mastery of the essential outcomes.

Using several instructional strategies will allow us to support active learning in order to activate multiple intelligences. We use Marzano's *Classroom Instruction that Works*, such as identifying similarities and differences, cooperative learning, note-taking and summarizing. In an effort to target every type of learner including English learners, we will also implement SDAIE and differentiated instruction.

Through Project-Based Learning across the curriculum, students will make connections between disciplines, contribute to their school and community, and link classroom knowledge to real-world issues. Students will express their artistic talents through performances that will be showcased at school, museums, concert halls, and local community cultural centers. These experiences will assist students in building self-confidence and community spirit.

Our first priority will be to provide all students with high quality teaching. However, to address the needs of students who fall behind, there will be a Response to Intervention structure in place. It is composed of three tiers that focus on every student learning. It will target student need, be immediate and timely, and based upon data, assessment and performance.

Vertical Articulation. Please discuss how you will partner with the family of schools in the Huntington Park community from early childhood through adult education to ensure the smooth and seamless transition from one grade level to the next.

In order to facilitate the transition between the various levels from pre-Kindergarten to post-secondary education we will develop partnerships with our family of schools as well as local post-secondary institutions. We will provide opportunities for our students to engage with elementary and middle school students in a structured manner, such as mentoring programs, work experience, service learning, performing arts productions, academic competitions, and tutoring programs. Additionally, our students will be able to recover credits as well as receive enrichment through the adult school and community colleges. Our campus will extend invitations to students and community members to both observe and participate in academic, performing arts and athletic events. Another means by which we will facilitate the transition

between grade levels is to collaborate with elementary and middle school teachers to ensure a cohesive curricular plan. Similarly counselors will articulate with their counterparts at the elementary and middle school levels to address the social, emotional and academic needs of students. Programs designed to address the social, academic, and emotional needs of students will be implemented to promote successful transition into high school, through high school, into post-secondary education and into the workplace.

Performance Data. Provide evidence of the team's/organization's track record of academic success with the population of students in the Huntington Park community or a similar population of students. Please include evidence from performance data assessments that measure student growth and achievement in math and English Language Arts.

English Language Arts

	2008-09	2009-10	Difference
CAHSEE Census – All students	60%	68%	+8%
CAHSEE Census – English Learners	20%	31%	+11%
CAHSEE Census – Special Education	9%	8%	-1%
students			
CST – All students	20.3%	23.8%	+3.5%
CST – English Learners	1.9%	1.5%	-0.4%
CST – Special Education students	0%	0.8%	+0.8%

Mathematics

	2008-09	2009-10	Difference
CAHSEE Census – All students	58%	65%	+7%
CAHSEE Census – English Learners	31%	37%	+6%
CAHSEE Census – Special Education	12%	9%	-3%
students			
CST – All students	3.6%	4.8%	+1.2%
CST – English Learners	0%	1.5%	+1.5%
CST – Special Education students	0%	0%	0%

Performance data from 2008-09 and 2009-10 school years show slight growth overall in both English Language Arts and Mathematics. The CAHSEE census pass rate in English Language Arts improved by 8% and by 7% in Mathematics. Overall, CST results improved by 3.5% in English Language Arts and by 1.2% in Mathematics. Results on the CAHSEE for English Learners improved by 11% in English Language Arts and by 6% in Mathematics. CST data for English Learners showed a slight drop of 0.4% in English Language Arts and a slight increase of 1.5% in Mathematics. Results on the CAHSEE for Special Education students showed drops in both English Language Arts and Mathematics of 1% and 3%, respectively. CST data for Special Education students shows a minimal improvement of 0.8% in English Language Arts and remained at 0% in Mathematics. It is essential to utilize our identified instructional strategies in order to increase the ELA and Math scores and improve the performance of ELs and Special Education students.

LETTER OF INTENT

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

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

	APPLICANT TEA	M INFOR	MATION	
Name of Applicant Team (If yo applicant team, please list the name Huntington Park High School Ruben Aburto	of the primary contact person.)			ion. If you are an internal
Address:			Phone Number:	
6020 Miles Avenue				
Huntington Park, CA 90255				
Website (if applicable)			Email Address:	
n/a			rxa7878@lausd.ne	et
School site for which your tea	ım is submitting a Letter o	of Intent	Huntington Park H	igh School
School type for which your te	am is applying		Small School Pilot	
List the name and contact info	Phone:	Email ad		School/Affiliation
Name:	Prione:			-
1. Ruben Aburto			@lausd.net	Huntington Park HS
2. Roberta Ross		<u>rlr0178@</u>	Plausd.net	Huntington Park HS
3. Patricia Matos		pxm413	<u>5@lausd.net</u>	Huntington Park HS
4. Isidro Castillo		icasti1@	lausd.net	Huntington Park HS
5. John Hernandez		jah2797	@lausd.net	Huntington Park HS
6. Ramiro Nevarez		rxn6533	@lausd.net	Huntington Park HS
7. Fabiola Salazar		fabiola.s	alazar@lausd.net	Huntington Park HS
8. Karen Ramirez		kmr3829	@lausd.net	Huntington Park HS
9. Albert Castillo		albert.ca	astillo@lausd.net	Huntington Park HS
10.	T			HPHS Parent
11.				HPHS Parent
12.				HPHS Parent

13.		HPHS Parent
14.		HPHS Parent
15.		HPHS Parent
16. Rogelio Aburto		Community Member

SCHOOL PLAN OUTLINE

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 21" Century.

Our mission is to prepare students to become successful, productive members in the 21" century global society. Our graduates will be technologically literate, critical thinkers who are adept at utilizing resources and creativity to solve real-life problems. Their ingenuity and flexibility will enable them to adapt to the changing world around them. Their strong oral, written, and digital communication skills as well as their understanding of interpersonal and cross-cultural interactions will enable them to collaborate effectively with people from around the world.

To ensure that all students are prepared to meet the challenges of the 21" century, our school will focus on supporting the academic achievement of students, making academic learning relevant and connected to real life, and developing the habits and skills necessary for them to be successful and productive members of society. The school will be a small, safe, and nurturing environment where standards based instruction and intervention are designed to maximize student learning. Teachers will utilize research based instructional strategies to support student learning, including cooperative learning and investigation models. Engaging curriculum and instruction will spark continuous curiosity in students about the world around them and develop the habit of perpetual learning. The school will partner with parents, community members, local businesses, and educational institutions to provide a supportive and enriching educational experience for students.

A quality education is an inalienable right and, therefore, all students will have equal access to an excellent education that supports individual needs. Furthermore, every student has the ability to learn and is entitled to rigorous and engaging learning experiences. A strong foundation in mathematics and science ensures that students have the tools to flourish in a rapidly evolving world. Learning to collaborate is fundamental to the short and long term success of students in a complex and constantly changing environment. For teachers, collaboration is an essential component of effective teaching and a vehicle through which teaching practices improve.

While meeting A-G requirements, students will explore real-world applications of math and science and develop the essential skills to compete in a technology and information driven society. These educational experiences, along with personalized guidance, will prepare students for adult life beyond high school. Upon graduation, our students will be ready to enter college or pursue other career goals.

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.

Mathematics and science will drive a comprehensive instructional program. While completing A-G requirements, students will develop the 21" century skills of collaboration, problem solving, effective communication, technological proficiency as well as critical thinking, innovation, and adaptability. To cultivate these skills, we will incorporate investigative, cooperative, and project based instructional strategies. Students will use technology to facilitate collaboration, research, investigation, and presentation of work. Using the backward planning model outlined in Understanding by Design by McTighe and Wiggins, teachers will design a cohesive, well planned curriculum. Teachers will collaboratively plan differentiated instruction that draws on prior knowledge and creates multiple ways for students to access content. Lessons will be appropriately scaffolded, rigorous, and engaging. To heighten student interest, concepts will be relevant and framed in real-world contexts. Teachers will collaboratively create multiple means of assessing student understanding. Formative assessments will be uniformly implemented, the resulting data will be analyzed to gauge student progress, and subsequently timely, targeted and appropriate interventions will be provided to struggling students. Using Dufour's Professional Learning Community model, teachers will engage in a continuous reflective cycle to ensure that instruction is responsive to student needs while maintaining rigor. To meet the varying needs of each student, teachers will employ a variety of research-based strategies including Marzano's Essential Nine. in addition, SDAIE strategies will be used to assure culturally relevant and responsive instruction for all students, including English Learners. Moreover, appropriate accommodations and modifications will be provided based on student need, including those specified in Individualized Education Plans. A system to support student learning will be created collaboratively by the teachers and may include a program such as AVID. We will vigorously pursue good teaching practices that are regularly informed and adjusted as indicated by data. The outcome of employing these instructional practices is that all students learn and perform at the highest levels.

Vertical Articulation:

Please discuss how you will partner with the family of schools in the Huntington Park community from early childhood through adult education to ensure the smooth and seamless transition from one grade level to the next.

In order to facilitate the transition between the various levels from pre-Kindergarten to post-secondary education we will develop partnerships with our family of schools as well as local post-secondary institutions. We will provide opportunities for our students to engage with elementary and middle school students in a structured manner, such as mentoring programs, work experience, service learning, performing arts productions, academic competitions, and tutoring programs. Additionally, our students will be able to_recover credits as well as receive enrichment through the adult school and community colleges. Our campus will extend invitations to students and community members to both observe and participate in academic, performing arts and athletic events. Another means by which we will facilitate the transition between grade levels is to collaborate with elementary and middle school teachers to ensure a cohesive curricular plan. Similarly counselors will articulate with their counterparts at the elementary and middle school levels to address the social, emotional and academic needs of students. Programs designed to address the social, academic, and emotional needs of students will be implemented to promote successful transition into high school, through high school, into post-secondary education and into the workplace.

Performance Data:

Provide evidence of the team 's/organization' s track record of academic success with the population of students in the H. P. community or a similar population of students. Please include evidence from performance data assessment that measure student growth and achievement in math and English

	Language Arts 2009-2009	Language Arts 2009-2010	Difference	Mathematics 2009-2009	Mathematics 2009-2010	Difference
CAHSEE Census- All Students	60%	68%	+8%	58%	65%	+7%
CAHSEE Census- English Learners	20%	31%	+11%	31%	37%	+6%
CAHSEE Census- Special Education Students	9%	8&	-1%	12%	9%	-3%
CST- All Students	20.3%	23.8%	+3.5%	3.6%	4.8%	1.2%
CST- English Learners	1.9%	1.5%	-0.4%	0%	1.5%	+1.5%
CST- Special Education Students	0%	0.8%	+0.8%	0%	0%	0%

School-Wide Results

Performance data from 2008-09 and 2009-10 school years show slight growth overall in both English Language Arts and Mathematics. The CAHSEE census pass rate in English Language Arts improved by 8% and by 7% in Mathematics. Overall, CST results improved by 3.5% in English Language Arts and by 1.2% in Mathematics. Although there has been improvement, school-wide 96.2% of students tested are not meeting benchmark in Mathematics.

Diverse Populations

English Learners - Results on the CAHSEE for English Learners improved by 11% in English Language Arts and by 6% in Mathematics. However CST data for English Learners, which comprise 1/3 of students tested and are predominantly PRP, dropped 0.4% in English Language Arts and increased by 1.5% in Mathematics. Be it English Language Arts or Mathematics, more than 98% of this subgroup is not meeting benchmark.

Special Education - Results on the CAHSEE for Special Education students showed drops in both English Language Arts and Mathematics of 1% and 3%, respectively. CST data for Special Education students shows a minimal improvement of 0.8% in English Language Arts and remained at 0% in Mathematics.

PUBLIC SCHOOL CHOICE 2.5: REQUEST FOR SCHOOL PLAN OUTLINES

LETTER OF INTENT and SCHOOL PLAN OUTLINE

The Letter of Intent and School Plan Outline will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school at Huntington Park High School beginning in the fall of 2011.

Applicants must submit this Letter of Intent and School Plan Outline no later than **6:00pm on Wednesday, December 1, 2010.** If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.2547. Letters of Intent along with School Plan Outlines must be submitted to psc@lausd.net.

	APPLIC	ANT TEAM	INFORMATION	
Name of Applicant Tea internal applicant team, ple Huntington Park Techr Seema Puri,	ease list the name of the	primary contac		ganization. If you are an
Address:			Phone Number:	
6020 Miles Avenue				
Huntington Park, CA 9	0255			
Website (if applicable))		Email Address:	
HPMediaArts.org			spuri@lausd.net	
School site for which y	our team is submit	tting a	Huntington Park Senior	High
School type for which	your team is apply	ing	Small School/Academy	
List the many and a second			As an an analysis had an a	
Name:	Phone:	Email addre	team members below:	School/Affiliation
1. Nick Adolfo	Thone.	nca0982@l		HPHS
		_		
2. Felix Ramos		framos01@	lausd.net	HPHS
3. Patricia Farley- Terry		pfarleyt@la	ausd.net	HPHS
4. Bob Richardson		rjr5248@la	usd.net	HPHS
5. Ma Rowena Suva		mrs4202@l	ausd.net	HPHS
6. Julian Mendez		jxm0483@l	ausd.net	HPHS
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8. Stephan Scanlan		scanlan870	0@gmail.com	HPHS
9. Dr. Leena Furtado		lfurtado@c	sudh.edu	CSUDH
11. David Boin		david.boin(@edtechworkshops.com	EdTech Workshops

Huntington Park Technology, Entertainment and Design School

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.

The influence of technology and scientific innovation is profoundly changing how we express ourselves. Media and Design Arts is a field that represents the exhilarating convergence of technology with the conventional discipline of design.

The Huntington Park Technology, Entertainment and Design School will offer an approach to design that encourages innovation by students in all subject areas. The teachers in this program will seek to foster and enhance the creative and intellectual abilities of their students while providing rigorous A-G classes that build a foundation for post secondary education.

The Huntington Park Technology, Entertainment and Design School will cater to students with a passion for the applied arts and creative media, including film, print, and digital media. In addition to the core curriculum, students will be offered a rigorous and rewarding pallet of electives. Those electives include filmmaking, digital photography and graphic arts, and web-site development.

Our students will be college and career ready, equipped with skills to face the emerging challenges of the 21st century. They will be academically and technically proficient students and members of society who will be aware of their community and enthusiastic in contributing towards the improvement of their community. Our students will be multi-lingual and technologically adept in the field of graphic arts and video production. Our academy reaches out to the community to provide it with intrinsically motivated young men and women who are prepared to contribute to it's economic growth.

The Huntington Park Technology, Entertainment and Design School (a 9-12 grade High School) will serve all students within the attendance boundary of Huntington Park High School. The Academy will serve all students without regard to race, creed, color, national origin, gender, sexual orientation, disability, socio-economic status, or age.

Key Attributes of the Academy will include:

- 1. Common Focus: The staff and students are focused on a few important goals. The school will adopt a consistent research-based instructional approach based on shared beliefs about learning and teaching.
- 2. High Expectations: All staff members are dedicated to helping every student achieve state and local standards; all students are engaged in an ambitious and rigorous course of study; and all students graduate college prepared, career ready, with the essential skills necessary to be a responsible citizen.
- 3. Personalized Environment: The school is designed to promote powerful, sustained student relationship with adults where every student has an adult advocate and a personal plan of progress.
- 4. Respect and Responsibility: The school is a community with a peaceful, safe, just, and studious environment. The staff teaches, models, and expects responsible behavior and mutual respect.
- 5. Collaboration: Staff will use research-based techniques to collaborate and develop skills and plans to meet the needs of all students. Parents will be partners in education. Partnerships will be developed with businesses for student work-based learning opportunities and with institutions of higher education.
- 6. Performance Based: Student promotion will be based on data derived from clear and established benchmarks. When benchmarks are not met, students be provided with intervention opportunities including but not limited to peer tutoring, parent participation, and mandatory study sessions.

- 7. Technology as a Tool: Teachers will use technology to design engaging and imaginative curriculum linked to learning standards; they will analyze results and have easy access to best practices and professional learning opportunities. School will publish their progress and engage the community in dialogue about continuous improvement.
- 8. Professional Development: Our partners, California State University, Dominguez Hills Department of Education and EdTech Workshops will provide teacher training on research based instructional strategies and on using performance data for conducting action research in our classrooms.
- 9. Student Portfolios: Portfolios will serve as the culminating projects in each grade level, as well as before graduation. Various media will be used to construct portfolios, including artwork, films, videos of drama productions, newspaper articles, photography, etc.
- **b.** 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 concept of Linked Learning will be at the core of the instructional program. Bringing together academics, technical education, and real world experiences provides students with an integrated approach that results in advantages in high school, their postsecondary education, and ultimately in their careers. Students follow pathways that involve training in arts and media. The inherent goal of each pathway is to prepare students for a variety of options after high school. These options can include attending two or four year colleges, apprenticeships and internships, or full-time employment.

Pathway consists of the following core components:

- Academic instruction in English, mathematics, science, history, and foreign language courses preparing students for universities, apprenticeships and internships, or full-time employment.
- A progression of four or more technical courses that give students the knowledge and skills for the particular career pathway.
- Work-based learning beginning with mentoring and job shadowing, and leading to internships and apprenticeships.
- Counseling and instruction in language art and mathematics to prepare students for advanced academic instruction and technical employment.

Students will work toward industry certification in the areas of digital media. Using capstone courses students will achieve certification through Microsoft, Cisco, Adobe and Apple. This will provide a seamless transition to a postsecondary career or educational institution.

To develop leadership skills among students a chapter of Technology Student Association, a career technical student organization (CTSO), will be initiated for students to foster personal growth, leadership, and opportunities in technology, innovation, and design. Members of the CTSO will apply and integrate science, technology, engineering and mathematics concepts through co-curricular activities, competitive events and related programs.

Instructional strategies to be incorporated into each classroom include Robert J. Marzano's key strategies from "Classroom Instruction That Works:"

- 1. Identifying similarities and differences through the use of organizers, inquiry and classification.
- 2. Reinforcement of effort through symbolic representation and praise.
- 3. Non-linguistic knowledge attained through linguistic and visual models.
- 4. Cooperative leaning obtained through linked learning and project based learning.

c. Vertical Articulation. Please discuss how you will partner with the family of schools in the Huntington Park community from early childhood through adult education to ensure the smooth and seamless transition from one grade level to the next.

Building on students' skills attained in middle school, we will articulate with Gage Middle School and build on Gage's technology program. This will enable students to seamlessly transition to HPTED so that can perfect and broaden their skills in the media arts. Senior student mentors will work at Miles Avenue Elementary School and San Antonio Elementary schools to assist teachers in their classroom as part of their service learning commitment. Teachers in our academy will collaborate regularly with teachers at Gage to discuss and develop instruction and curriculum. Teachers and students in our chapter of CTSO, will work with students at Gage to develop and host our annual technology showcase, competition, and film and awards festival.

Members of our design team are currently serving on a sub-committee of Media Educators Los Angeles (MELA) to develop articulation agreements between elementary, middle, and high schools and post-secondary institutions.

d. Performance Data. Provide evidence of the team's/organization's track record of academic success with the population of students in the Huntington Park community or a similar population of students. Please include evidence from performance data assessments that measure student growth and achievement in math and English language Arts.

		Language Ar	ts		Mathematic	s
	2008-09	2009-10	Difference	2008-09	2009-10	Difference
CAHSEE Census – All students	60%	68%	+8%	58%	65%	+7%
CAHSEE Census – English Learners	20%	31%	+11%	31%	37%	+6%
CAHSEE Census – Special	9%	8%	-1%	12%	9%	-3%
Education students						
CST – All students	20.3%	23.8%	+3.5%	3.6%	4.8%	+1.2%
CST – English Learners	1.9%	1.5%	-0.4%	0%	1.5%	+1.5%
CST – Special Education students	0%	0.8%	+0.8%	0%	0%	0%

School Wide Results

Performance data from 2008-09 and 2009-10 school years show slight growth overall in both English Language Arts and Mathematics. The CAHSEE census pass rate in English Language Arts improved by 8% and by 7% in Mathematics. Overall, CST results improved by 3.5% in English Language Arts and by 1.2% in Mathematics. Although there has been improvement, school-wide 96.2% of students tested are not meeting benchmark in Mathematics.

Diverse Populations

English Learners - Results on the CAHSEE for English Learners improved by 11% in English Language Arts and by 6% in Mathematics. However CST data for English Learners, which comprise 1/3 of students tested and are predominantly PRP, dropped 0.4% in English Language Arts and increased by 1.5% in Mathematics. Be it English Language Arts or Mathematics, more than 98% of this subgroup is not meeting benchmark.

Special Education - Results on the CAHSEE for Special Education students showed drops in both English Language Arts and Mathematics of 1% and 3%, respectively. CST data for Special Education students shows a minimal improvement of 0.8% in English Language Arts and remained at 0% in Mathematics.

TECHNOLOGY, ENTERTAINMENT AND DESIGN SCHOOL - FILMMAKING PATHWAY

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11th Grade	370129	US HIST 20TH A	Y 5.0 A 11	370130		US HIST 20TH B	Y 5.0 A 11	3	361401 (CHEMISTRY A	Y 5.0 D	D 10-12	361402	CHEMISTRY B	Y 5.0 I	D 10-12
	310303	ALGEBRA 2A	Y 5.0 C 10-12	12 310304		ALGEBRA 2B	Y 5.0 C 10	10-12 3	310607	STAT & PROB A	2.0	C 10-12	310608	STAT & PROB B	2.0	C 10-12
	230413	ENGLISH LIT	5.0 B			MODERN LIT	5.0 B			PHOTO 1A	2.0		200504	PHOTO 1B	2.0	F 09-12
	256011	SPANISH 1A	Y 5.0 E 08-12	12 256012		SPANISH 1B	Y 5.0 E 08	08-12 2	256013 \$	SPANISH 2A	Y 5.0 E	E 09-12	256014	SPANISH 2B	Υ 5.0	E 09-12
	420103	HOMEROOM	Y 0.0 06-12	12 420103		HOMEROOM	Y 0.0 06	06-12 4	420103 H	HOMEROOM	γ 0.0	06-12	420103	HOMEROOM	Y 0.0	06-12
	First Quarter	ë		Sex	Second Quarter	Je.		⊥	Third Quarter				Fourth Quarter	ter		
12th Grade	310601	MATH ANALY A	Y 5.0 C 10-12			MATH ANALY B	Y 5.0 C 10	10-12 3	310503 E	DISCR MATHA	Y 5.0 C	C 10-12	310504	DISCR MATH B	Y 5.0 (C 10-12
	370603	PRIN AM DEMOCR	⋖			ECONOMICS				ECTIVE.			SCIENCE ELECTIVE	LECTIVE		
	200325	DIG IMAG PRD A	N 5.0 F 09-12			DIG IMAG PRD A	N 5.0 F 09	09-12 2	200605 (CART/ANIMAT A	N 5.0 F	F 10-12	200606	CART/ANIMAT B	N 5.0	F 10-12
	ELECTIVE 420103	HOMEROOM	Y 0.0 06-12	-	Щ,	HOMEROOM	Y 0.0 06	II 06-12 4	INTERNSHIP 420103 H	P HOMEROOM	٧ 0.0	06-12	INTERNSHIP 420103 H	IP HOMEROOM	٧ 0.0	06-12
			O	Credits	Req	Years	Req									
			A		20	2.5	2 Histor	History/Social Science	ience							
			В	40	40	4	4 English	ų,								
			O	2	40	7		Mathematics								
			Ω	30	20	က	2 Labora	Laboratory Science	Se Se							
			Ш	20	20	2		Foreign Language	Ф							
			ш	20	10	2		Visual and Performing Arts	ming Arts							
			O	15	10	1.5	1 Colleg	ge Preparat	College Preparatory Electives							
			H			2	2									

Huntington Park School of Applied Medicine (HPIAM)

4 year plan

9th Grade

Quarter 1	Quarter 2	Quarter 3	Quarter 4
English 9A	English 9B	New Media 1	New Media 2
Algebra 1A	Algebra Intervention A	Algebra 1B	Algebra Intervention B
Zoology	Vertebrae Physiology	Biology A	Biology B
PE/Life Skills or Health			

10th Grade

Quarter 1	Quarter 2	Quarter 3	Quarter 4
English 10A	English Intervention	English 10B	English Intervention
Geometry A	Geometry B	Physiology A	Physiology B
Medical Term/Health Careers	Medical Term/Health Careers	World History	World History B
PE/Span SP 1	PE/Span SP 1	PE/Internet Publishing or Art	PE/Internet Publishing or Art
4.			

11th Grade

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Con Comp	Am Lit Comp	Algebra 2A/Math Analysis	Algebra 2B/Math Analysis
US History A	US History B	Chemistry A	Chemistry B
Psychology	Sociology	Careers Internship	Careers Internship
Elective	Elective	Elective	Elective
14			

12th grade

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Expo Reading and Writing A	Expo Reading and Writing B	Government	Economics
Senior Seminar	Senior Seminar	Senior Seminar	Senior Seminar
Math Analysis/Calculus	Math Analysis/Calculus	Elective	Elective
Elective	Elective	Elective	Elective

THE RENAISSANCE SCHOOL OF THE ARTS- VISUAL ARTS PATHWAY

Fourth Quarter	Eng 9B Alg 1B/Geo B Paint 1B/Draw B	Auv PE 1B New Media 1B Advisory	Art History B Geo B/Alg 2B Zoology B	Mod Wld Hist B Adv PE 2B Advisory	Popular Lit Chem B Spanish SP2B Folk Art Advisory	Creative Writing y Economics Sculpture 2B Internship Advisory
Third Quarter	Ess Std Eng Math Tutor B Paint 1A/Draw A	Adv PE 1B New Media 1B Advisory	Art History A Geo A/Alg 2A Zoology A	Mod Wid Hist B Adv PE 2B Advisory	Health Chem A Spanish SP 2A Folklore Advisory	Mex Am Lit Creative W Princ of Democracy Economics Sculpture 2A Sculpture 2 Internship Advisory Advisory
Second Quarter	Eng 9A Alg 1A/Geo A Intro Art B	Advisory	Paint 2B/Life Draw Eng 10B Bio B	Mod Wld Hist A Adv PE 2A Advisory	Am Lit Alg 2B/Math Anal B Chem A Spanish SP 1B Spanish US Hist B Folklore Advisory Advisory	Expo Rd Wrt B Museum Study B Sculpture 1B Elective Advisory
First Quarter	Ess Std Eng Math Tutor A Intro Art A	Adv FE 1A New Media 1A Advisory	10th Grade Paint 2A/Life Draw Eng 10A Bio A	Mod Wld Hist A Adv PE 2A Advisory	Cont Comp Alg 2A/Math Anal A Spanish SP 1A US Hist A Advisory	Expo Rd Wrt A Museum Study A Sculpture 1A Elective Advisory
-		Days	10th Grade	Alternating Days	11th Grade	12th Grade

RENAISSANCE SCHOOL OF THE ARTS- PERFORMING ARTS PATHWAY

		ح		
Fourth Quarter	Eng 9B Alg 1B/Geo B Speech B Adv PE 1B New Media 1B Advisory	Play ProdB/ MusTec Geo B/Alg 2B Zoology B Mod Wld Hist B Adv PE 2B Advisory	Pop Lit Chem B Spanish SP2B Screen Play Wrt/ * Advisory	Creative Writing Economics Cinema B/* Internship Advisory
Third Quarter	Ess Std Eng Math Tutor B Spech A Adv PE 1B New Media 1B Advisory	Play Prod A/MusTech Geo A/Alg 2A Zoology A Mod Wld Hist B Adv PE 2B Advisory	Health Chem A Spanish SP 2A Shakespeare/* Advisory	Mex Am Lit Princ of Democracy Cinema A/* Internship Advisory
Second Quarter	Eng 9A Alg 1A/Geo A Wld of Music Adv PE 1A New Media 1A Advisory	Inst A/Theat Wkshp Inst B/Theat Wkshp Play Prod A/MusTech Play ProdB/ MusTech Eng 10A Eng 10B Geo A/Alg 2A Geo B/Alg 2B Bio B Zoology A Zoology B Mod Wld Hist A Mod Wld Hist B Mod Wld Hist B Adv PE 2A Adv PE 2B Adv PE 2B Advisory Advisory	Am Lit Alg 2B/Math Anal B Spanish SP 1B US Hist B Advisory	Expo Rd Wrt B Glee B/Voc Ens Improv Theat B/* Elective Advisory
First Quarter	Ess Std Eng Math Tutor A Intro Theatre Adv PE 1A New Media 1A Advisory	Inst A/Theat Wkshp Eng 10A Bio A Mod Wld Hist A Adv PE 2A Advisory	Cont Comp Alg 2A/Math Anal A A Spanish SP 1A US Hist A Advisory	Expo Rd Wrt A Glee A/Voc Ens Improv Thea A/* Elective Advisory
	9th Grade Alternating Days	10th Grade Alternating Days	11th Grade	12th Grade

*Music Elective

RENAISSANCE SCHOOL OF THE ARTS- COMMUNICATIONS PATHWAY

I				
Fourth Quarter	Eng 9B Alg 1B/Geo B Speech B Adv PE 1B New Media 1B Advisory	Journalism 2B Geo B/Alg 2B Zoology B Mod Wld Hist B Adv PE 2B Advisory	Pop Lit Chem B Spanish SP2B Journalism 3B Advisory	Creative Writing Economics Elective Internship Advisory
Third Quarter	Ess Std Eng Math Tutor B Speech A Adv PE 1B New Media 1B Advisory	Journalism 2A Geo A/Alg 2A Zoology A Mod Wld Hist B Adv PE 2B Advisory	Health Chem A Spanish SP 2A Journalism 3A Advisory	Mex Am Lit Princ of Democracy Elective Internship Advisory
Second Quarter	Eng 9A Alg 1A/Geo A Media B Adv PE 1A New Media 1A Advisory	Journalism 1B Eng 10B Bio B Mod Wld Hist A Adv PE 2A Advisory	Cont Comp Am Lit Alg 2A/Math Anal A Alg 2B/Math Anal B Spanish SP 1A Spanish SP 1B US Hist A US Hist B Advisory Advisory	Expo Rd Wrt B Radio TV B Elective Elective Advisory
First Quarter	Ess Std Eng Math Tutor A Media A Adv PE 1A New Media 1A Advisory	Journalism 1A Eng 10A Bio A Mod Wld Hist A Adv PE 2A Advisory	Cont Comp Alg 2A/Math Anal A Spanish SP 1A US Hist A Advisory	Expo Rd Wrt A Radio TV A Elective Elective Advisory
-	9th Grade Alternating Days	10th Grade Alternating Days	11th Grade	12th Grade

BIOLOGY B
ALGEBRA 1B ADV PE 1A
256031 Spanish Sp 1A 420103 HOMEROOM Second Quarter
ENGLISH 10B
WHG: MOD WLD
256013
ADV PE 2A HOMEROOM
Second Quarter
US HIST 20TH B
TRG/MATH AN B
EXPOS COMP
AP SPAN LANG B HOMEROOM
Second Quarter
AP CALCULUS B ECONOMICS
EXPO RD/WRIT B
ELECTIVE 420103 HOMEROOM
Years
2.5
1 4
2
2
-
1.5

9th Grade	First Quarter	orter ENGLISH 9A	Y 5.0 B 09	Second Quarter 230108 ENG	uarter ENGLISH 9B	Y 5.0 B 09	Third Quarter 230433 St	rter SCI FI LIT	N 5.0 B 09	Fc 09-12 23	Fourth Quarter 230423 LI	er LIT MINOR AMER	N 5.0 B	09-12
	360701	BIOLOGY A		360702	BIOLOGY B		360603	MARINE BIO A	5.0 D			MARINE BIO B	2.0	
	310301	ALGEBRA 1A	Y 5.0 C 08-12	310302	ALGEBRA 1B	Y 5.0 C 08-12	310401	GEOMETRY A	5.0 C	09-12 31		GEOMETRY B	Y 5.0 C	09-12
Alternating	330105	ADV PE 1A	Y 5.0 09	330105	ADV PE 1A	Y 5.0 09	330106	ADV PE 1B	Y 5.0 09	93	330106 A	ADV PE 1B	Υ 5.0	60
Days	256031	Spanish Sp 1A	N 5.0 E 08-12	256031	Spanish Sp 1A	N 5.0 E 08-12	256032	Spanish 1B	N 5.0 E 08	08-12 25	256032 S	Spanish 1B	N 5.0 E	08-12
	420103	HOMEROOM	Y 0.0 06-12	420103	HOMEROOM	Y 0.0 06-12	420103	HOMEROOM	Y 0.0 06	06-12 42	420103 H	HOMEROOM	٧ 0.0	06-12
	First Quarter	rter		Second Quarter	Jarter		Third Quarter	rter		ĸ	Fourth Quarter	e.		
10th Grade	230109	ENGLISH 10A	Y 5.0 B 10	230110	ENGLISH 10B	Y 5.0 B 10	230413	ENGLISH LIT	5.0 B	11-12 23	230425 M	MODERN LIT	N 5.0 B	11-12
	310303	ALGEBRA 2A	Y 5.0 C 10-12	310304	ALGEBRA 2B	Y 5.0 C 10-12	200105	INTRO ART A	N 5.0 F 09	09-12 20	200106 IN	INTRO ART B	N 5.0 F	09-12
	370127	WHG: MOD WLD A	Y 5.0 A 10	370127	WHG: MOD WLD A	Y 5.0 A 10	240603	ENV SCI A	N 5.0	9-12 24	240604 E	ENV SCI B	N 5.0	09-12
Alternating	256013	SPANISH 2A	Y 5.0 E 09-12	256013	256013	SFY 5.0E	256014	SPANISH 2B	Y 5.0 E 09	09-12 25	256014 S	SPANISH 2B	Y 5.0 E	09-12
Days	330105	ADV PE 2A		330105	ADV PE 2A	5.0	330106	ADV PE 2B	2.0		330106 A	ADV PE 2B	γ 5.0	10
	420103	HOMEROOM	Y 0.0 06-12	420103	HOMEROOM	Y 0.0 06-12	420103	HOMEROOM	Y 0.0 0	06-12 42	420103 H	HOMEROOM	γ 0.0	06-12
	First Quarter	rter		Second Quarter	Jarter		Third Quarter	rter		ĸ	Fourth Quarter	ie.		
11th Grade	370129	US HIST 20TH A	Y 5.0 A 11	370130	US HIST 20TH B	Y 5.0 A 11	361401	CHEMISTRY A	Y 5.0 D 10	10-12 36	361402 C	CHEMISTRY B	Y 5.0 D	10-12
	310505	TRG/MATH AN A	Y 5.0 C 10-12	310506	TRG/MATH AN B	Y 5.0 C 10-12	613070	BUSINESS ECONOM N 5.0		09-12	613050 S	SMALL BUS OWNER N	2 N 5	##
	230201	CONTEMP COMP	Y 5.0 B 11	230205	EXPOS COMP	Y 5.0 B 12	613090	613090 VIRTUAL ENTERPRISN	IISN 5.0 F	12-Sep ELECTIVE	LECTIVE		N 5.0 F	10-12
	256023	AP SPAN LANG A	Y 5.0 E 07-12	256024	AP SPAN LANG B	Y 5.0 E 07-12	21011;	210117 VIRTUAL BUS A	N 52	12-Sep	210118 V	210118 VIRTUAL BUS B	N 2	##
	420103	HOMEROOM	Y 0.0 06-12	420103	HOMEROOM	Y 0.0 06-12	420103	HOMEROOM		06-12 42	420103 H	HOMEROOM	γ 0.0	06-12
	First Quarter	rter		Second Quarter	Jarter		Third Quarter	rter		Щ	Fourth Quarter	ie.		
12th Grade		AP CALCULUS A	Y 5.0 C 07-12	310702	AP CALCULUS B	5.0 C 07-12	210115	BUSINESS MGMNT	N 5.0	09-12 21	210112 F	FINANCIAL PLAN	N 5.0	09-12
	370603	PRIN AM DEMOCR	5.0 A	370905		5.0 G	12 SCIENCE	SCIENCE ELECTIVE		σ i	SCIENCE ELECTIVE	.ECTIVE		
	230231	EXPO RD/WRIT A	Y 5.0 B 12	230232	EXPO RD/WRIT B	Y 5.0 B 12	ELECTIVE	!		ш :	ELECTIVE			
	420103	/E HOMEROOM	Y 0.0 06-12	420103	: HOMEROOM	Y 0.0 06-12	IN EKNSHIP 420103 HC	HOMEROOM	Y 0.0 06	IN 06-12 42	INTERNSHIP 420103 H	P HOMEROOM	γ 0.0	06-12
			Credits	s Req	Years	Red								
			A 25	20	2.5	2 History/Social Science	al Science							
			B 40	40	4	4 English								
			C 40	40	4	4 Mathematics	<i>'</i>							
				20	2		Science							
				20	2	2 Foreign Language	guage							
			F 10	5 5	- <u>'</u>		Visual and Performing Arts	ts Society						
				21	2.5	2	paratory Erec	0000						

	First Quarter	ter		Second Quarter	uarter		Third Quarter	ırter		Fourth Quarter	uarter	
9th Grade	230107	ENGLISH 9A	Y 5.0 B 09	230108	ENGLISH 9B	Y 5.0 B 09	230433	SCIFILIT	N 5.0 B 09-12	230423	LIT MINOR AMER	N 5.0 B 09-12
	360701	BIOLOGY A	Y 5.0 D 09-12	360702	BIOLOGY B	Y 5.0 D 09-12	360603	MARINE BIO A	N 5.0 D 10-12	360604	MARINE BIO B	N 5.0 D 10-12
	310301	ALGEBRA 1A	Y 5.0 C 08-12	310302	ALGEBRA 1B	Y 5.0 C 08-12	310401	GEOMETRY A	Y 5.0 C 09-12	310402	GEOMETRY B	Y 5.0 C 09-12
Alternating	330105	ADV PE 1A	Y 5.0 09	330105	ADV PE 1A	У 5.0 09	330106	ADV PE 1B	Y 5.0 09	330106	ADV PE 1B	Y 5.0 09
Days	256031	Spanish Sp 1A	N 5.0 E 08-12	256031	Spanish Sp 1A	N 5.0 E 08-12	256032	Spanish 1B	N 5.0 E 08-12	256032	Spanish 1B	N 5.0 E 08-12
	420103	HOMEROOM	Y 0.0 06-12	420103	HOMEROOM	Y 0.0 06-12	420103	HOMEROOM	Y 0.0 06-12	420103	HOMEROOM	Y 0.0 06-12
	First Quarter	ter		Second Quarter	uarter		Third Quarter	ırter		Fourth Quarter	uarter	
10th Grade	230109	ENGLISH 10A	Y 5.0 B 10	230110	ENGLISH 10B	Y 5.0 B 10	230413	ENGLISH LIT	N 5.0 B 11-12	230425	MODERN LIT	N 5.0 B 11-12
	310303	ALGEBRA 2A	Y 5.0 C 10-12	310304	ALGEBRA 2B	Y 5.0 C 10-12	200105	INTRO ART A	N 5.0 F 09-12	200106	INTRO ART B	N 5.0 F 09-12
	370127	WHG: MOD WLD A	Y 5.0 A 10	370127	WHG: MOD WLD A	Y 5.0 A 10	240603	ENV SCI A	N 5.0 9-12	240604	ENV SCI B	N 5.0 09-12
Alternating	256013	SPANISH 2A	Y 5.0 E 09-12	256013	256013	SFY 5.0E	256014	SPANISH 2B	Y 5.0 E 09-12	256014	SPANISH 2B	Y 5.0 E 09-12
Days	330105	ADV PE 2A	Y 5.0 10	330105	ADV PE 2A	Y 5.0 10	330106	ADV PE 2B	Y 5.0 10	330106	ADV PE 2B	Y 5.0 10
	420103	HOMEROOM	Y 0.0 06-12	420103	HOMEROOM	Y 0.0 06-12	420103	HOMEROOM	Y 0.0 06-12	420103	HOMEROOM	Y 0.0 06-12
	First Quarter	ter		Second Quarter	uarter		Third Quarter	ırter		Fourth Quarter	uarter	
11th Grade	370129	US HIST 20TH A	Y 5.0 A 11	370130	US HIST 20TH B	Y 5.0 A 11	361401	CHEMISTRY A	Y 5.0 D 10-12	361402	CHEMISTRY B	Y 5.0 D 10-12
	310505	TRG/MATH AN A	Y 5.0 C 10-12	310506	TRG/MATH AN B	Y 5.0 C 10-12	390111	PRN ENGINEER A	N 5.0 09-12		390112 PRN ENGINEER B	#### S N
	230201	CONTEMP COMP	Y 5.0 B 11	230205	EXPOS COMP	Y 5.0 B 12	39010	390101 INTR ENG DES A	N 5.0 F 10-12		390102 INTR ENG DES B	N 5.0 F 10-12
	256023	AP SPAN LANG A	Y 5.0 E 07-12	256024	AP SPAN LANG B	Y 5.0 E 07-12	292113	3 DRAFT ARC 1A	N 5 12	12-Sep 2921	292114 DRAFT ARC 1B	N 5 ####
	420103	HOMEROOM	Y 0.0 06-12	420103	HOMEROOM	Y 0.0 06-12	420103	HOMEROOM	Y 0.0 06-12	420103	HOMEROOM	Y 0.0 06-12
	First Quarter	ter		Second Quarter	uarter		Third Quarter	ırter		Fourth Quarter	uarter	
12th Grade	310701	AP CALCULUS A	Y 5.0 C 07-12	310702	AP CALCULUS B	Y 5.0 C 07-12	292133	DRAFT ARC 3A	N 5.0 09-12	292134	DRAFT ARC 3B	N 5.0 09-12
	370603	PRIN AM DEMOCR	×	370905	ECONOMICS	5.0 G	12 SCIENCE	SCIENCE ELECTIVE		SCIENC	SCIENCE ELECTIVE	
	230231	EXPO RD/WRIT A	5.0 B	230232	EXPO RD/WRIT B	В	ELECTIVE	ш		ELECTIVE	Æ	
	292123	DRAFT ARC 2A	2.0	292124	DRAFT ARC 2B	2.0	INTERNSHIP	HIP			SHIP	
	420103	HOMEROOM	Y 0.0 06-12	420103	HOMEROOM	Y 0.0 06-12	420103	HOMEROOM	Y 0.0 06-12	420103	HOMEROOM	Y 0.0 06-12
			Credits	s	Years	Req						
			A 25	20	2.5	2 History/Social Science	al Science					
			B 40	40	4	4 English						
				40	4	4 Mathematics						
				20	2	2 Laboratory Science	science					
				70	2		guage					
			F 10	10	-		Visual and Performing Arts	rts				
				10	1.5	1 College Prep	College Preparatory Electives	tives				
			PE		2	2						

School of Social Justice 4-Year Plan

		,		
A-G	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Requirements				
٨	World Geography A	World Geography B		
Ω	Strategic LitA	English 9A	English 9B	Strategic Lit B
	English 9A	English 9B	Speech A	Speech B
	H English 9A	H English 9B		
U	Math Elective	Algebra 1A	Algebra 1B	Math Elective
	Math Elective	Algebra 2A	Algebra 2B	Math Elective
	Algebra 2A	Algebra 2B	Geometry A	Geometry B
۵				
ш	Spanish 1A	Spanish 1A	Spanish 1B	Spanish 1B
	Spanish 1A Speakers	Spanish 1B Speakers	Spanish 1B Speakers	Spanish 1B Speakers
ш				
ی	ICS A	ICS B		
Graduation	PE 9A	PE 9A	PE 9B	PE 9B
Requirements	Health	Health		

		10 th Grade		
9-Y	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Requirements				
Y	World History	World History		
	H World History	H World History		
Ω	English 10A	English 10B		
	H English 10A	H English 10B		
U	Math Elective	Algebra 2A	Algebra 2B	Math Elective
	Geometry A	Geometry B	Trigonometry A	Trigonometry B

	Trigonometry A	Trigonometry B	Math Analysis A	Math Analysis B
Ω	Biology A	Biology B		
	H Biology A	H Biology B		
ш			Spanish 2A	Spanish 2B
			Spanish Speakers 2A	Spanish Speakers 2B
ш				
ی			New Media A	New Media B
			Environmental Studies A	Environmental Studies B
			Constitutional Law A	Constitutional Law B
Graduation PE 10A	PE 10A	PE 10A	PE 10B	PE 10B
Requirements				

		11 th Grade		
A-G	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Requirements				
A	US History A	US History B		
	H US History A	H US History B		
В	Contemporary Comp	American Lit		
	AP Language A	AP Language B		
U	Geometry A	Geometry B	Trigonometry A	Trigonometry B
	Math Analysis A	Math Analysis B	Statistics A	Statistics B
	Statistics & Probability A	Statistics & Probability B	Math Elective	Math Elective
Ω	Chemistry A	Chemistry B		
ш			AP Spanish Language A	AP Spanish Language B
			Spanish 3A	Spanish 3B
ш			Drawing A	Drawing B
			Painting A	Painting B
			Photo A	Photo B
ט			G Elective	G Elective
			College Course	College Course

College	Students will be enrolled			
Courses	concurrently in college			
	courses			
		12th Grade		
A-G	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Requirements				
⋖	Government	Economics		
Ω	ERWC 12A	ERWC 12B		
	AP English Lit A	AP English Lit B		
U	Math Analysis A	Math Analysis B	Statistics & Probability A	Statistics & Probability B
	Calculus A	Calculus B	Discrete Math	Discrete Math
	Calculus A AP	Calculus B AP	Discrete Math	Discrete Math
Ω	Physiology A	Physiology B		
	Physics A	Physics B		
Ш			AP Spanish Lit A	AP Spanish Lit B
ш				
ט			G Elective	G Elective
			College Course	College Course
College	Students will be enrolled			
Courses	concurrently in college			
	courses			

Huntington Park School of Applied Mathematics and Science 4 Year Plan

Freshman Year

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Essential Standards	English 9A	English 9B	Essential Standards
English A			English B
Math Tutorial Lab A	Algebra 1A	Algebra 1B	Math Tutorial Lab B
Spanish Speakers 1A	Spanish Speakers 1B	Spanish Speakers 2A	Spanish Speakers 2B
Alternating days:	Alternating days:	Alternating days:	Alternating days:
PE	PE	PE	PE
Health	Health	Computers	Computers

Sophomore Year

Quarter 1	Quarter 2	Quarter 3	Quarter 4
English 10A	English 10B	Prof Rd/Writ A	Prof Rd/Writ B
Algebra 2A	Algebra 2B	Geometry A	Geometry B
Biology A	Biology B	Zoology	Fund Animal St
Alternating days:	Alternating days:	Alternating days:	Alternating days:
PE	PE	PE	PE
World History A	World History A	World History B	World History B

Junior Year

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Pathway Class 1	Pathway Class 2	Pathway Class 3	Pathway Class 4
Alternating days:	Alternating days:	Alternating days:	Alternating days:
US History A	US History A	US History A Con	US History A Con
American Lit	American Lit	Composition	Composition
Geo & Alg/Tr A	Geo & Alg/Tr B	Math Analysis A	Math Analysis B
Chemistry A	Chemistry B	Vis/Per Art	Vis/Per Art
		or	or
		AP Chemistry A	AP Chemistry B

Senior Year

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Pathway Class 5	Pathway Class 6	Internship	Internship
ERWC A	ERWC B	Government	Economics
Stud	lents can choose from th	ne following course seque	ences:
AP Calculus A	AP Calculus B	Discrete Mathematics	Discrete Mathematics
		А	В
Physics A	Physics B	AP Physics A	AP Physics B
Spanish Speakers 3A	Spanish Speakers 3B	AP Span Language A	AP Span Language B
Elective	Elective	Elective	Elective

Huntington Park School of Applied Mathematics and Science Career Pathways

Pathway	Engineering Technology and Design	Animal Science	Finance and Accounting	Genetics and Bioengineering
Course 1	Introduction to Engineering Design A	Animal Science 1A	Financial Literacy	Biomedical Technology A
Course 2	Introduction to Engineering Design B	Animal Science 1B	Financial Planning	Biomedical Technology B
Course 3	Computer-assisted Design 1A	Animal Science 2A	Accounting A	Genetics
Course 4	Computer-assisted Design 1B	Animal Science 2B	Accounting B	Human Genome
Course 5	Computer-assisted Design 2A or Robotics Engineering A	Marine Biology A or Advanced Plant and Animal Science	Business Organization	Biotechnical Engineering A
Course 6	Computer-assisted Design 2B or Robotics Engineering B	Marine Biology B or Animal and Plant Physiology	Wall Street	Biotechnical Engineering B

The Network READING LIST

- I. "What It Means To Be Well Educated" by Alfie Kohn
- 2. "Dumbing Us Down" by John Gatto
- 3. "A Whole New Mind" by Daniel Pink
- 4. "Death By Meeting" by Patrick Lencioni
- 5. "Influencer" by Kerry Patterson
- 6. "Brain Rules" by John Medina
- 7. "Turning to One Another" by Margaret Wheatley
- 8. "The Big Picture" by Dennis Littky
- 9. "Made to Stick" by Chip Heath
- 10. "Sway" by Ori Brafman
- 11. The Starfish and the Spider" by Ori Brafman
- 12. "The Tipping Point" by Malcolm Gladwell
- 13. "Horace's Hope" by Ted Sizer
- 14. "Mindset" by Carol Dweck
- 15. "The Power of Their Ideas" by Deborah Meier
- 16. "Understanding by Design" by Jay McTige and Grant Wiggins
- 17. "Leading in A Culture of Change" by Michael Fullan
- 18. "Mosaic of Thought" by Susan Zimmerman
- 19. "The Homework Myth" by Alfie Kohn
- 20. "Change or Die" by Alan Deutschman
- 21. 'The Global Achievement Gap" by Tony Wagner
- 22. "The Five Dysfunctions of a Team" by Patrick Lencioni
- 23. "Outliers" by Malcolm Gladwell
- 24. "What Would Google Do" by Jeff Jarvis
- 25. "Experience and Education" by John Dewey
- 26. "Curriculum 21: Essential Education for A Changing World" by Heidi Hayes Jacobs
- 27. "Switch" by Chip and Dan Heath
- 28. "Instructional Rounds" by Richard Elmore and Elizabeth City
- 29. "Twenty First Century Skills" by Charles Fadel

Three Track
Tres Ciclos

(Concept 6)

LOS ANGELES UNIFIED SCHOOL DISTRICT

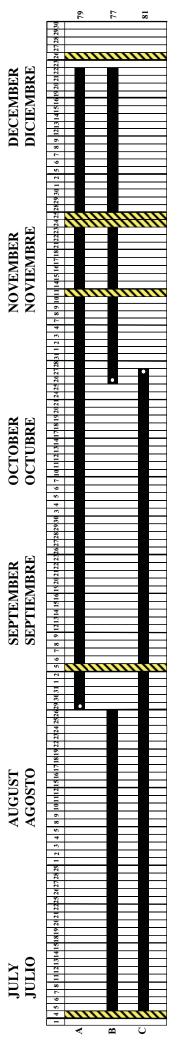
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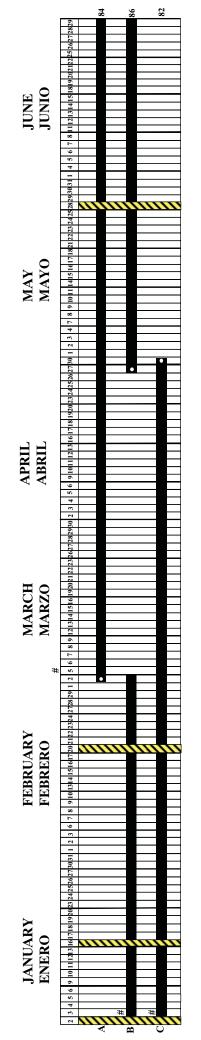


TENTATIVE

DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

CALENDARIO ESCOLAR DE INSTRUCCIÓN DE TODO EL AÑO 2011-2012 YEAR-ROUND INSTRUCTIONAL SCHOOL CALENDAR 2011-2012





	IMPORTANT DATES:			
	07-04-2011 Independence Day	11-24 & 11-25-2011	Thanksgiving Holiday	02-20-2012 Presidents' Day
	07-05-2011 First Day of Instruction, Tracks B, C	12-23-2011 thru 01-02-2012	Winter Recess, Tracks A, B	# 03-05-2012 Second Semester Begins, Track A
	08-30-2011 First Day of Instruction, Track A	# 01-03-2012	Second Semester Begins, Tracks B, C	04-27-2012 Last Day of Instruction, Track C
17	09-05-2011 Labor Day	01-16-2012	Dr. Martin L. King, Jr.'s Birthday Observed	05-28-2012 Memorial Day Observed
'3	🖒 11-11-2011 Veterans Day			06-29-2012 Last Day of Instruction, Tracks A, B
				☐ Pupil Free Day

Huntington Park Block Schedule 4X4 Schedules 2011/12

Block Schedule without advisories

Minutes	Block	Time
101	1	07:25-09:06 AM
15	Nutrition	09:06-09:21 AM
6	Passing	09:21-09:27 AM
101	2	09:27-11:08 AM
6	Passing	11:08-11:14 AM
101	3	11:14-12:55 PM
32	Lunch	12:55-01:27 PM
6	Passing	01:27-01:33 PM
101	4	01:33-03:14 PM
	Block Schedule with Advisories	
Minutes	Block	Time
91	1	07:25-08:57AM
6	Passing	08:57-09:03AM
30	Advisory	09:03-09:33AM
15	Nutrition	09:33-09:48AM
6	Passing	09:48-09:54AM
92	2	09:54-11:26AM
6	Passing	11:26-11:32AM
92	3	11:32-01:04PM
32	Lunch	01:04-01:36PM
6	Passing	01:36-01:42PM
92	4	01:42-03:14PM

LIST OF PARTNERS

- 1. Lucinda Adolfo- Adolfo Science Foundation Education
- 2. David Boin, Director Ed Tech Workshop
- 3. Gustavo Loera Director of Ed Research Development
- 4. Antonio Villacis- Community School of the Arts Foundation
- 5. Verbal Commitment USC –ABC program
- 6. Dr. Furtado (Verbal Commitment) California State University Dominguez Hills



ED TECH WORKSHOPS Technology Integration for Educators

12753 Cantara St. North Hollywood, CA 91605 818-203-9074 David Boin, Director www.edtechworkshops.com david.boin@edtechworkshops.com

Mr. Albert Castillo Principal Huntington Park Senior High, 6020 Miles Avenue Huntington Park, CA 90255

February 14, 2011

Dear Mr. Castillo,

I am writing this letter to support the Huntington Park Network of 21st Century Schools in their efforts to create a new school on the campus of the current Huntington Park High School. Ed Tech Workshops will work with the Network to provide Professional Development for instructors on Project Based Learning, Web 2.0, and the creation of Digital Media. I believe that their proposal will create remarkable changes in both teachers and students in an effort to achieve higher levels of student achievement.

I offer my support to this project as the Director of Ed Tech Workshops. We are anxious to participate in the goals of the Network of 21st Century Schools to support teachers who are responsible for providing our 21st Century learners with the tools necessary to work and compete in a global economy.

If you have questions regarding our support of their efforts, please contact me at your convenience.

Sincerely,

David Boin, Director Ed Tech Workshops



February 28, 2011

Mr. Jonathan Chaikittirattana Small Learning Communities Coordinator Huntington Park High School 6020 Miles Ave. Huntington Park, CA 90255

Dear Mr. Chaikittirattana:

Mental Health America of Los Angeles is honored to serve in the capacity of a advisory board member for your Huntington Park Institute of Applied Medicine (HPIAM) project proposed to the Los Angeles Unified School District (LAUSD). As the Director of Educational Research and Development, I will be in a position to provide support to this small learning community project and help move it forward.

Your small learning community or HPIAM will provide us with another opportunity to build a well prepared Spanish-speaking educational and workforce pathway emphasizing helping qualities. I will play a role in providing technical assistance on industry curriculum competencies to integrate into the project's academic curriculum. I will also provide assistance with designing an assessment tool to measure key areas of the project including student performance.

If I may provide you with additional information, please feel fre to contact me at (213) 447-5591, or at gloera@mhala.org.

I look forward to participating in HPIAM.

Sincerely

Gustavo Loera

Director of Educational Research and Development

Mental Health America of Los Angeles

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100 West Broadway, Suite 5010, Long Beach, CA 90802 · P: 562.285.1330 · F: 562-263-3395



The Adolfo Science Education Foundation

A Non-Profit Corporation 501c Tax ID: 32-0225751

February 28, 2011

The 21st Century Network of Schools 6020 Miles Avenue Huntington Park, CA 90255

Dear Design Team:

On behalf of the Adolfo Science Education Foundation I am pleased to pledge our support in your efforts to create a new school on the site of the current Huntington Park High School.

Our mission is to both promote and provide funding for science and technology education at urban high schools. As we have been for the last four years, we will continue to support field trips, provide classroom supplies, and donate scientific and technology equipment including computers and filmmaking equipment.

We are in the process of developing an alternative energy science camp on property that the foundation owns in Painted Gorge, CA. We look forward having students from Huntington Park be among the first students to visit our camp.

Sincerely,

Lucinda Adolfo

Secretary/Treasurer

Nick Adolfo, President Lucinda Adolfo, Secretary/Treasurer Alfredo Adolfo, Board Member Modesto Gonzalez, Board Member

Albert Castillo

EDUCATION

Candidate for Chief Business Officer Certificate – USC, Completion Date, Fall 2011 M.S. Counselor Education, California State University of Los Angeles, 1988 B.A., Spanish/ English, University of La Verne, 1981

CREDENTIALS

Professional Clear Administrative Services Credential, Azusa Pacific University, 1996 Pupil Personnel Services Credential, California State University of Los Angeles, 1988 Clear Single Subject Teaching Credential, University of La Verne, 1983

PROFESSIONAL PUBLIC AND PRIVATE SCHOOL EXPERIENCE

LOS ANGELES UNIFIED SCHOOL DISTRICT, Los Angeles, California 2003 – Present Director of Secondary School Services / High School Principal

Cabinet level position in which I have been responsible for direct oversight of three high schools, six middle schools, one K-12 Span School, and two continuation high schools in Local District 6. My primary responsibilities are highlighted:

- Supervise and evaluate all secondary principals
- Provide key leadership in guiding schools to develop Small Learning Communities
- Provide key leadership in guiding schools to develop Professional Learning Communities
- · Monitor and review each school's single site plan and budget
- Design, coordinate, and present professional development for secondary administrators
- Conduct walkthroughs and classroom observations at each school site on a weekly basis
- Provide leadership to enhance the quality of services to parents

CALIFORNIA STATE UNIVERSITY AT NORTHRIDGE, Northridge, California 2005 – Present **Adjunct Professor**

Responsible for teaching upper division courses in the first tier of the Administrative Services Credential Program. Courses include:

- Contemporary Leadership in Education
- Supervision of Curriculum and Instruction
- Decision-Making Simulations

LA PUENTE HIGH SCHOOL, La Puente, California 2000 – 2003

Responsible for providing the educational leadership to a comprehensive secondary high school, grades 9-12. Enrollment - 1700 Significant Accomplishments:

- Created seven academies at the freshmen, sophomore, and junior levels
 - A. The University Academy
 - B. The Law Enforcement Academy
 - C. The Business Academy
 - D. The Technology Academy
 - E. The Science Academy
 - F. The Performing Arts Academy
 - G. The Multilingual Academy
- Developed a Peer Observation Process
- Improved API score from 496 to 556 in three years
- Reduced Suspension rate by 75%
- Guided school out of PI 3 status to safe harbor
- Implemented a curriculum aligned calendar pacing plans and interim assessments

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WHITTIER HIGH SCHOOL, Whittier California 1996 – 2000 Principal

Responsible for administering and providing educational leadership for a comprehensive secondary high, grades 9–12; led the school in restructuring to emphasize personalization, integrated curriculum, block scheduling, full inclusion of special education students, senior projects, houses for freshmen, sophomores and juniors, the Cardinal Computer Academy, and the Engineering, Drafting and Industrial Technology Career Path. Supervised and evaluated classified, certificated, and administrative staff.

Significant Accomplishments

- Implemented Senior Projects
- · Implemented House Structure for all freshmen, sophomores, and juniors
- · Implemented Critical Friends Groups
- Developed Peer Observation Process
- Created Tech Core Lab
- Implemented Engineering, Drafting and Industrial Technology Career Path
- Decreased Tardy and Truancy Rates

FRONTIER HIGH SCHOOL, Whittier California 1993 – 1996 Principal

Responsible for administering and providing educational leadership for a continuation high school of 500 students, grades 9-12; supervised and evaluated certificated and classified personnel in areas of curriculum, instruction, assessment, co-curricular, and extra curricular activities; supervised and coordinated the school budget including categorical funds and programs.

Significant Accomplishments

- Earned a Straight Six Year Accreditation
- Doubled the Graduation Rate
- Developed Thematic Houses
- Increased Attendance Rates
- Guided School to Model Continuation Status

ALHAMBRA HIGH SCHOOL, Alhambra California 1990 – 1993

Assistant Principal, Pupil Services

Responsible for the supervision and coordination of counseling and guidance, special education, attendance, welfare services, student discipline; assisted in the preparation of the master schedule as it related to student placement; evaluated certificated and classified staff

AZUSA HIGH SCHOOL, Azusa California 1989 – 1990

- Counselor
- Mentor Teacher
- Administrative Trainee
- Peer Counseling Coordinator

GLADSTONE HIGH SCHOOL, Azusa California 1983 – 1989

- Counselor, 1988-1989
- English Teacher, 1983 1988
- Spanish Teacher, 1986 1988
- ESL Teacher, 1986
- Administrative Trainee, 1988 1989
- Mentor Teacher, 1987 1989

ST. MATTHIAS ELEMENTARY, Huntington Park California

7th Grade Teacher, 1981 – 1982

RELATED PROFESSIONAL EXPERIENCE

Cooperative Learning Consultant – 1985-1995

I provided over 50 workshops in Cooperative Learning at 15 high schools in Southern California. Additionally, I taught Cooperative Learning at the University of La Verne in their Weekend Series program from 1990 to 1995.

Professional Learning Communities Consultant – 2008

I executed a contract with Hilliard City School District, Ohio, in June of 2008

Small Learning Communities Consultant - 2008

I executed a contract to provide a specified number of hours to Long Beach Unified School District.

PRESENTATIONS

Ready to Learn Conference, 2010 Hollywood, CA

Keynote Speaker – Topic: Leadership for the 21st Century Workshop Topic: Teaching and Learning in the 21st Century

ED21 Conference, 2009 Cerritos, CA

Topic: Leadership for the 21st Century

Ready to Learn Conference, 2008 San Diego, CA

Transforming Schools into PLC's

Puente Project, 2008 Riverside, CA

Keynote Speaker - Topic: The iStudent

No Latino Left Behind Conference, 2008 Sonoma, CA

Keynote Speaker -Topic: Leadership for the 21st Century

High School Reform Conference, 2008 San Diego, CA

Topic: Block Scheduling

Topic: The Change Process and Small Learning Communities

National Staff Development Council, 2007 Dallas, TX

Topic: The Change Process and Small Learning Communities

High School Reform Conference, 2007 Anaheim, CA

Topic: "The Change Process and Small Learning Communities"

National Staff Development Council, 2006 Nashville, TN

Topic: "The Change Process and Small Learning Communities"

California State School Boards Association, 2005 San Francisco, CA

Topic: "Small Learning Communities"

California Superintendents Association, Pepperdine University, 2005 Los Angeles, CA

Topic" Small Learning Communities"

Senior High Assistant Principals Association, 2004 Los Angeles, CA

Topic: "Interdisciplinary Curriculum in Small Learning Communities"

The Roy Romer Show, Los Angeles Unified School District, 2004 Los Angeles, CA

Topic: "Opening a New School in Small Learning Communities"

Education Television Network: LACOE, 1991 Los Angeles, CA

Topic: "College Entrance Requirements and Financial Aid"

Education Television Network: LACOE, 1990 Los Angeles, CA

Topic: "How Parents Can Help Their Students Succeed in School"

HONORS AND ACTIVITIES

WASC Visiting Team Member for 8 High Schools, 1994 – 2002

WASC Chairperson for High School 3-Year Review, 2000

Critical Friends Training – Boston, Massachusetts, 1998 – 1999

Senior Associate - California School Leadership Academy 1993 - 1996

Phi Delta Kappa Leadership in Education Award, 1988 Gladstone Educator of the Month Award, 1983 Coordinator of the Mt. San Antonio Academic Olympiad for 27 High Schools, 1988 Coordinator of the First Elementary Academic Olympiad in Azusa Unified School District for 11 elementary schools, 1987

ADDITIONAL SKILLS

Bilingual and Biliterate in Spanish

OTHER PROFESSIONAL EXPERIENCE

Professional Baseball Player 1979 – 1982

San Luis Suns AA, San Luis, Sonora Mexico

Officer Candidate, 1978

United States Marine Corps, Quantico VA

Jonathan Chaikittirattana

Career Summary

11 years as an educator and department chair in a secondary public school in Huntington Park, California. 3 years of overseeing 13 Small Learning Communities. 8 years as an engaging lead teacher of a California Partnership Academy. 16 years of guiding successful high school running programs.

Academic Background

The George Washington University
Masters of Arts, Educational Leadership and Administration, May 2009
Administrative Credential Tier 1, May 2009

California State University, Long Beach Bachelors of Science, Health Science, August 1996 California Teaching Credential, May 1997 CLAD/CTEL Credential, October 2010

Professional Experience

Huntington Park High School

Small Learning Communities Coordinator July 2008 – Present

- Coordinate US Department of Educational Small Learning Communities grant.
- Plan and facilitate Lead Teacher Training Program.
- Develop school Master Schedule of classes.
- Arrange and organize articulation with middle schools including recruitment and orientation.
- Provide Lead Teachers with data on progress of SLCs.
- Assist SLC Lead Teachers with planning, execution, and debriefing of team meetings.
- Assist Lead Teachers with activities, events, and budgets.
- Conduct SLC Oversight Committee Meetings.

Teacher – May 1997 – June 2008

• Plan and implement lessons for over 200 students per day.

Life Skills Department Chair - July 1998 - July 2009

- Oversee department operations.
- Plan and direct department meetings.
- Create and manage department budget.

Academy Coordinator/Lead Teacher - September 2000 - June 2008

- Created small learning community (Human Services Academy)
- Direct day-to-day operations of Academy (grant writing, budgets, student evaluation, curriculum development, report writing).

St. Joseph High School

Head Cross-Country and Track Coach - January 1994 - August 2008

- Accountable for planning and implementing running and fitness programs, recruiting, and promotion of the programs.
- Supervise 3 assistant coaches and over 40 student-athletes.

Bishop Amat High School

Assistant Cross-Country and Track Coach – August 1992 – November 1993

- Accountable for planning and implementing running and fitness programs, recruiting, and promotion of the programs.
- Supervised over 80 student-athletes

Leadership

Leadership Team/Academic Forum Member – 1998 - Present Small Learning Communities Oversight Committee - 2005 – Present Member of School Site Council, 2009-2010 Member of Shared Decision-Making Council, 2009 – Present CSULB College of Health and Human Services - Student Council President – 1995 - 1996

Honors/Interests

1996 College of Health and Human Services Outstanding Student Citation Eta Sigma Gamma National Honor Society CSULB President's List CSULB Dean's List California Teachers Association National Education Association CIF Southern Section Division III Girls Champions, 2002 Long Beach Press-Telegram Dream Team Coach of the Year, 2002 California Partnership Academies State Conference Presenter, 2004 Los Angeles Unified School Small Learning Communities Best Practices Conference Presenter, March, 2010 Latino Behavioral Health Institute Presenter, September 2009 & 2010 Huntington Park High School Teacher of the Month

1996 Dr. Peter Cortese Outstanding Undergraduate Award

Jenaro Torres

Objective

To obtain a responsible and challenging leadership position where my experiences, accomplishments, and proficiency will allow me the opportunity for personal growth.

Education

Master of Arts in Special Education 2010, California State Dominguez Hills

Preliminary Administrative Credential 2008, California State University, Dominguez Hills

Resource Specialist Certificate 2005, California State University, Dominguez Hills

Clear Mild to Moderate Special Education credential 2005, California State University, Dominguez Hills

Clear CLAD certificate 2005, California State University, Dominguez Hills

Bachelor of Arts 2000, California State University, Dominguez Hills

Major: History Minor: Chicano Studies

Relevant Experiences

Professional Development:

- Learning and the Brain Conference
- Common Formative Assessments, Solution Tree
- Intervention Strategies, Solution Tree
- Professional Learning Communities, Solution Tree
- Pyramid of Intervention, Solution Tree
- Thinking Maps, Thinking Maps Inc.
- Secondary Information System, Los Angeles Unified School District
- TR programs, Information Technology Division, Los Angeles Unified School District
- History Alive! Institute, Teacher's Curriculum Institute
- Irlen Method, Irlen Institute Perceptual Development Corp
- Welligent (Individual Education Program)
- Response to Intervention, Los Angeles Unified School District

Professional Experiences:

- Leadership Team
- WASC Team
- PLC Facilitator
- Professional Development Team
- COST/SST
- Positive Behavior Support
- Safety Collaborative
- Faculty Inservices

- Modified Consent Decree Outcomes Team
- CPM
- IEP transition team/Welligent

Professional experience

July 2007- Present Huntington Park High School

Data/Testing Coordinator, Special Education Department Chair, SST Cocoordinator, PLC facilitator, Special Day Class Teacher, member of committees such as leadership, block scheduling, smaller learning communities, intervention, Positive Behavior Support, WASC, and QEIA.

May 2006 – June 2007 District Office of Transition Services

(DOTS) Beaudry Building 17th Floor Huntington Park and South East High

Transition Service Teacher, Transition Resource Teacher, Trainer, Presenter, Interview hiring committee member, Cohort leader representative.

January 2001- May 2006 Bell High School Bell, CA

Special Education Department Chair, Instructional Leadership Committee member, Resource Specialist, Transition service Facilitator, Special Day Program teacher.

January – Dec. 2000 Crenshaw High School Los Angeles CA

Special Education assistant servicing 9-12 grade students in the Special Day Classes. Provided services as a one to one assistant.

April 1998 - Dec. 1999 Van Deene Elementary Torrance CA

General Education Assistant servicing Kindergarten, 1st, 3rd and 4th grade students.

Languages Fluent in English/Spanish

Strengths

- Highly motivated
- positive attitude
- Thorough and precise in attention to details
- Major strength is completing multi-faceted tasks within time constraints allotted
- Skilled in public relations
- Dependable
- Willing to undertake challenging situations and meet established goals.

Juan Francisco Alfaro

OBJECTIVE:

Accomplished educator with demonstrated ability to teach, motivate, and direct students while maintaining a high level of interest and achievement.

EDUCATION:

Bachelor of Arts in Spanish Literature

June 1999

University of California Santa Cruz

Teaching Credential

May 2003

National University

Masters Degree in Education

May 2003

National University

EXPERIENCE:

Bilingual Coordinator 07/2008- Present

- Collaborate with the principal and teachers to ensure that professional development and intervention services meet the needs of English Learners (EL).
- Assist the principal with the implementation of Master Plan instructional programs and services for English Learners.
- Assist the office staff with the enrollment of ELs and ensure appropriate initial program and English Language Development (ELD) placement.
- Inform parents of all Master Plan program options using the District's parent brochure, video, and notification letters.
- Support in the administration of the annual CELDT.
- Maintain documentation as required for district, state, and federal EL program accountability.

Spanish Teacher 05/2000-present

- Develop and implement daily and unit lesson plans for 9-12th grades, administer tests and evaluations, and analyze student performance.
- Student-focus teaching with a wealth of hands-on instructional experience and multicultural knowledge.
- Utilize unique methods of teaching which reach out to individual students that transmit pertinent information, and enhance students' written and oral communication skills.
- Demonstrate ability to adjust lesson plans and provide extracurricular individualized support, ensuring that all students can become proficient in Spanish and succeed in the class.

■ Actively engage students; incorporate fun activities which cultivate a well disciplined and highly motivated learning environment.

SKILLS

- Self-motivated with strong planning, organizational and leadership skills.
- Articulate communicator with the ability to effectively interact with diverse populations of students in a variety of academic levels.
- Consistently maintain excellent relations with students, parents, faculty, and administrators.
- Macintosh and PCS, Microsoft Windows, Microsoft Office, ISIS, and SIS literate.

MARTIN HERNANDEZ

OBJECTIVE

To open a small pilot school on the Huntington Park Complex.

EXPERIENCE

1995-Present Huntington Park High School, LD6 Huntington Park, CA

Mathemics/New Media Teacher and Staffing Coordinator (06/08- Present)

- Mathematics and New Media instructor
- Assisted in maintaining the school fully staffed with highly qualified teachers.
- Arranged panels to interview prospective teachers.
- Arranged newly hired candidates through the hiring process.
- Arranged/conducted new teacher orientations
- Assisted with BTSA Support Provider and Participating Teacher matchups.
- Member of the Professional Development Planning Team
- Member of the Leadership Team

Teacher Adviser, Priority Staffing Program (10/2006-06/08)

- Assisted in maintaining the school fully staffed with highly qualified teachers.
- Arranged panels to interview prospective teachers.
- Arranged newly hired candidates through the hiring process.
- Arranged/conducted new teacher orientations
- Utilized the coaching model to provide formal and informal feedback for first through third year teachers based on The Ca;ifornia Standards for the Teaching Profession.
- Conducted focused observations and provided "just in time" support to new teachers.
- Promoted standards-based instruction by providing professional development on instructional strategies and research-based classroom practices, new teachers and whole school.
- Part of the
- Assisted with BTSA Support Provider and Participating Teacher matchups.

- Planned and conducted monthly *Teachers New to Huntington Park High School* meetings.
- Member of the Professional Development Planning Team
- Member of the Leadership Team

Instructional Coach-Secondary Mathematics (10/2001-10/2006)

- Utilized the coaching model to provide formal and informal feedback based on standards-based demonstration lessons and classroom observations.
- Promoted standards-based instruction by providing professional development on instructional strategies and research-based classroom practices.
- Assisted teachers with the diagnosis of student difficulties in mathematics and the planning of appropriate intervention strategies for diverse learners.
- Provided support and assistance to all mathematics teachers at the school in the implementation of the *District Mathematics Program* including the *Mathematics Instructional Guide* and the periodic assessments.
- Planned and facilitated mathematics department meetings to assist teachers in maintaining pacing of instruction, systematic examination of student work, and the analysis of assessment data to determine next instructional strategies for improving student achievement.
- Conducted focused observations and provided "next step" support to mathematics teachers.
- Assisted in planning and facilitating professional development for the HPHS Content Cadre in the use of the Modified Atlas Protocol to look at student work and inform instruction as part of the Standards Based Instructional model.
- Planned and conducted mathematics professional development for parents, and community members.

Mathematics Teacher (6/1995-10/2001)

- Mathemtics Department Chairperson (2001)
- Trained as an English Language Development Coach (2000-2001). Assisted new teachers with instructional strategies aimed at meeting the needs of our ELL population in Mathematics.
- Standards Based Assessment Coordinator (1999-2000). Trained teachers in the use of rubrics and anchor papers to score exams. Supported the use of the Standards Based Instruction model.
- Mathematics Subject Area Specialist (1998-1999). Same as above.

■ Familiar with databases and the use of ASP programming to create dynamic web pages. Have taught Introduction to Computers and Beginning Programming.

EDUCATION

2002–2003 National University

San Diego, CA

■ M.S., Educational Administration.

1996–1999 National University

San Diego, CA

 Profesional Clear Single Subject Credential Program with CLAD Emphasis.

1989–1995 University of California, Los Angeles Los Angeles, CA

■ B.S., Mechanical Engineering.

1984–1989 East Los Angeles Community College Monterey Park, CA

• General Engineering Major.

INTERESTS

Books, home improvement projects, woodworking, cooking, computers.

REFERENCES

Available upon request.

Nick C. Adolfo

EXPERIENCE IN TEACHING AND MEDIA PROJECTS

Science and Filmmaking Teacher – Huntington Park Senior High, January 2006 to Present Duties included:

- Engaging students in the subjects of Chemistry, AP Chemistry, Biology, Advanced Biology, Zoology, and Filmmaking.
- Developing differentiated lesson plans and laboratories for each subject using traditional teaching methods, Inquiry-based technology inclusive laboratories, SDAIE (Specially Designed Academic Instruction in English) strategies, and other best teaching practices.
- Integrating cooperative video production and other media projects into science curriculum and creating and developing Filmmaking 1 and Filmmaking 2 courses.
- Creating and organizing the Fourth Annual "Mole Day" celebration for chemistry students and the First Annual "Huntington Park" Film Festival for filmmaking students during the 2010-11 academic year.
- · Served for one year as the Chemical Safety Coordinator.

Production Assistant (Part-time) – *Time-Warner Cable, Torrance, CA, August 1998 to June 2008* Duties included:

- Producing and directing studio productions including set design and production, scriptwriting, production planning, direction and technical direction, sound and post-production editing.
- Producing and directing field productions (high school football games, parades, festivals, and concerts) using both multi-camera production truck and single camera electronic news gathering (ENG) technologies.
- Camera Operator for both studio and remote productions employing digital and electronic cameras in multi and single camera operational conditions.
- · Sound Operator in a variety of production modalities.
- Editing a variety of footage using both linear and non-linear editing systems.

Public Access Producer – Torrance Community Television (2001-2006), Gardena Public Access (1998-present) Created over 60 hour and half-hour television shows.

Producer - "Nick's Classic Jazz," Internet Radio Station. www.nickadolfo.com (2003-present)

Producer – "The First Man of Mars," web-site, live web-casts, movie production www.thefirstmanonmars.com (2000-present)

Cinema 2 Course at Los Angeles City College – Completed a three semester unit lecture and laboratory workshop including script, storyboard, direction, cinematography, sound and editing techniques. Was responsible for the making of three short films.

Radio Producer – Both independently and through the American Radio Network produced and hosted radio programs in music, feature, and talk formats. These shows were broadcast on stations KNDI, Honolulu, HI; KPRO, Riverside, CA; and on cable radio stations (1987-1995).

PREVIOUS FULL-TIME EMPLOYMENT

Self-Employed – *Papa Neek's Hot Dogs, Gardena, CA, February 2005 to September 2005*Operated food vending operation on the Esplanade in Redondo Beach. Responsible for all aspects including business planning and promotion, food inventory and preparation, compliance with health regulations, accounting and tax reporting, equipment cleaning, maintenance, and repair. Obtained Certified Food Handler License.

Operations Manager – *H&P Mobile Geochemistry, Lakewood, CA, May 2001 to February 2005*Coordinate operations of Lakewood Mobile Laboratory Facility. Duties include client services (quoting, scheduling, billing, and staffing of projects), equipment and vehicles (set-up, maintenance, and repair), supplies and inventory, quality control, electronic data deliverables (EDDs), and final data review and interpretation. Develop vendor relationships and prepare and verify vendor invoices for approval. Maintain records of purchase orders, payments, and long-term contracts. Set-up and maintained local area network including direct connections to analytical testing equipment.

Project Manager - Calscience, Inc., Garden Grove, CA, Oct. 1997 to May 2001

Coordinated client services for governmental, engineering, refining, and a variety of other industrial concerns. Assisted clients with development of project analytical plans and budgets, sampling support, and final data review and interpretation. Developed custom EDD capabilities for a variety of industry standards including NEDTS, IRPMS, Dames and Moore, Caltrans, and other formats. Supervised two environmental professionals in the Wastewater sampling and analysis program.

Director of Health and Physical Education - *YMCA*, *La Canada-Flintridge*, *CA*, *Oct. 1994 to July 1997* Developed specific requirements for YMCA individual and group programs. Ensured that programs were informative and technically correct, as well as fun and exciting. Worked with local and national businesses to develop sponsor relationships for the Fiesta Days Fun Run and other YMCA fundraising programs. Supervised 30 full and part-time employees including course instructors and weight trainers. Developed curriculum and taught Healthy Back, Weight Management, Weight Training, and Teen Fitness programs. Was fiscally responsible and department exceeded budget expectations regularly. Was certified as a "Trainer of Trainers" and conducted certification classes throughout the Los Angeles area for weight trainers.

QA/QC Coordinator - Core Laboratories, Inc., Wilmington, CA, May 1991 to Oct. 1994
Coordinated the quality assurance program for both the Long Beach Petroleum Testing and Anaheim Environmental Laboratories. Developed and instituted internal QA procedures including document control, standard operating procedures, data review and approval, and performance evaluation sample analysis. Monitored data quality by conducting internal audits, control charting, and blind QC sample programs. Supervised laboratory training program and taught training classes for computer programs and use of laboratory instruments. Administered UNIX based computer system. Coordinated the Laboratory training program and taught classes on a variety of technical topics. Developed methods for determining PAHs in diesel fuel using Super Critical Fluid Chromatography and for determining sulfur compounds in air using GC/Sievers detector by SCAQMD Method 307.

Staff Scientist - Radian Corporation, El Segundo, CA April 1985 to April 1991
Supervised and/or involved in remedial investigation, groundwater monitoring, seawater monitoring, soil gas monitoring, and ambient air testing projects. Developed and wrote QA/QC procedures and project plans. Reviewed and audited both field and subcontract laboratory operations for compliance with work plans, quality assurance project plans, published methods, and regulatory requirements. Taught training class in Lotus 123. Performed data review and validation, and authored QA/QC sections of numerous reports submitted to regulatory agencies in Southern California. Project Director for indoor air testing of homes adjacent to a large refining concern. For two years, supervised six employees in an "on-site" ambient air and soil gas testing laboratory on the grounds of that same large refining concern.

EDUCATION

Bachelor of Science, Aquinas College, Grand Rapids, MI, May 1981, Majors: Chemistry and Biology **Attended,** Wayne State University, School of Medicine, Detroit, MI 1981-84

Single Subject Teaching Credential, California State University – Dominguez Hills, 2007, Subjects: Chemistry and Biology

Master of Arts, California State University - Dominguez Hills, 2010, Major: Curriculum and Instruction

VOLUNTEER INVOLVEMENT

Webmaster, New Hope Fellowship Church, December 2004 to February 2007 **Webmaster**, Libertarian Party Region 66 of California, September 1999 to May 2002

AWARDS

Producer of the Year, Torrance Community Television, January 2002 **Webmaster of the Year** Libertarian Party of Los Angeles County, December 2002

PUBLICATIONS

"The Practical Application of Significant Figures," *Environmental Testing and Analysis*, September/October 2000 "QA/QC Procedures for Environmental Sampling," *Environmental Testing and Analysis*, September/October 1993 "Choosing Laboratories for the Analysis of Soil," *Soils Magazine*, January 1994.

"Quality Assurance for Environmental Sampling," *Proceedings of the USEPA Ninth Annual Waste Testing and Quality Assurance Symposium*, July 1993

Seema Puri

Background

22 Years of Experience in the Field of Public School Education, Training and Instructional Leadership

Credentials

Administrative Services Credential, California (2008)

Professional Clear Teaching (Physical Science), California (1993)

Education

M.S. (School Administration), June 2008 California State University, Northridge, California

M.S. (Chemistry), 1988 University of Delhi, India

B.S. (Education), 1986 University of Delhi, India

B.S. (Chemistry), 1985 University of Delhi, India

Professional Experience

Career and Technology Education (CTE) Advisor 2005 – Present Huntington Park High School, Elizabeth Learning Center, Maywood Academy, Bell High School, Garfield High School

- Implement the LAUSD CTE plan for several career pathways
- Develop and conduct professional development for CTE teachers "Unpacking the California Career and Technical Educational Standards"- assist CTE teachers to infuse core academic standards in their technical education classes
- Prepared proposals for grants to initiate and expand Graphic Design, Finance and Business, and Information Technology career pathways at Huntington Park High School
- Authored Qualified Zone Academy Bond (QZAB) Grant for Technology and Design Prep Academy, resulting in an award to Huntington Park High School for \$2.0 Million in 2007

- Served as a reader at LAUSD's Office of Curriculum Instruction and Support for Perkins proposals for recommendation for funding 2010-2011
- Assist CTE instructors with research and obtaining state-of-the-art equipment, developing business partnerships and industry experience opportunities
- Analyze data and prepared annual reports for success of career pathways for California Department of Education
- Conduct CTE open house/fairs activities for parents and the community for promotion of CTE programs

Business and Technical Arts (BATA) Small Learning Community (SLC) Lead Teacher 2009 – Present Huntington Park High School

- Facilitate the creation of thematic interdisciplinary units and conduct other professional development for SLC team of teachers
- Coordinate annual welcome activity for incoming freshman
- Monitor Link Crew activities and freshman visits- a freshman transition program
 where senior classmen mentor the freshmen and assist them successfully navigate
 their first year of high school
- Designed and implemented a SLC freshmen advisory program to provide an adult advocate for every freshman in the SLC
- In collaboration with SLC counselor and other support service providers, organize and facilitate SLC senior intervention day designed to counsel seniors for graduation requirements and credit recovery opportunities
- Created a series of eight "Job Readiness Certificate "workshops in conjunction with LA Chamber of Commerce to assist SLC seniors to acquire soft skills, resume writing, and interview skills
- Organized and successfully conduct annual SLC personalization activities such as –
 Field days, ice-cream socials and grade-level barbeques
- Facilitated SLC parent nights

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Science Teacher 1989 – Present Huntington Park High School

- Provided instruction in Advanced Placement Chemistry, Honors Chemistry, and Physics
- Conducted an extensive study on California State Chemistry Content Standards and developed a Chemistry Teacher's Resource Book for standard based laboratories and activities for Chemistry Department in January 2005
- Served as Beginning Teacher Support and Assessment (BTSA) support provider for beginning teachers
- Selected for "certificated staff mentor program" to offer support to new teachers in the content area

IMPACT Coordinator 1998 – 2005 Huntington Park High School

- Facilitated IMPACT educational support groups for at-risk students
- Conducted professional developments for staff on IMPACT program
- Organized parent informational meetings
- Coordinated school-wide assemblies for alcohol and drug awareness
- Devised school's zero tolerance policy for drugs and alcohol abuse on campus

Other Activities

- Chemistry teacher for AVID program
- Member of staff for school's academic decathlon team in 2004-2006
- Member of Huntington Park High School Resource Council
- California Scholarship Federation (CSF) Club sponsor (Honor roll club for students with high GPA) since 2002
- Spartan Youth Committee sponsor (Club involved in community service and improving the campus) since 2004
- Member of Reading Action Team (literacy cadre) in 1996-1998
- Assisted Bilingual Program Coordinator with CELDT testing in December 2004

Awards and Recognitions

- Certificate of Achievement -Business and Technical Arts SLC, 2009 and 2010
- Certificate of Recognition, "Outstanding Teacher" University of California San Diego, September 2006
- Teacher of the Month, October 2004
- Certificate of Appreciation, Bilingual Program, 2004
- Certificate of Achievement, Health Education Programs LAUSD, 2003
- Certificate of Recognition, Huntington Park High School, 2000

References

Robert Hinojosa, Principal Leader, District 6 LAUSD (Robert.hinojosa@lausd.net)

Al Castillo, Principal, Huntington Park High School, LAUSD (albert.castillo@lausd.net)

Nader Delnavaz, Administrative Coordinator, Office of Curriculum, Instruction and Support, LAUSD (nader.delnavaz@lausd.net)

Patricia Farley-Terry

EXPERIENCE

- 2009 2011: Huntington Park High School Teacher: Culinary Arts, Child Development
- 2009-2011: Huntington Park High School, Careers in Culinary Art Program teacher
- 1995 2009: Roosevelt High School, Careers in Culinary Art Program teacher
- 2007-2009 Roosevelt High School, BTSA Support Provider
- 2001-2003: Roosevelt High School Career Counselor, Perkins Program
- 1998-2009: East Los Angeles College-CNN liason
- 1997-1999: Attendance Incentive Coordinator
- 1990 2009: Department Co/Chairperson
- 1990 2005: Curriculum Council Member
- 1991-1995: School Site Council Member
- 1984-1987: Coordinator: After School tutoring program

EDUCATION

2000 - 2002. Azusa Pacific University

- MA Education
- · PPS credential

1979-1982 Long Beach State University

- 1981. B.A., Home Economics
- 1982. Credential, Single Subject: Home Economics
- 1990. Credential, Single Subject: Health

EMPLOYMENT

2009- present Huntington Park High School, Los Angeles Unified School District

• Teacher: Home Economics-Culinary Arts, Child Development

1985-2009 Roosevelt High School, Los Angeles Unified School District

- Teacher: Home Economics Culinary Arts, Marriage and Family, Careers with Children, Parenting, Independent Living, Food Science, Consumer Economics.
- Health, Life Skills
- Physical Education: Cheer Squad, Drill Team, Pep Squad
- Perkins counselor

1983-1984 Lincoln High School. Los Angeles Unified School District

• Teacher: Home Economics – Sewing

1982-1983 Artesia High School. ABC Unified School District

• Teacher: Home Economics

REFERENCES

Mr. Henry Ronquillo, Principal retired

Dr. Sofia Freire, Principal Roosevelt High School

February 2011

QUALIFICATIONS

Experienced in designing and implementing rigorous ELD and ELA instruction including, high-level tasks such as expository writing process, literary responses through multiple representations and vocabulary development activities.

Proficient and experienced planning and implementing the collaborative work in the standardsbased education process areas of, curriculum, assessment, instruction, analysis of student learning data and intervention

Extensive experience facilitating the analysis of student-achievement and other data to inform systemic school-reform efforts through Data-Driven Dialogue and other protocols

In-depth understanding of SDAIE strategies that promote access to the core curriculum for ELs, such as, authentic communication opportunities, activities that promote understanding through multiple connections and build vocabulary in context, teaching around "big ideas," etc.

In depth understanding of the concept of Culturally Relevant and Responsive Education (CRRE) to empower and promote success among minority students

EDUCATION

BACHELOR OF ARTS, ENGLISH LETTERS California State University, Los Angeles

June 1994

CERTIFICATES

PROFESSIONAL CLEAR SINGLE SUBJECT TEACHING CREDENTIAL, ENGLISH California Commission on Teacher Credentialing BILINGUAL CROSSCULTURAL, LANGUAGE AND ACADEMIC DEVELOPMENT California Commission on Teacher Credentialing

ADDITIONAL TRAINING

Response to Intervention Institute Solution Tree - Hollywood, CA

November 2009

Pyramid Response to Intervention 2-Day Workshop Solution Tree - San Diego, CA

September 2009

Professional Learning Communities at Work Institute
Solution Tree – Las Vegas, NV

Access to Core Institute July 2007 UCSD-LAUSD Monterey Park, CA

High Point Curriculum Training Ongoing

EXPERIENCE

Instructional Coach-Secondary ELD
Huntington Park High School (LAUSD), Huntington Park, CA

Secondary ELA/ELD Teacher

July 2009-Present
July 1993-Present

Huntington Park High School (LAUSD), Huntington Park, CA

Maricella Garcia

Education:

Administrative Credential

California State University, Northridge

June 2007

Masters of Arts Degree in Educational Administration

California State University, Northridge

June 2007

Professional Clear Single Subject Credential in English

Los Angeles Unified School District Intern

June 1997

Bachelor of Arts Degree in English

University of California, Santa Barbara

December 1993

Professional Experience:

Huntington Park High School, Huntington Park, CA Assistant Principal

7/07-Present

- Plan and oversee schoolwide professional development focusing on Professional Learning Communities and effective instructional strategies
- Oversee schoolwide budget including categorical monies and QEIA; align budget to Single Plan for Student Achievement and WASC goals
- Coordinate preparation for WASC Self-Study to occur in 2011
- Oversee English, ESL, and Foreign Language Departments which include supervision and evaluation of teachers
- Supervise two SLC's, Discovery Academy and Business and Technology; assist with student intervention and activities
- Monitored Attendance Office which included enrollment, student transfers, and tardy policy
- Supervised schoolwide testing including CST, CAHSEE, and Advanced Placement
- Monitored student activities and clubs including 8th grade articulation, Freshmen Orientation, assemblies, Leadership, Yearbook, Journalism, Academic Decathlon, and Graduation

South Gate High School, South Gate, CA

Literacy Coach

10/04-6/07

- Plan and implement schoolwide professional development collaboratively with administrators and instructional coaches with a focus on common pacing plans and common assessments
- Provide professional development which includes research-based instructional strategies and lesson study for Literacy Cadre, a team consisting of thirty teachers from all content areas
- Facilitate and assist English Language Arts department in developing standard-based pacing plans and common assessments
- Guide teachers in systemic examination of ELA Periodic Assessment data to inform instruction, facilitate essay scoring sessions, and coordinate literacy strategies workshops

- Participate in school decision making as an active member of Leadership Team and Small Learning Community Design Team
- Engage in data driven dialogue as a member of the Data Analysis team by focusing on areas of need based on CST scores
- Model research based instructional strategies in ELA classrooms
- Observe Literacy Cadre members and use cognitive coaching to provide feedback to help teachers modify their instructional practices
- Assist with the creation and implementation of Learning Communities Small by providing staff development and assisting with SLC Design Proposals
- Assist the school with additional needs (teach CAHSEE Bootcamp, support CST and CAHSEE administration, and supervision when needed)
- Coordinate Leadership Retreat and off-site meetings

English Teacher 7/99 - 10/04

- Taught standards-based curriculum ranging from 9th to 12th grade English
- Taught the Developing Readers and Writers Course (DRWC)
- Scaffolded instruction and varied literacy strategies to accommodate the needs of all students
- Supervised CSULB student teachers as a Master Teacher
- Assisted South Gate HS teachers as a LAUSD Mentor teacher
- Co-Organized and led a group of students on a cultural trip to Spain
- Participated in Students Run LA
- Participated in school wide decision making as a School-Base Management Council member

Fremont High School, Los Angeles, CA

2/94 - 6/99

- Secondary English Teacher
- Taught standards-based curriculum ranging from 9th to 12th grade English
- Collaborated with other teachers to develop interdisciplinary units in the Humanitas Program
- Sponsored the Senior Class which included Prom and Graduation
- Participated in the UCLA Writing Project Invitational
- Presented at the Language Literacy Culture with Different Eyes Conference
- Sponsored the MECha Club

Professional Trainings:

Learning and the Brain

Power of Professional Learning Communities, Rick DuFour

Understanding by Design, John Brown

Critical Friends Group Leadership Institute, UCLA

Cognitive Coaching, John Dver

Dr. Roger Taylor's Differentiating the Curriculum Institute

Expository Writing and Reading Course

Reciprocal Teaching

Gail Elkin's Effective Teaching on a 90-Minute Block

Kate Kinsella's Strategies to Promote Academic Writing

Jane Schaffer Writing Curriculum

Additional Qualifications:

Bilingual in Spanish

Technologically versed in Microsoft Word and PowerPoint

Ruben Aburto

Profile

- · Over 20 years in the field of education.
- · Ability to plan, implement and assess instruction.
- · Results-oriented individual with strong leadership capabilities.
- · Highly organized, dependable and self-motivated problem solver.
- Proven ability to work in collaboration with students, parents, volunteers, staff and administrators.

Education

2010 M.A., Tier 1 Administrative Credential, California State University, Dominguez Hills.

2000 Single Subject Teaching Credential in Social Science, California State University, Los Angeles.

1994 B.A., History and Chicano Studies, University of California, Santa Barbara.

Relevant Experiences

Professional Development:

- · Learning and the Brain Conference, Public Information Resources, Inc.
- · Mathematics Conference, California Mathematics Council
- 21st Century Learners Symposium, Los Angeles County Office of Education
- · Common Formative Assessments, Solution Tree
- · Intervention Strategies, Solution Tree
- · Professional Learning Communities Institute, Solution Tree
- · National Conference on Differentiated Instruction, Staff Development for Educators
- Pyramid of Intervention Conference, Los Angles Unified School District
- · Thinking Maps, Thinking Maps Inc.
- · Understanding by Design, Association for Supervision and Curriculum Development
- · Parent Project Facilitator Training, Parent Project, Inc.
- · Connected Classroom Seminar, Classroom Connect.
- · Teaching Reading in the Content Areas, McRel.

Professional Experience:

- Helped to define school priorities and strategies to attain them as part of the Leadership Team
- · Made key budgetary decisions in School Site Council
- Researched, analyzed and reported school-wide data as well as wrote self study report in preparation for Western Association of Schools and Colleges visit
- Compiled data and prepared documentation for Categorical Program Monitoring review
- Facilitated Professional Learning Communities
- Planned and delivered **Professional Development** for teachers
- Provided student intervention through the School Attendance Review Team
- · Designed a system of rewards and reinforcements for Positive Behavior Support plan
- Collaborated with local schools, government agencies and community organizations as part
 of the Safety Collaborative to improve safety at school and in the community for students

Employment	Attendance Coordinator, Huntington Park High School, Los Angeles Unified School District	2007-present
	Responsible for developing and managing an attendance program that reaches every student, uses truancy and dropout data to design and modify interventions, is conducted in collaboration with parents and appropriate local agencies, supports the instructional program and promotes student achievement.	1994-2007
	History/Social Science Teacher, Huntington Park High School, Los Angeles Unified School District Used state standards and district guidelines to plan, implement and assess instruction in Geography, World History, United States History, and Psychology courses to students in 9th through 12th grade.	
	Instructional Aide II Bilingual/Bicultural, La Patera Elementary School, Goleta Unified School District	1992-1994
	Assisted in all aspects of instruction in a bilingual first grade classroom. Emphasis was on leading reading, writing, math and science lessons in both English and Spanish. Worked individually with students as needed and conducted parent outreach.	
	Community Worker II, Tobacco Control Program, Watts Health Foundation Provided health education to at-risk youth via individual counseling and group presentations, promoted awareness of advertisement techniques directed at youth, conducted cessation classes for clients dependent on tobacco products, promoted big and healthy babies by giving informational presentations to women enrolled in the Women, Infant and Children Program (WIC).	Summer 1992
	Chairperson , <i>La Escuelita</i> , University of California, Santa Barbara Coordinated tutoring programs at three school sites, recruited and interviewed employees and volunteers, and managed the annual budget. Provided one-on-one tutoring to students of various grade levels and supported instructors in a traditional class setting.	1990-1994
Community Involvement	San Gabriel Canyon Sweep, Volunteer	
	Los Angeles Mission, Volunteer	
	Cal Ripken-Babe Ruth League, Volunteer Coach	
	Northwest Downey Little League, Volunteer Coach	
	American Red Cross, Volunteer	
Honors & Awards	Outstanding Educator, The Fulfillment Fund	
	Great Teacher of the Year, Huntington Park High School	

Roberta Ross

Degrees

2011 Pupil Personnel Services Credential pending

University of La Verne

2009 Tier I Administrative Credential

California State University, Dominguez Hills

2008 Masters of Science in School Counseling

University of La Verne

2004 Professional Clear Single Subject Credential with CLAD Emphasis

Masters of Education

University of California, Los Angeles

2003 Bachelor of Science in Mathematics

University of California, Los Angeles

Positions

<u>Mathematics Coach</u>: Huntington Park High School, Los Angeles Unified School District, Local District 6. 2007-Present

- Utilized the Cognitive Coaching model to peer coach teachers
- Provided new teacher orientation and support
- Delivered model lessons and demonstrated development and implementation of intervention
- Analyzed periodic assessment data and used it to develop professional development for teachers
- Initiated College Preparatory Mathematics curriculum pilot
- Assisted teachers in developing a progressive discipline policy
- Planned and delivered Professional Development for teachers
- Facilitated Professional Learning Communities meetings
- Developed the meeting schedule and managed logistics for Professional Learning Communities meetings
- Provided professional development for Teacher's Assistants
- Provided small group and individual intervention in mathematics classes
- Researched, analyzed, and reported school-wide data as well as wrote self-study report for the Western Association of Schools and Colleges visit
- Compiled data and prepared documentation for Categorical Program Monitoring review
- Helped to define school priorities and strategies to attain them as part of the Leadership Team

<u>Classroom Teacher:</u> Huntington Park High School, Los Angeles Unified School District, Local District 6. 2004-2007

- Mathematics Cadre Member
- Lesson Study Facilitator
- Co-facilitated professional development meetings, focusing on professional learning communities.
- Co-facilitated development of department curriculum alignment.
- Modeled lessons for colleagues.
- New teacher mentor.

- Courses Taught: Algebra 1, Geometry, Algebra 2, Trigonometry, Math Analysis, Calculus AB
- Implemented cooperative learning strategies in the classroom.
- Prepared challenging and differentiated tasks and supported student engagement and progress in fulfilling those tasks.
- Designed lessons that allowed students to construct their own meaning using their own experiences and resources.
- Participated in Mathematics Textbook Adoption
- Taught SAT Preparation Workshop.
- Member of Small Learning Community intervention team.
- Provided tutoring sessions weekly.
- Class of 2008 Advisor
- Cheer Sponsor

<u>Classroom Teacher</u>: Los Angeles Academy Middle School, Los Angeles Unified School District, Local District 7, 2003-2004

Courses Taught: 7th grade Pre-Algebra and Algebra

Professional Development

- Learning and the Brain Conference, Public Information Resources, Inc.
- California Mathematics Council conference
- 21st Century Learners Symposium, Los Angeles County Office of Education
- Intervention Strategies, Solution Tree
- Professional Learning Communities Institute, Solution Tree
- National Conference on Differentiated Instruction, Staff Development for Educators
- Pyramid of Intervention Conference, Los Angles Unified School District
- Thinking Maps, Thinking Maps Inc.
- Bureau of Education and Research Differentiated Instruction Conference
- Advanced Placement Conference
- Peer Assistance and Review Differentiated Instruction conference
- Understanding By Design Conference

Work experience

Private Tutor, 2006 - 2008

- Provided mathematics tutoring, Kindergarten Calculus
- Tutored aspiring teachers for CBEST.

Pilar M. Diaz

Self-directed, enthusiastic educator with a passionate commitment to student development, achievement, and the learning experience. Skilled in designing enriching, innovative, and rigorous lessons based on the state standards that address the needs of all students in a classroom. Possess outstanding communication skills; presents content in a variety of ways emphasizing its relevance inside and outside the classroom. Active team member who effectively collaborates with all levels of staff members and establishes quality relationships with students.

Education

Bachelor of Arts, Double Major: Liberal Studies and History- Cal Sate University Long Beach, Long Beach

Social Science Credential: Cal Sate University Long Beach, Long Beach

Teaching Experience

Griffith Middle School- East Los Angeles, Ca

Long Term Sub (2006)

- · Responsible for teaching 7th Grade World History, assumed all responsibilities of a regular classroom teacher including formulating lesson plans, assessments, grading, and professional development
- ·Counseled students and met with parents on a regular basis to deal with behavior issues in the classroom

Huntington Park High School- Huntington Park, Ca

Teacher (2007-Present)

- · Responsible for teaching World Geography, World History, U.S. History, Government and Economics
- ·Differentiated curriculum to address needs of all students including ELL, Honors, and Special Ed
- ·Worked as a member of a PLC to improve student learning and CST scores-Developed a Pacing Plan, Curriculum Maps, Common Formative, and Summative Assessments for World History based on essential standards
- ·Developed methods of intervention for students not meeting standards
- ·Assisted with the Health and Human SLC- Organized assemblies and student recognition activities to foster personalization within our SLC
- ·Assisted with the Link Crew program within our SLC
- ·Co-created small school, School of Social Justice

Professional Training and Workshops

Solution Tree Common Formative Assessments (2008)
Small Learning Communities (2008)
Solution Tree Pyramid Response to Intervention (2009)
Project Based Learning (2010)
Law and Justice (2010)

Enedelia Toledo

"...exceptionally energetic and enthusiastic teacher...projects a charisma that captures the imagination of students...demonstrated excellent

classroom management skill..."

Alison Murray former Instructional Advisor

"Ms. Toledo, thank you for having a balance and firmness in your instruction. I have never had a teacher

that kept it real to what life was going

to be like after high school."

Nancy Morales former student

Professional Profile

Eager to develop high school students as leaders of their life and community.

- Hold Masters Degree in Educational Administration and Bachelors Degree in English Language Arts.
- Experienced in use of the Internet, Microsoft Office and LAUSD's SIS program.
- · Hard-worker and collaborator.
- Dedicated to enthusiastic teaching as a means of creating and nurturing a lifelong love of knowledge in students.

Education and Credentials

Educational Administration

California State University Dominguez Hills, CA. 2009-2010

Completed courses to continue building new strategies and resources

Online University of San Diego, CA. 2006 – 2007

Preliminary Administrative Credential Courses

Northridge University, CA. 2005

Bachelor of Arts: English Language Arts

California State University, Long Beach, CA. 2001

Credentials

Cross-cultural Language and Academic Development

Online University of Phoenix, CA. 2010

Single Subject Teaching Credential

California State University, Long Beach, CA. 2001

Key Qualifications

- · Certified in Teaching
- Plan and instruct subject area using wide variety of teaching aids, motivational and implementation strategies to engage students in active and cooperative learning.
- Incorporate learning modality principles into classroom and individual instruction. Develop and conduct interdisciplinary projects.
- · Research educational resources on the Internet.

Computer Skills

- · Software: Microsoft Windows® and DOS, WordPerfect, Microsoft Word
- Working knowledge of the Internet
- SIS: Most common fields and programs dealing with students (ID01, CL04, AT56, MR54, etc.)

Employment

Professional Development in Education

English Language Arts Teacher, Fall 2010 to Present Huntington Park High School, Huntington Park, CA "...the background and training in group process and consensus building makes her an ideal facilitator for school improvement. She will provide the necessary strength in the areas of leadership, conflict resolution, teamwork and standards-based instruction, in order to facilitate the reform efforts of any educational institute. [Mrs. Toledo] is a valuable

Richard Valerio, AP

resource to our school..."

"My ability to motivate students and share a love of learning fosters a successful classroom environment. ...

My philosophy as an educator is that all students can learn and all students can be academically and socially successful."

Enedelia Toledo

- Literacy Coach, Spring 2008 to Fall 2010
 - Huntington Park High School, Huntington Park, CA
- English Language Arts Teacher, Spring 2002 to Fall 2008
 Huntington Park High School, Huntington Park, CA
- Substitute Teacher, Junior High and High School, Fall 2000 to Fall 2002
 Los Angeles Unified School District, CA
- Student Teacher, September to December 1999
 Bolsa Grande High School, Garden Grove, CA

Professional Experience

- Facilitated and Collaborated with teachers in Professional Learning Communities.
- Assisted new teachers in classroom management and instruction.
- Coordinated distribution of Periodic Assessments at the school site (high school).
- · Participated in ECR in-school reading.
- Experience with 9th-12th grade level English.
- · Selected to preview Periodic Assessment revisions.
- College Summit Advisor.
- · AVID trained (Language Arts and Elective).
- Differentiated Instruction yearly conference attendant.
- CATE conference participant.
- Proctored CAHSEE off track.
- Instructed CAHSEE Boot Camp.
- Literacy Cadre Member (collaborated with coach and across the content)
- · Participated in strategy observation and modeling.

Professional Affiliations

International Reading Association Association for Supervision and Curriculum Development Educational Leadership **10b. Applicant Team Capacity:** List the members of applicant team filing this proposal. Please be sure to include each person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.). Include a brief biography of those persons who will take a significant leadership role in the proposed school. Provide evidence to show why the team has the collective capacity to successfully lead/transform a school.

School/Team Member	Affiliation/Biography	
Network Principal Albert Castillo	Al is a former English teacher, counselor, Assistant Principal and High School Principal. As a Principal he guided two high schools to Small Learning Communities, full inclusion, block schedule, interdisciplinary curriculum, and senior projects. As a Director, he guided all secondary schools in Local District 6 in the development of Small Learning Communities, Block Scheduling, as well as Professional Learning Communities. Under his leadership all 7 high schools in Local District 6 made an average gain of 35 points for the 2010 school year. He has made several national and state level presentations on motivating staff to effect change, 21 st Century Leadership, teaching and learning. He is currently a tenured adjunct professor at Cal State University Northridge where he teachers upper division courses in the administrative credentialing	
Institute of Applied Mathematics • Jonathon Chaikittirattana • Jenaro Torres	 Jon is currently the Small Learning Community Coordinator. He assists with the Master Schedule and served a major role in the implementation of the Block Schedule. Prior to this role, he served as the Human Services Academy Lead Teacher and a health teacher. Jenaro is the Data Coordinator and a part-time Special Education teacher. He is a member of the Professional Development team, Leadership team and WASC team. He also was a D.O.T.S. transition service provider. 	
School of Applied Mathematics and Science Ruben Aburto Roberta Ross	 Ruben is the Attendance Coordinator. He also is a member of the Professional Development team, Leadership Team, and WASC team. In addition, he coordinates Service Learning. Prior to this role, he was a History/Social Science teacher for fourteen years. Roberta is the Math coach, member of the Professional Development team, Leadership team and WASC team. Prior to this role, she was a Math teacher for four years. 	

Technology, Entertainment, and Design School Seema Puri Nick Adolfo Patricia Farley-Terry	Seema is currently our Career and Technology Education (CTE) coordinator and Business and Technology SLC lead teacher. She is a member of the Leadership team. She was a Science teacher for twenty Seema is currently our Career and Technology Education (CTE) coordinator and Business and Technology SLC lead teacher. She is a member of the Leadership team. She was a Science teacher for twenty
Patricia Farley-Terry	 years. Nick is currently a Science and Filmmaking teacher. Patricia is currently a Home-Economics teacher.
 Renaissance School of the Arts Maricella Garcia Connie Aguillon 	 Maricella is the assistant principal over instruction and budget. She has supervised WASC, testing and student activities. Before this, she was a literacy coach for four years and English teacher for nine years. She has experience with Professional Learning Communities and Small Learning Communities. Connie is the ELD coach. She serves on the Professional Development team, Leadership team and WASC team. Prior to this, she was an ESL teacher for seventeen years.
iSchoolMartin HernandezJuan Alfaro	 Martin is the Staffing Coordinator and a New Media teacher. He is also a member of the Professional Development team, Leadership team, and WASC team. Prior to this, he was a Math Coach and a Math teacher. He also provided training for new teachers. Juan is the Bilingual Coordinator and AP Spanish teacher. He also was the Spanish Department Chair.
School of Social JusticeEnedelia SifuentesPilar Diaz	 Enedelia is currently the part-time coordinator for the School of Social Justice and part-time English teacher. She also was a Literacy Coach for two years. Pilar is a History/Social Science teacher in the School of Social Justice.

HUNTINGTON PARK HIGH SCHOOL NETWORK OF 21ST CENTURY SCHOOLS PRINCIPAL JOB DESCRIPTION

Job Purpose

Serves as the instructional leader, chief fiscal officer, and the chief administrator of six, 9-10 grade small schools with a pilot governance model. Additionally the principal is similarly responsible for five small learning communities at the 11-12 grade level set in a traditional governance model. The principal is responsible for the direction of the instructional program and the operation of the school plant and related facilities for the entire 9-12 comprehensive school.

Responsible to:

The Governing Council and the Local District Superintendent or designee

Subordinates

Three generic assistant principals

One assistant principal of secondary counseling services

Two instructional specialists

Six Small School Coordinators

Any of the following, unless assigned as subordinates to an Assistant Principal: Library Media Teacher; Teachers; Career Counselor, Counselors, School Nurse, Plant Manager, Cafeteria Manager, and Financial Manager as assigned for administrative direction when functioning at the school site; technical assistance received from appropriate supervisory personnel attached to central or field units; School Secretary or School Office Manager as assigned; Education Aide as assigned; other certificated and classified personnel as assigned.

Functions

Train appropriate staff in development of the master schedule

Oversee development of the master schedule

Serve as a model of 21st century teaching and learning

Provide professional development to all leadership in the areas of 21st century teaching and learning

Understand the theory of Cognitive Coaching

Provide professional development to all leadership in the area of cognitive coaching.

Practice cognitive coaching as a model for others and so that others can enhance their practice as teachers or leaders

Understand the theory of collaboration

Provide professional development to all leadership in the area of collaboration

Practice a model for collaboration that results in an effective leadership team

Understand data analysis

Practice data analysis with the leadership team

Understand the theories behind small schools and or small learning communities.

Maintain the vision and guide the Network to its fullest in terms of being an effective small school.

Serve as a liaison to the stakeholders of the school community

Interpret and implement state laws, Board of Education rules policies, procedures, and the

pilot school contract.

Provide guidance, supervision, and assistance in instructional practices and curriculum development that is culturally relevant and responsive to the language, social, and the academic needs of the student population, including bilingual, special education, and Gifted and Talented students.

Provides leadership for achievement of student goals; assesses progress toward meeting the goals; develops the School's Single Plan for Student Achievement and measures the outcomes of these goals.

Prepares school budgets and is responsible for the monitoring of expenditures of all school funds in accordance with federal, state, and District guidelines.

Counsels students, recommends, and implements student disciplinary actions in accordance with the Education Code, District policy, and procedures, and the school's student responsibility code.

Organizes and conducts school extra-curricular activities and fundraising events. Maintains a school climate that ensures the safety,health,and welfare of students and personnel; organizes and implements an "Emergency Operation Plan"; complies with mandated child abuse reporting procedures. Participates in directing the school's organization and the appropriate placement of

students in accordance with the LAUSD Master Plan for English Language Learners. Maintains positive public relations and outreach contacts with parents and community groups.

Ensures the maintenance of a clean physical environment that is conducive to good health and safety.

Evaluates the performance of certificated and classified personnel assigned to the school site.

E. Qualifications

Education

Required

- 1. An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- 2. At least four semester units in multicultural education or equivalent study Experience

Required

- 1. Atleasteightschoolyearsofsuccessfulfull-timeserviceinapublicschoolcertificated position(s), no fewer than three years of which must have been in teaching service.
- 2. In addition to or concurrent with the eight years required above:
 - a. At least two years of public school certificated service directly related to an instructional program at a middle or senior high school covering grades 6 through 12. inclusive.
 - b. At least two years of service in an administrative or supervisory position, one year of which must have been in a school-based assistant principal level position.
 - c. Certificated experience at a minimum of two locations.

Desirable

Successful full-time active service as a dean, head counselor, vice-principal, or an assistant principal in a middle, senior, four-year high school or in a position of a commensurate level requiring supervision of or leadership in the instructional program and teaching personnel in such school.

Knowledge, Skills, Abilities, and Personal Characteristics

- 1. Knowledge of small schools or small learning communities
- 2. Ability to coach others
- 3. Knowledge of 21st century teaching, learning, and leadership

- 4. Ability to develop the master schedule
- 5. Knowledge of the change process
- 6. Professional growth appropriate for educational administration at the secondary level;
- 7. Leadership skill in facilitating groups process

Credentials: One of the following California credentials or credential combinations authorizing K-12 service must be in force and on file in the Office of the Los Angeles County Superintendent of Schools:

- 1. Service Credential with a specialization in administrative services
- 2. Standard or General Administration Credential
- 3. General Supervision Credential

Huntington Park High Network of 21st Century Schools Election-to-Work Agreement 2011-2012

"The kind of commitment I find among the best performers across virtually every field is a single-minded passion for what they do, an unwavering desire for excellence in the way they think and the way they work. Genuine confidence is what launches you out of bed in the morning, and through your day with a spring in your step."

Jim Collins

Dear Colleague,

We invite you to join the community of Huntington Park High Network of 21st Century Schools (the Network) – a Pilot School comprised of six-autonomous small schools offering multidisciplinary career themes of education.

It is our intent to create 9-12 schools that begin with ninth and tenth grade students the first year and phase in the eleventh and twelfth grade students over the next two years. Their current small learning community will support the eleventh and twelfth grade students until they have graduated. As discussed in research it is imperative that each school begin as small as possible in order to establish a collaborative culture among teachers, students and parents. (The Big Picture, Littky, Washor, 2004), (The Right to Learn, Darling-Hammond,1997).

The Network has been established with a Vision of creating the conditions for students to innovate and create real world 21st Century projects that may have an impact on the school, the community and their fellow classmates. The school will develop stimulating experiences that enhance the skills of critical thinking, communications and collaboration, and creativity across the California standards-based curriculum.

It will be our Mission to provide these experiences for all students. We will be committed to partnering with parents and students to ensure that we hear their voices and provide many alternatives for students to demonstrate their understanding of the standards-based curriculum. The data has informed us of the need to ensure strong emphasis on math, reading, and writing skills. We will strive to deeply understand the skills necessary for our students to become 21st Century learners who will use their knowledge to create lasting change in the school, community, and in the lives of others.

The Network will offer students with options they have never had before and will consist of the following six schools:

- 1. Huntington Park Institute of Applied Medicine
- 2. Huntington Park Technology, Entertainment and Design School

- 3. Huntington Park iSchool
- 4. Huntington Park Renaissance School of the Arts
- 5. Huntington Park School of Applied Mathematics and Science Design
- 6. Huntington Park School of Social Justice

Please join us in this adventurous and rewarding journey into our students' future. We believe you can play a vital role in your capacity as a faculty member. Together, we can make this journey fascinating and, most importantly, valuable for our community's youth. We are asking you to review and sign this Election to Work Agreement, a condition necessary for your participation in the Network. As you may note, the Agreement provides, among other things, important information pertaining to administrative matters as well as your roles and responsibilities.

Very truly yours,

The Network Design Team

AGREEMENT

VISION

The vision of the Network, in partnership with parents and the community, will strive to provide intellectually stimulating experiences for its students that enhance learning through the Core Values: Collaboration, Coaching, Reflection and Feedback, 21st Century Teaching and Learning, and Reading/research that along with adherence to the California State Standards will ensure that students of all ability levels are well equipped to meet the challenges of post secondary education, work and life. However, their education will not be complete until they can implement what they have learned to make a difference in their school, their community, or the lives of others. For this reason the project-based work will require students to design solutions to school, community, and/or real world issues.

MISSION

The mission of the Network is to provide students with a rigorous, well-rounded educational program including Marzano's strategies, 21st Century skills, Project-Based Learning, Technology and Intervention will lead to college entrance and/or career pathways, and foster the students' economic independence and social responsibility in the 21st Century and prepare them to compete and become problem solvers in an innovative global economy.

PREAMBLE

The Network has been established as a Pilot School (comprised of six small schools) within the LAUSD Local District 6 Huntington Park Complex, building a partnership with UTLA, and AALA and has been approved by the Network Design Team.

UNDERTAKING BY PROFESSIONALS

l,	(Print Name), am voluntarily electing to work at the Huntingtor
Park High Network	of 21 st Century Schools. By signing this one year agreement, I understand
the vision and miss	on of the school, and agree to comply with the duties and responsibilities
described below.	

School Day

For the school year 2011-2012, the school day will be from 7:25 a.m. to 3:14 p.m. with a 4X4 block schedule and an advisory period. As per the UTLA contract all staff are expected to arrive 10 minutes prior to and stay 10 minutes after the school day. Professional development will be scheduled once a week at which time the students will have a late start. Additionally one full day per month will be scheduled for professional development, coaching, reflection, and feedback.

School Year

The Network will follow the LAUSD Concept 6, multi-track schedule of 163 days of instruction for the school year beginning July 1, 2011 and ending June 30, 2012. Commencing with school year 2012-2013, the Network is scheduled to follow LAUSD's traditional calendar (180 instructional days).

Academic Curriculum

The Network requires an interdisciplinary curriculum that works horizontally at the same grade level within each school and also builds vertically throughout the students' four-year education. The academic curriculum will be creatively designed to meet the diverse learning styles and needs of our student population. Professionals will work in teams and are expected to employ 21st Century project-based, standards-based instruction techniques in their teaching methodologies. The lessons and curriculum will be developed collaboratively by grade-level, elective and other content specific team(s) of teachers. Members of teaching teams will meet routinely in order to assess student needs, reflect on student work, revise, and develop curriculum.

Time Required to Render Service Beyond the instructional school/ work year or day
The Network is a revolutionary idea in the field of student education. However, the
success of this endeavor will depend significantly on the ability of the faculty members to
be an integral part of a collaborative learning community, one that requires taking a fresh

approach towards the practice of teaching and learning. In addition to classroom instruction time, students will greatly benefit from additional interaction with and support from their teachers. Such interaction can be achieved by the following contributions by their teachers:

- maintain two (2) office hours per week for tutoring, parent conferences, student progress monitoring, and guide students that need additional help in understanding the concepts being taught
- supervise one extra curricular or school event each semester not including those mentioned in Parent/Community

Commitment to Professional Development (PD)

The Network will support its faculty members in achieving their professional goals in line with the mission of by providing opportunities and resources. To facilitate the process, The Network Design Team has identified five instructional priorities described below.

- 21st Century Skills
- Interdisciplinary Studies
- Project-based Learning
- Research-based Strategies
- Technology Integration

The Network will make available to its faculty members a variety of PD programs which will be created by the applicable AP, Small School Coordinator and teachers geared towards assisting all in creating, developing and modifying the academic curriculum in line with the above described priorities.

To make judicious and effective use of the resources available to the faculty members, it is expected that the members will:

- attend 21st Century PD one day per month
- attend the designated PD sessions and faculty meetings throughout the year
- apply PD learning experiences in the classroom
- maintain a PD portfolio to chart and reflect progress
- endeavor to enhance the PD portfolio by attending PD (seminars, workshops or classes) in the primary theme or instructional priorities of the school
- attend a 10-day summer institute in June, 2011
- participate in peer coaching to reflect and improve the practice of teaching and learning.

Participation in Parent/Community Events

To further the goal of partnership with parents and community described in the vision statement, faculty members will also:

^{**}Counselors will run group counseling sessions as appropriate for attendance, academics, and/or social and emotional issues

- attend the 9th grade orientation, which will be scheduled on a Saturday prior to the beginning of the school year
- attend all designated parent meetings, conferences, and appropriate SST and IEP meetings related to students in their classes
- plan and participate in a recruitment fair targeted at 8th graders
- sponsor one school club, sport, or extracurricular activity after school based on theme
 of the school, collective interests of the student population, or faculty interest or
 expertise

Additional Measures for Performance Evaluation which Enhances Pilot School

The Network intends to use a broad based system to evaluate the performance of its professionals to optimize student performance and to achieve strong results. In addition to the LAUSD Stull process, multiple perspectives will be taken into consideration for performance evaluation. Every faculty member will maintain an assessment portfolio that will contain evidence, reflection and feedback based on the following:

- Goal Setting
- PD portfolio self reflection
- Peer feedback
- Parent feedback
- Student feedback
- Small school coordinator assessment

Governance

As a Pilot School, the Huntington Park High Network of 21st Century Schools Governing Council replaces the roles of the Share Decision Making Council (SDM). The Governing Council is comprised of non-paid members that include the principal, the school coordinators, teachers, parents, students, and community members. Network stakeholders will have the opportunity to serve on the Council if elected, and/or participate on a subcommittee of their choice. This distributed leadership model will be highly encouraged at our school site. The Governing Council will approve the annual Election- to -Work Agreement (EWA), School budget and policies, in order to implement the vision of the school. Grievances will be handled according to the MOU between LAUSD and the Public School Choice initiative. Teachers are expected to commit fully to carrying out the vision and mission of the Network, participating in the development of a collaborative, professional community, supporting this community by participating fully in all regular and supplemental job duties as described in the job description and the yearly EWA.

Salary, Benefits, Seniority, and Membership in Bargaining Unit

Teachers will continue to accrue seniority within the District as they would if working elsewhere in LAUSD. Persons employed as faculty of the Network will receive the wages and benefits established in the LAUSD-UTLA Collective Bargaining Agreement and will continue to remain members of the UTLA bargaining unit.

Voluntary Transfer

A staff member, who voluntarily wishes to excess (be released from) the Network at the end of a school year, shall notify the Principal of his/her decision, in writing, no later than March 15th of the applicable school year.

Release of Staff (Excessing)

A staff member may be released from his/her responsibilities at the Network if it is determined by the Principal that the staff member has not complied with the terms of this Election-to-Work Agreement and/or if he/she is unable to support and implement the vision and the mission. Release of a teacher will be determined in collaboration with the Principal's direct observations and findings, and/or input from the AP and/or School Coordinator. Excessing criteria and due process will be carried out in accordance with the Bargaining Unit Agreement and Pilot School autonomy. Teachers will be notified by March 15th if they are being released from their duties for the following year.

Substitute Coverage

In the event of an absence, staff is expected to follow the appropriate procedures outlined for such purposes including a request for a substitute and notifying the school office regarding absences. All procedures and compensation for period coverage and substitute requests will adhere to the LAUSD-UTLA Collective Bargaining Agreement.

Dispute Resolution

If there is a dispute between a faculty member and the Network, the faculty member will meet and confer with the Principal or any authorized designee to discuss and resolve the dispute within a reasonable period of time. If such dispute cannot be resolved within a reasonable period of time, the following dispute resolution process, approved by the Governing Council, will be used:

- 1. The aggrieved faculty member will submit to the Principal, in writing, a brief summary of the nature of the dispute and the resolution desired within four (4) days of the grievous incident.
- 2. The Principal will meet with the grievant within four (4) business days of receiving the written notice and use his/her best efforts to resolve the issue.
- 3. If the dispute cannot be resolved satisfactorily, the grievant may then present his/her complaint to the Governing Council at the next scheduled meeting and seek a resolution of the issue.
- 4. If the dispute remains unresolved following the hearing with the Governing Council, the parties will then seek a final resolution by submitting the matter to an Appeal Board comprised of the representatives from the Local District, UTLA, and the Governing Council.

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BY SIGNING THIS DOCUMENT, I ACKNOWLEDGE THAT I HAVE READ AND UNDERSTAND ALL THE PROVISIONS OF THIS ELECTION-TO-WORK AGREEMENT. I ACCEPT THE TERMS OF THIS ELECTION-TO- WORK AGREEMENT AND AM COMMITTING TO THE

NETWORK AND TO THE SCHOOL INITIALED BELOW.

	Huntington Park Institute of Applied Medicine
	Huntington Park Technology, Entertainment and Design School
	Huntington Park iSchool
	Huntington Park Renaissance School of the Arts
	Huntington Park School of Applied Mathematics and Science
	Huntington Park School of Social Justice
Name (Print) :
Signature: _	
Date:	

LOCAL DISTRICT 6 LETTER OF SUPPORT

Not available at time of printing.

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